



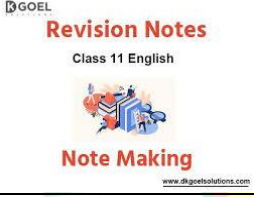






DELHI PUBLIC SCHOOL DEHRADUN





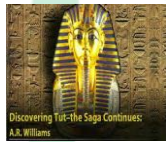
SYLLABUS BIFURCATION - SESSION 2026-27





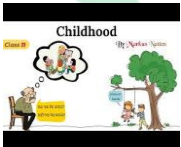




SCIENCE STREAM CLASS: XI

SUBJECT- ENGLISH CORE (301)



MONTH		LITERATURE	WRITING SKILLS	READING SKILLS	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
April (21 Days)	I-Fortnight	Orientation Overview of English Curriculum	Note- Making and Summary Writing 	Comprehension passage 	ID: Introduction to different approaches	EL: Ice breaking Activities BL: Sample Papers Display www.cbse.nic.in
	II-Fortnight	1.The Portrait of a Lady  2.The Photograph 		Sharp Insight Note making	AI: Preparation of a portrait (painting) MI: Visual Spatial ID: integration with painting	EL : Prepare a portrait& preparing a Family Photos collage Interview with grandparents Cherish some special moments BL: PPT https://www.slideshare.net/cafe91delhi/garogharian
May (24 Days)	I-Fortnight	1.The Summer of The Beautiful White Horse 	<ul style="list-style-type: none"> • Revision of Grammar • Poster 	<ul style="list-style-type: none"> • Unseen Comprehension Passage 		Write a poem on nature EL: Discussion, Anecdotes BL: www.cbse.nic.in
	II-Fortnight	2.The Laburnum Top 				
June				Summer Break		

July (26 Days)	I-Fortnight	1. We're Not Afraid to Die: If We Can All be Together 	Note-Making and Summary Writing			BL: www.cbse.nic.in
	II-Fortnight	2. The Voice of the Rain 	<ul style="list-style-type: none"> • Speech 	<ul style="list-style-type: none"> • Case Based Unseen Passage 		
August (23 Days)	I-Fortnight	The Address 	<ul style="list-style-type: none"> • Poster • Note-Making and Summary Writing 	Unseen Comprehension Passage Compacta	MI: Spatial ID: Integration with History	BL: www.cbse.nic.in
	II-Fortnight	Discovering Tut: The Saga Continues 	<ul style="list-style-type: none"> • Debate Writing • Integrated Grammar 		MI: Naturalistic ID: Integration with Painting	EL: Nature walk, Collect Items BL: A short movie on sea voyage
September (23 Days)	I-Fortnight	Revision and Mid Term Examination	Note making and summarizing			BL: www.cbse.nic.in
	II-Fortnight	Mid Term Examination	<ul style="list-style-type: none"> • Revision of writing skills 	Compacta Unseen Comprehension Passage	MI: Linguistic & Interpersonal ID: History	EL: BL: https://www.youtube.com/watch?v=pttHSJC14Ks EL: Characterization Matrix on Agha Shahid Ali

October (20 Days)	I-Fortnight	1.Father to Son  2.Mother's Day 	<ul style="list-style-type: none"> • Advertisement (To Let, For Sale) 	Compacta Unseen Comprehension Passage	MI: Linguistic 	EL: EL: concept mapping
	II-Fortnight	1.Childhood 	<ul style="list-style-type: none"> • Advertisement (Lost, Missing Situation Wanted/Vacant Etc.) 		MI: Interpersonal, Linguistic & Intra personal ID: Performing art	EL: Prepare a poster on 'How I see myself' BL: Video of collected posters
Nov (22 Days)	I-Fortnight	1.The Adventure 	<ul style="list-style-type: none"> • Report (Newspaper) • Integrated Grammar • Speech 	Unseen Comprehension Passage	MI: Naturalist ID: Geography MI: Intrapersonal ID: Moral Education	EL: Plantation EL: Speech on 'Mother' https://www.youtube.com/watch?v=C15NXPb67QE
	II-Fortnight	1.The Tale of Melon City  2.Birth 	<ul style="list-style-type: none"> • Debate Writing • Note making and summarizing 		MI: Linguistic	
Dec (25 Days)	I-Fortnight	1.Silk Road 	<ul style="list-style-type: none"> • Advertisement 	Unseen Comprehension Passage	AI: Draw silk road route MI: Spatial & Linguistic ID: History	EL :Draw route of silk road-group activity https://en.wikipedia.org/wiki/Silk_Road EL: Article on world peace


	II-Fortnight		<ul style="list-style-type: none"> • Debate • Speech 		MI: Linguistic ID: History	EL: Prepare a video on mummy's tomb found around the world EL: Video prepared by students https://www.youtube.com/watch?v=KyjQJBDD5V4
Jan (17 days)			Revision & Practical exam	Unseen Comprehension Passage		
Feb (23 days)			Annual Examination			
March (17 days)			Annual Examination			

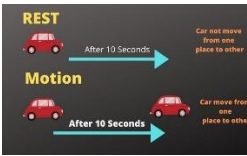
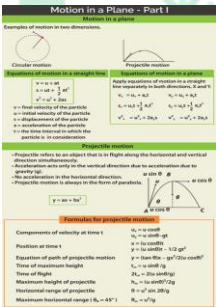
Cycle Test and Term Exams Syllabus Details

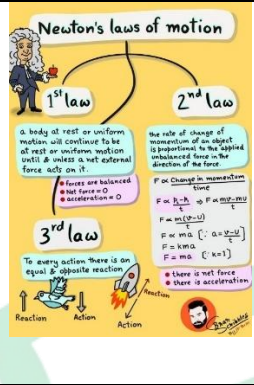
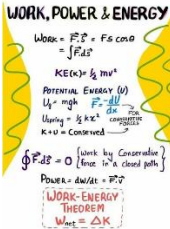
TEST	SYLLABUS	DATE
CT1	<ul style="list-style-type: none"> • Comprehension Passage (Discursive) • Poster • Integrated grammar • The portrait of a lady • The Photograph • The summer of white beautiful horse 	DD.MM.YY
CT2	<ul style="list-style-type: none"> • Note making • Classified advertisement • Integrated grammar • We're not afraid..... • The laburnum top • The Address 	DD.MM.YY
Mid Term	<ul style="list-style-type: none"> • Comprehension Passage (Discursive/ Descriptive and Case Based) • Note making • Poster • Speech • Classified advertisement • Integrated grammar • F: Ch 1,2,3, Poem 1,2,3; Vistas: Ch 1,2 	DD.MM.YY



CT-3	<ul style="list-style-type: none"> Comprehension Passage (Discursive) Debate Integrated grammar Mother's Day Father to son Childhood 	DD.MM.YY
CT-4	<ul style="list-style-type: none"> Comprehension Passage (Case based) Advertisement Integrated grammar The Adventure Birth The Tale of melon city 	DD.MM.YY
ANNUAL EXAM	FULL SYLLABUS	DD.MM.YY


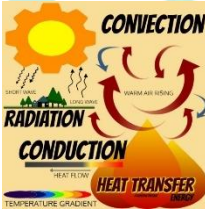
CLASS: XI SUBJECT - PHYSICS



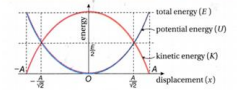
MONT H	FORTNIG HT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (23)	6st - 15th APRIL	<u>Unit I: Physical World and Measurement</u> <u>Chapter-1: (Units and Measurement)</u> 	<ul style="list-style-type: none"> Need for measurement. Units of measurement. Systems of units; SI units. Fundamental and derived units. Significant figures. Dimensions of physical quantities. Dimensional analysis and its applications. 	AI- Interactive discussion. Historical perspective. MI- Verbal Linguistic, Logical/Mathematical abilities, Bodily-Kinesthetic ID- MATHEMATICS	EL- To measure diameter of a small spherical/cylindrical body and to measure internal diameter and depth of a given beaker/calorimeter using Vernier Callipers and hence find its volume. BL- https://www.youtube.com/watch?v=zJZ5f-eFQCg https://www.youtube.com/watch?v=SQae73zfknQ
	16th - 30 APRIL	<u>Unit II: Kinematics</u> <u>Chapter- 2 Motion in a straight line</u>	<ul style="list-style-type: none"> Frame of reference, Motion in a straight line: Position-time graph, speed and velocity. 	AI- Interactive discussion. MI- Verbal Linguistic,	EL : To measure diameter of a given wire and thickness of a given sheet using screw gauge.

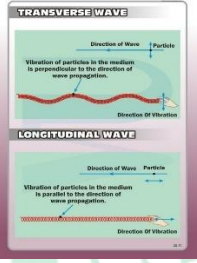
			<ul style="list-style-type: none"> Elementary concepts of differentiation and integration for describing motion, Uniform and non-uniform motion, average speed and instantaneous velocity, Uniformly accelerated motion. Velocity - time and position-time graphs. Relations for uniformly accelerated motion (graphical treatment). 	Logical/Mathematical abilities, Bodily-Kinesthetic ID- MATHEMATICS	BL- https://www.youtube.com/watch?v=RSpFCBfzDxU https://www.youtube.com/watch?v=7g_JE9dxEuw
MAY (25 Days)	1 st -15 th MAY	Unit II: Kinematics Chapter-3: Motion in a Plane 	<ul style="list-style-type: none"> Scalar and vector quantities; Position and displacement vectors, general vectors and their notations; Equality of vectors, multiplication of vectors by a real number; addition and subtraction of vectors, Unit vector; resolution of a vector in a plane. Rectangular components, Scalar and Vector product of vectors. Motion in a plane, Cases of uniform velocity and uniform acceleration-projectile motion, Uniform circular motion. 	AI- Interactive discussion. MI- Verbal Linguistic, Logical/Mathematical abilities, Bodily-Kinesthetic ID- MATHEMATICS	EL- To determine volume of an irregular lamina using screw gauge. BL- https://www.youtube.com/watch?v=7g_JE9dxEuw
MAY	16 th -31 st MAY	Unit III: Laws of Motion Chapter-4: Laws of Motion	<ul style="list-style-type: none"> Intuitive concept of force, Inertia, Newton's first law of motion; momentum and Newton's second law of motion; impulse; Newton's third law of motion. Law of conservation of linear momentum and its applications. 	AI- Interactive discussion. Historical perspective. MI- Verbal Linguistic, Logical/Mathematical abilities, Bodily-Kinesthetic	EL To find the weight of a given body using parallelogram law of vectors. BL- https://www.youtube.com/watch?v=fowRMegIFvw

			<ul style="list-style-type: none"> • Equilibrium of concurrent forces, • Static and kinetic friction, laws of friction, rolling friction, lubrication. • Dynamics of uniform circular motion. Centripetal force, examples of circular motion (vehicle on a level circular road, vehicle on a banked road). 	ID- MATHEMATICS ASTRONOMY	https://www.youtube.com/watch?v=Rwmchdb4SYE
JUNE	REVISION (If any Classes)				
JULY (26 Days)	1st-15th JULY	Unit IV: Work, Energy and Power Chapter-5: Work, Energy and Power 	<ul style="list-style-type: none"> • Work done by a constant force and a variable force, Kinetic energy, work-energy theorem, power. • Notion of potential energy, potential energy of a spring, Conservative forces: • Non-conservative forces, motion in a vertical circle. • Elastic and inelastic collisions in one and two dimensions. 	AI- Interactive discussion. Historical perspective. MI- Verbal Linguistic, Logical/Mathematical abilities, Bodily-Kinesthetic ID- MATHEMATICS	EL- To determine radius of curvature of a given spherical surface by a spherometer BL- https://www.youtube.com/watch?v=YIpIjPQJhA https://www.youtube.com/watch?v=iAxNgI9NrNw
	16th-31st JULY	Unit V: Motion of System of Particles and Rigid Body Chapter-6: System of Particles and Rotational Motion	<ul style="list-style-type: none"> • Centre of mass of a two-particle system, Momentum conservation, • Centre of mass motion. • Centre of mass of a rigid body; centre of mass of a uniform rod. • Moment of a force, torque, angular momentum, • Laws of conservation of angular momentum and its applications. 	AI- Interactive discussion. MI- Verbal Linguistic, Logical/Mathematical abilities, Bodily-Kinesthetic	EL- Using a simple pendulum, plot its L-T ² graph and use it to find the effective length of second's pendulum BL- https://www.youtube.com/watch?v=bJKEN43695k

			<ul style="list-style-type: none"> Equilibrium of rigid bodies, rigid body rotation and equations of rotational motion, comparison of linear and rotational motions. Moment of inertia, Radius of gyration, Values of moments of inertia for simple geometrical objects (no derivation). 	ID- MATHEMATICS	https://www.youtube.com/watch?v=t5kAugtw7Ns
AUG (23 Days)	1st -15th AUG	Unit VI: Gravitation Chapter-7: Gravitation 	<ul style="list-style-type: none"> Kepler's laws of planetary motion, Universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth. Gravitational potential energy and gravitational potential, escape speed, Orbital velocity of a satellite. 	AI- Interactive discussion, Historical perspective. MI- Verbal Linguistic, Logical/Mathematical abilities, Bodily-Kinesthetic ID- MATHEMATICS, ASTRONOMY	BL- https://www.youtube.com/watch?v=G76A6w7FuwM
	16th -30th AUG	REVISION	All chapters taught till the Mid-Term Exams.		
SEPT (23)	1st 2nd	MID- TERM EXAMINATION			
OCT (20 Days)	1st -15th OCT	Unit VII: Properties of Bulk Matter Chapter-8: Mechanical Properties of Solids	<ul style="list-style-type: none"> Elastic behaviour, Stress-strain relationship, Hooke's law, Young's modulus, bulk modulus, shear modulus of rigidity, Poisson's ratio, Elastic energy. 	AI- Interactive discussion. MI- Verbal Linguistic, Logical/Mathematical abilities, Bodily-Kinesthetic ID- MATHEMATICS CHEMISTRY	BL- https://www.youtube.com/watch?v=8K8oeWy0QL8

	<p>16th -30th OCT</p>	<p><u>Unit VII:</u> <u>Properties of Bulk Matter</u> <u>Chapter–9:</u> <u>Mechanical Properties of Fluids</u></p> 	<ul style="list-style-type: none"> • Pressure due to a fluid column, • Pascal's law and its applications (hydraulic lift and hydraulic brakes), • Effect of gravity on fluid pressure. Viscosity, Stokes' law, terminal velocity. • Streamline and turbulent flow, critical velocity, Bernoulli's theorem and its applications. • Surface energy and surface tension, angle of contact, excess of pressure across a curved surface, application of surface tension ideas to drops, bubbles and capillary rise. 	<p>AI- Interactive discussion.</p> <p>MI- Verbal Linguistic, Logical/Mathematical abilities ,Bodily-Kinesthetic</p> <p>ID- MATHEMATICS CHEMISTRY BIOLOGY</p>	<p>EL- To determine the coefficient of viscosity of a given viscous liquid by measuring terminal velocity of a given spherical body.</p> <p>BL-</p> <p>https://www.youtube.com/watch?v=mQwlmXtRu5k</p> <p>https://www.youtube.com/watch?v=A6CzFfkfvFo</p>
<p>NOV (22 Days)</p>	<p>1st -15th NOV</p>	<p><u>Unit VIII:</u> <u>Thermodynamics</u> <u>Chapter–10:</u> <u>Thermal Properties of Matter</u></p> 	<ul style="list-style-type: none"> • Heat, temperature, Thermal expansion; thermal expansion of solids, liquids and gases, anomalous expansion of water, • Specific heat capacity; Cp, Cv – calorimetry, • Change of state – latent, heat capacity. • Heat transfer-conduction, convection and radiation, thermal conductivity, • Qualitative ideas of Blackbody radiation, Wein's displacement Law, Stefan's law 	<p>AI- Interactive discussion.</p> <p>MI- Verbal Linguistic, Logical/Mathematical abilities ,Bodily-Kinesthetic</p> <p>ID- MATHEMATICS GEOGRAPHY</p>	<p>BL-</p> <p>https://www.youtube.com/watch?v=Qx2eV6KZVak</p>
	<p>16th -30 NOV</p>	<p><u>Unit IX:Behavior of Perfect Gases and Kinetic Theory of Gases</u> <u>Chapter–11:</u> <u>Thermodynamics</u></p>	<ul style="list-style-type: none"> • Thermal equilibrium and definition of temperature (zeroth law of thermodynamics), heat, work and internal energy. • First law of thermodynamics, isothermal and adiabatic processes. 	<p>AI- Interactive discussion.</p> <p>MI- Verbal Linguistic, Logical/Mathematical abilities ,Bodily-Kinesthetic</p>	<p>BL-</p> <p>https://www.youtube.com/watch?v=n6AZ_1ygui0</p>

			<ul style="list-style-type: none"> Second law of thermodynamics: gaseous state of matter, change of condition of gaseous state -isothermal, adiabatic, reversible, irreversible, and cyclic processes. 	ID- MATHEMATICS																			
DEC (25 Days)	1 st - 15 th DEC	<p>Unit IX: Behaviour of Perfect Gases and Kinetic Theory of Gases</p> <p>Chapter-12: Kinetic Theory</p> 	<ul style="list-style-type: none"> Equation of state of a perfect gas, work done in compressing a gas. Kinetic theory of gases - assumptions, concept of pressure. Kinetic interpretation of temperature; rms speed of gas molecules; Degrees of freedom, law of equi-partition of energy (statement only) and application to specific heat capacities of gases; concept of mean free path, Avogadro's number. 	AI- Interactive discussion. MI- Verbal Linguistic, Logical/Mathematical abilities, Bodily-Kinesthetic ID- MATHEMATICS	BL- https://www.youtube.com/watch?v=477mOz0r33M																		
	16 th -31 st DEC	<p>Unit X: Oscillations and Waves</p> <p>Chapter-13: Oscillations</p> <table border="1" data-bbox="506 1154 741 1295"> <thead> <tr> <th>Displacement (x)</th> <th>Kinetic energy (K)</th> <th>Potential energy (U)</th> </tr> </thead> <tbody> <tr> <td>+A</td> <td>0</td> <td>$\frac{1}{2}m\omega^2 A^2$</td> </tr> <tr> <td>$+\frac{A}{\sqrt{2}}$</td> <td>$\frac{1}{4}m\omega^2 A^2$</td> <td>$\frac{1}{4}m\omega^2 A^2$</td> </tr> <tr> <td>0</td> <td>$\frac{1}{2}m\omega^2 A^2$</td> <td>0</td> </tr> <tr> <td>$-\frac{A}{\sqrt{2}}$</td> <td>$\frac{1}{4}m\omega^2 A^2$</td> <td>$\frac{1}{4}m\omega^2 A^2$</td> </tr> <tr> <td>-A</td> <td>0</td> <td>$\frac{1}{2}m\omega^2 A^2$</td> </tr> </tbody> </table> 	Displacement (x)	Kinetic energy (K)	Potential energy (U)	+A	0	$\frac{1}{2}m\omega^2 A^2$	$+\frac{A}{\sqrt{2}}$	$\frac{1}{4}m\omega^2 A^2$	$\frac{1}{4}m\omega^2 A^2$	0	$\frac{1}{2}m\omega^2 A^2$	0	$-\frac{A}{\sqrt{2}}$	$\frac{1}{4}m\omega^2 A^2$	$\frac{1}{4}m\omega^2 A^2$	-A	0	$\frac{1}{2}m\omega^2 A^2$	<ul style="list-style-type: none"> Periodic motion - time period, frequency, displacement as a function of time, periodic functions. Simple harmonic motion (S.H.M) and its equations of motion; phase; oscillations of a loaded spring- restoring force and force constant; energy in S.H.M. Kinetic and potential energies; simple pendulum derivation of expression for its time period. Wave motion: Transverse and longitudinal waves, speed of travelling wave 	AI- Interactive discussion. MI- Verbal Linguistic, Logical/Mathematical abilities, Bodily-Kinesthetic ID- MATHEMATICS	EL- To Find the Force Constant of a Helical Spring by Plotting a Graph Between Load and Extension BL- https://www.youtube.com/watch?v=CataB-OFdCQ
Displacement (x)	Kinetic energy (K)	Potential energy (U)																					
+A	0	$\frac{1}{2}m\omega^2 A^2$																					
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<p>JAN (17 Days)</p>	<p>1st -15th JAN</p>	<p><u>Unit X:</u> <u>Oscillations and Waves</u> <u>Chapter-14:</u> <u>Waves</u></p> 	<ul style="list-style-type: none"> • Displacement relation for a progressive wave, principle of superposition of waves, reflection of waves, • Standing waves in strings and organ pipes, fundamental mode and harmonics, Beats. 	<p>AI- Interactive discussion.</p> <p>MI- Verbal Linguistic, Logical/Mathematical abilities ,Bodily-Kinesthetic</p> <p>ID- MATHEMATICS ACOUSTICS</p>	<p>EL- To study the relation between frequency and length of a given wire under constant tension using sonometer. To study the relation between the length of a given wire and tension for constant frequency using sonometer.</p> <p>BL- https://www.youtube.com/watch?v=veQ-LfJhfxM https://www.youtube.com/watch?v=D4WIEUrRlsY&t=3s</p>
	<p>16th -31st JAN</p>	<p><u>Completion of the Chapter Waves and REVISION</u></p>		<p>AI-</p> <p>MI- Verbal Linguistic, Logical/Mathematical abilities Bodily-Kinesthetic</p> <p>ID- MATHEMATICS</p>	
<p>FEB (23 Days)</p>	<p>1st 2nd</p>	<p>REVISION, Final Practical Exam & PROJECT WORK</p>			
<p>MAR (17)</p>	<p>1st 2nd</p>	<p>TERM EXAMINATION</p>			


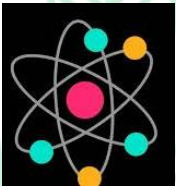
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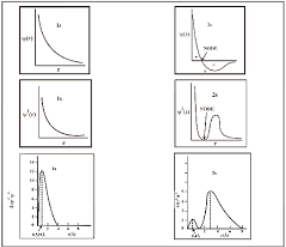
TEST	SYLLABUS	DATE
CT1	Ch-1,2,3	DD.MM.YY
CT2	Ch-4,5,6,7	DD.MM.YY
Mid Term	Ch-1,2,3,4,5,6,7	DD.MM.YY
CT3	Ch-8,9,10	DD.MM.YY
CT4	Ch-11,12,13,14	DD.MM.YY
Final Term	Ch-1 to 14 (Theory) + (Practical)	DD.MM.YY

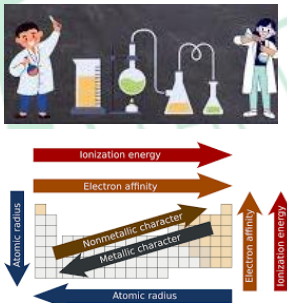
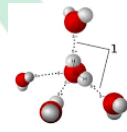
NOTE--: Note: Following is the sample details to understand the **ABBREVIATIONS** used in **subject bifurcation** terms with the help of example:-

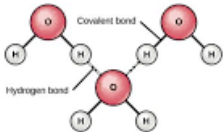
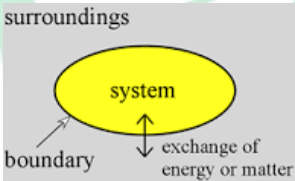
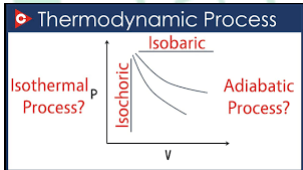
1. **AI (Art Integration):** Example - Teaching physics concepts through visual arts (e.g., vector addition using graphical methods).
2. **MI (Multiple Intelligences):** Example - Logical-Mathematical (Deriving equations of motion), Bodily-Kinesthetic (Acting out forces in motion).
3. **ID (Instructional Design):** Example – Deriving mathematically the formula for centrepetal acceleration .
4. **EL (Experiential Learning):** Example - Hands-on learning (e.g., practical experiments on sonometer).
5. **BL (Blended Learning):** Example - Combining traditional teaching with virtual physics labs


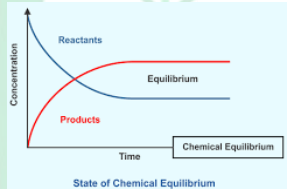
SUBJECT-CHEMISTRY

MONT H	FORTNIG HT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (23 days)	1 st -15 th APRIL	Ch. 1: SOME BASIC CONCEPTS OF CHEMISTRY 	Importance of chemistry <ul style="list-style-type: none"> • Nature of Matter. • Properties of Matter and their Measurement. • Uncertainty in Measurement. • Laws of Chemical Combinations. • Dalton's Atomic Theory. • Atomic and Molecular Masses. 	MI: Logical- Mathematical Visual spatial Interpersonal Verbal-Linguistic	EL: (solving problems) Worksheet based on numerical. BL: (offline/online pair activity) to understand relation between various metric system. How electrons move around nucleus https://youtu.be/P2IsIkSn5bk Measurement: https://youtu.be/VmWmHhNj1L4
	16 th -30 APRIL	Ch. 2: STRUCTURE OF ATOM 	<ul style="list-style-type: none"> • Sub-atomic Particles: Discovery of Cathode rays and Electron. • Atomic Model: Thomson Model of Atom. • Developments Leading to The Bohr's Model of Atom. 	MI: Logical- Mathematical Visual spatial Interpersonal Verbal-Linguistic	BL: (offline/online pair activity) to understand structure of atom. Discovery of cathode rays https://www.youtube.com/watch?v=4QAzu6fe8rE J.J.Thomson Cathode ray tube (calculation of e/m ratio) https://www.youtube.com/watch?v=nLESbIUAHY Millikan oil drop experiment


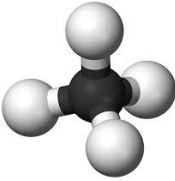
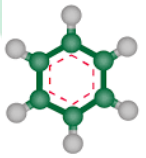
					https://www.youtube.com/watch?v=nwnjYERS66U Canal ray experiment https://www.youtube.com/watch?v=1JX7iTm3Uw8 https://www.youtube.com/watch?v=WiNB7E0CtgU Rutherford alpha scattering experiment https://www.youtube.com/watch?v=IQ1h_gdVIHg drawback of Rutherford atomic model https://www.youtube.com/watch?v=tIaiAVhC_0M
MAY (25 Days)	1st-15 MAY	Ch. 2: STRUCTURE OF ATOM	<ul style="list-style-type: none"> Bohr's Model: for Hydrogen Atom. Quantum Mechanical Model of Atom 	MI: Logical-Mathematical Visual spatial Interpersonal Verbal-Linguistic	https://byjus.com/chemistry/mission-spectrum-atomic-spectra/ dual nature of electron (double slit experiment) https://www.youtube.com/watch?v=Q1YqgPAtzho Heisenberg uncertainty principle https://www.youtube.com/watch?v=TQKELOE9eY4 quantum model https://www.youtube.com/watch?v=UglWTAESk1k

JUNE		REVISION and Activities (if any class)			
JULY (26 Days)	1st-15 JULY	<p>Ch. 3: CLASSIFICATION OF ELEMENTS AND PERIODICITY IN PROPERTIES</p> 	<ul style="list-style-type: none"> • Genesis of periodic classification • Modern periodic law and the present form of the periodic table • Nomenclatures of elements with atomic number greater than 100 • Electronic configurations of elements and the periodic table • The s-block, p-block, d-block, and f-block elements • Metals, non-metals and metalloids • Periodic trends in properties of elements 	<p>MI: Logical-Mathematical Visual spatial</p> <p>Intrapersonal</p> <p>Bodily-Kinesthetic</p>	<p>EL: (Research activity) To find out the latest developments in fields of changes in Periodic properties of elements.</p> <p>BL: History of periodic table https://www.youtube.com/watch?v=I5H1SeepnaU</p> <p>Genius of Mendeleev's periodic table https://www.youtube.com/watch?v=fPnwBITSmgU</p>
	16th-31 JULY	<p>Ch.4: CHEMICAL BONDING AND MOLECULAR STRUCTURE</p> 	<ul style="list-style-type: none"> • Octet Rule • Ionic or Electrovalent Bond • Lattice Enthalpy • Bond Parameters • The Valence Shell Electron Pair Repulsion (VSEPR) Theory • Valence Bond Theory • Hybridisation 	<p>MI:</p> <p>Art Integration Visual spatial Intrapersonal</p>	<p>EL: (Drawing) molecular orbital diagrams in their file using colours.</p> <p>BL: Ionic and covalent bonding https://youtu.be/4UydtSaZKk4</p> <p>VSEPR Theory https://youtu.be/keHS-CASZfc</p> <p>Hybridisation:</p>

			<ul style="list-style-type: none"> • Molecular Orbital Theory • Bonding in Some Homonuclear Diatomic Molecules • Hydrogen Bonding 		https://youtu.be/JxNpU3Ky7xA
AUG (23 Days)	1st -15 AUG	<p>Ch. 5: THERMODYNAMICS</p> 	<ul style="list-style-type: none"> • Thermodynamic Terms • Applications • Enthalpy, H • Measurement Of ΔU and ΔH: Calorimetry • Enthalpy Change and Reaction Enthalpy • Gibbs Energy Change and 	<p>MI: Interpersonal</p> <p>Bodily-Kinesthetic</p> <p>Visual spatial</p> <p>Verbal-Linguistic</p>	<p>EL: (Hands on) Discussion on application of thermodynamics in day-to-day life by preparing a pizza box solar oven.</p> <p>BL: Thermodynamic process:</p> <p>https://www.youtube.com/watch?v=nkOtOMNS5bQ</p> <p>Reversible and irreversible process</p> <p>https://www.youtube.com/watch?v=RKOPoJzqH94</p>
	16th -30 AUG	<p>Ch. 5: THERMODYNAMICS</p> 	<ul style="list-style-type: none"> • Equilibrium • Enthalpies for Different Types of Reactions • Entropy • Spontaneity 		<p><u>Why adiabatic PV curve is steeper than isothermal curve?</u></p> <p>https://www.youtube.com/watch?v=zJT2CWwAuD8</p> <p>Ppt for enthalpy of reactions:</p> <p>https://www.slideshare.net/CtMutiahMazait/80-thermochemistry-students-copy</p>

SEPT (23)	1 st	MID- TERM EXAMINATION			
	2 nd				
OCT (20 Days)	1 st -15 th OCT	<p>Ch. 6 EQUILIBRIUM</p> <p>Factors Affecting Chemical Equilibrium</p> 	<ul style="list-style-type: none"> Types of Equilibrium Equilibrium in Chemical Processes – Dynamic Equilibrium Law of Chemical Equilibrium and Equilibrium Constant Homogeneous Equilibria Heterogeneous Equilibria Applications of Equilibrium Constants 	<p>MI: Bodily-Kinesthetic</p> <p>Visual spatial</p> <p>Verbal-Linguistic</p> <p>Interpersonal</p>	<p>EL: (Hands on) Constructing galvanic cell and studying and noting down the observations.</p> <p>BL: Chemical equilibrium https://youtu.be/Vt4HQnhgPis</p>
	16 th -30 th OCT	<p>Ch. 6 EQUILIBRIUM</p> 	<ul style="list-style-type: none"> Relationship Between Equilibrium Constant K, Reaction Quotient Q and Gibbs Energy G Factors Affecting Equilibria Ionic Equilibrium in Solution Acids, Bases and Salts Ionization of Acids and Bases Buffer Solutions <p>Solubility Equilibria of Sparingly Soluble Salts</p>		<p>Le Chatelier's principle https://youtu.be/7zuUV455zFs</p> <p>Buffer solution https://youtu.be/P-R-Cqvb5yo https://youtu.be/XR_0k8JIaw Y</p>
NOV	1 st -15 th NOV	Ch. 7: REDOX REACTIONS	<ul style="list-style-type: none"> Classical Idea of Redox Reactions – 	MI: Logical - Mathematical	EL: (Individual project) Practice work sheet

<p>(22 Days)</p>			<p>Oxidation and Reduction Reactions</p> <ul style="list-style-type: none"> • Redox Reactions in terms of Electron Transfer Reactions • Competitive Electron Transfer Reactions • Oxidation Number • Types of Redox Reactions • Balancing of Redox Reactions • Redox Reactions as the Basis for Titrations • Limitations of Concept of Oxidation Number • Redox Reaction and Electrode Process 	<p>Intrapersonal Interpersonal</p>	<p>Problem solving and critical thinking for balancing the redox reactions.</p>
	<p>16th -30 NOV</p>	<p>Ch. 8: ORGANIC CHEMISTRY - SOME BASIC PRINCIPLES AND TECHNIQUES</p> 	<ul style="list-style-type: none"> • General Introduction • Tetravalence Of Carbon: Shapes of Organic Compounds • Structural Representations of Organic Compounds • Classification of Organic Compounds • Nomenclature of Organic Compounds • Isomerism • Fundamental Concepts in Organic Reaction Mechanism 	<p>MI: Interpersonal</p> <p>Visual spatial</p> <p>Verbal-Linguistic</p> <p>Logical-Mathematical</p> <p>Musical</p> <p>Bodily-Kinesthetic</p>	<p>EL: (Group activity) Dividing the class into small groups and conducting quiz of nomenclature.</p> <p>BL: Polarimeter: https://youtu.be/UM0ab-z4KaE</p> <p>Optical isomerism https://youtu.be/UX5lwbnAAcw?t=582</p> <p>SN1 and SN2 mechanism https://youtu.be/JmcVgE2WKBE</p>


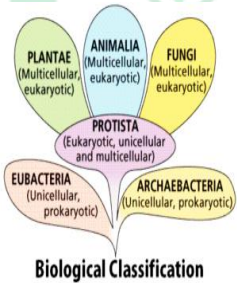

			<ul style="list-style-type: none"> Types of Organic Reactions and Mechanisms 		https://youtu.be/h5xvaP6bIZI
DEC (25 Days)	1st -15 DEC	Ch. 8: ORGANIC CHEMISTRY - SOME BASIC PRINCIPLES AND TECHNIQUES 	<ul style="list-style-type: none"> Methods of Purification of Organic Compounds Qualitative Analysis of Organic Compounds- Detection of Carbon, Hydrogen and Other Elements <p>Quantitative Analysis- Carbon and Hydrogen, Nitrogen, Halogens, Sulphur, Phosphorus and Oxygen</p>		EL: (Hands on) Drawing Different apparatus used for analysis and detection of elements. BL: Detection of carbon and hydrogen https://youtu.be/xBxXkabyCYU EL: (Hands on) Detection of nitrogen and halogens: Activity will be carried in lab BL: Quantitative Analysis- Carbon and Hydrogen https://youtu.be/Z-dtsqGpJaA
	16th -31st DEC	Ch. 9 HYDROCARBONS  	<ul style="list-style-type: none"> Classification. Alkanes. Nomenclature, Isomerism and preparation. Alkenes. Structure of Double Bond. Nomenclature, preparation, isomerism and properties. Alkynes. Nomenclature and Isomerism. Structure of Triple Bond. 	MI: Intrapersonal Logical - Mathematical Visual spatial Verbal-Linguistic	EL: (Analysing) Compare and contrast the properties of alkanes alkenes and alkynes BL: Benzene: https://youtu.be/1rq0QCImtm4

		<ul style="list-style-type: none"> Aromatic Hydrocarbons. Nomenclature and Isomerism. Carcinogenicity and Toxicity. 	
JAN (17 Days)	1st -15th JAN	REVISION	
	16th -31st JAN	REVISION	
FEB (23 Days)	1st	Final Practical Exam & Project Work	
	2nd		
MAR (17)	1st	TERM EXAMINATION	
	2nd		

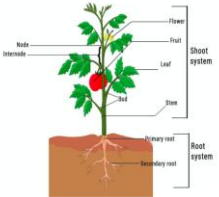
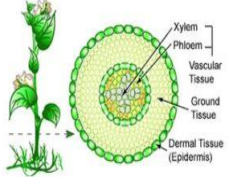
Cycle Test and Term Exams Syllabus Details



TEST	SYLLABUS	DATE
CT1	Ch-1,	DD.MM.YY
CT2	Ch-2	DD.MM.YY
Mid Term	Ch-1,2,3,4,5	DD.MM.YY
CT3	Ch-6	DD.MM.YY
CT4	Ch-7	DD.MM.YY
Final Term	Ch-1,2,3,4,5,6,7,8,9	DD.MM.YY

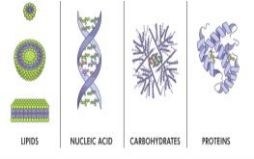

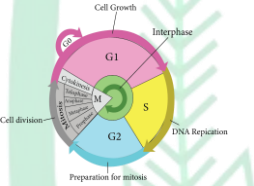
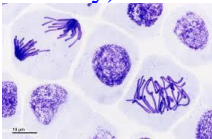
SUBJECT - BIOLOGY

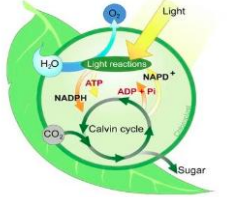
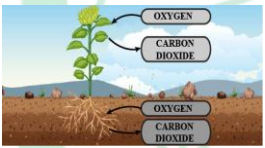
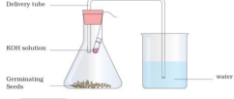

MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (23)	1 st -15 th APRIL	<p>Ch. 1: THE LIVING WORLD</p>  <p>Ch. 2: BIOLOGICAL CLASSIFICATION</p>  <p align="center">Biological Classification</p>	<p>Biodiversity; Need for classification; three domains of life; taxonomy and systematics; concept of species and taxonomical hierarchy; binomial nomenclature</p> <p>Five kingdom classification; Salient features and classification of Monera. Salient features and classification of Protista and Fungi into major groups: Lichens, Viruses and Viroids.</p>	<p>AI- Drawing & Illustration</p> <p>MI- Bodily Kinesthetic</p> <p>ID- BIODIVERSITY</p> <p>AI- Drawing & Illustration</p> <p>MI- Bodily Kinesthetic Naturalistic Visual-spatial Verbal-linguistic Interpersonal</p> <p>ID- BIODIVERSITY AND ECOLOGY</p>	<p>EL-: A visit to the School Campus (green area) Flow chart making for Hierarchical Classification</p> <p>BL- https://www.youtube.com/watch?v=QWGY2sxCANk</p> <p>EL-: Hands on Experience: Study of the - specimens/slides/models and identification with reasons - Bacteria, Rhizopus, Amoeba, mushroom, yeast -(group activity)</p> <p>BL- https://www.youtube.com/watch?v=hiQCCN5oisw</p>
	16 th -30 APRIL	<p>Ch. 3: PLANT KINGDOM</p> 	<p>Classification of plants into major groups; Salient and distinguishing features and a few examples of Algae, Bryophyta, Pteridophyta, Gymnospermae</p>	<p>AI- Painting & Visual Storytelling</p> <p>MI- Bodily Kinesthetic</p>	<p>EL : Hands on Experience: Study of the specimens/slides/models and identification with reasons- Oscillatoria, Spirogyra, liverwort, moss, fern, pine,</p>


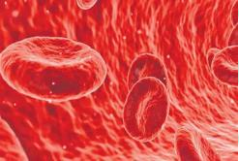
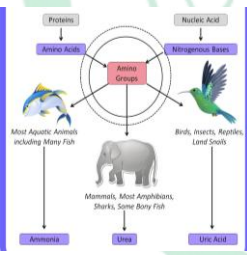
		<p>Ch. 4: ANIMAL KINGDOM</p> 	<p>Salient features and classification of animals, non-chordates- phyla level, chordates-class level (three to five salient features and at least two examples of each category).</p>	<p>Naturalistic Visual-spatial Verbal-linguistic Interpersonal</p> <p>ID- GEOGRAPHY AND ECOLOGY</p> <p>AI- Create Infographics</p> <p>MI- Bodily Kinesthetic Naturalistic Visual-spatial Verbal-linguistic</p> <p>ID- BIODIVERSITY</p>	<p>one monocotyledonous plant, one dicotyledonous plant and one lichen.-(group activity). Visit the School garden for observing Dicot and Monocot plants.</p> <p>BL- https://www.youtube.com/watch?v=vs-gp3MWtek https://www.youtube.com/watch?v=FmBZGx8fkp0 https://www.youtube.com/watch?v=30dxEVDtZ20 https://www.youtube.com/watch?v=zl6Xw9aGu-s https://www.youtube.com/watch?v=rRiWQ3KRVW4</p> <p>EL- Virtual / Image display of animals belonging to Non-chordates and Chordates.</p> <p>BL- https://www.youtube.com/watch?v=yT5iR32Sq90</p>
MAY (25 Days)	1st-15 MAY	<p>Ch. 5: MORPHOLOGY OF FLOWERING PLANTS</p>	<p>Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed. Description of family Solanaceae</p>	<p>AI- Drawing & Illustration</p>	<p>EL- To let the students identify themselves the type of angiospermic plant by just seeing the leaves. Also to study different parts of</p>

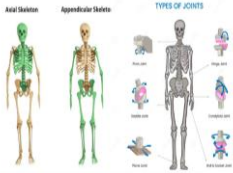
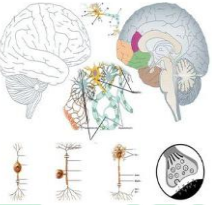
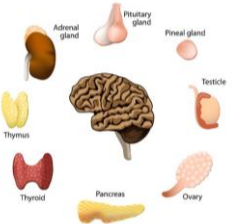
				<p>MI- Bodily Kinesthetic Naturalistic Visual-spatial Interpersonal Verbal-linguistic Logical</p>	<p>different flowers in the garden. (group activity) Types of root (Tap and adventitious); stem (herbaceous and woody); leaf (arrangement, shape, venation, simple and compound). Study and description of family Solanaceae including dissection and display of floral whorls, anther and ovary to show number of chambers (floral formulae and floral diagrams). Study and identification of different types of inflorescence (cymose and racemose)</p> <p>BL- https://www.youtube.com/watch?v=OU4_7DKmVck</p>
<p>16th-31 MAY</p>	<p>Ch. 6: ANATOMY OF FLOWERING PLANTS</p>		<p>Anatomy and functions of tissue systems in dicots and monocots.</p>	<p>AI- Drawing & Illustration</p> <p>MI- Bodily Kinesthetic Naturalistic Visual-spatial Interpersonal Verbal-linguistic</p>	<p>EL- Hands on Experience: Preparation and study of T.S. of dicot and monocot roots and stems (primary)- observation under compound microscope. guard cells, parenchyma, collenchyma, sclerenchyma, xylem, phloem through permanent slides observation under compound microscope. - (group activity) Study of tissues and diversity in shapes and sizes of plant cells (palisade cells,</p>

		<p>Ch. 7: STRUCTURAL ORGANISATION IN ANIMALS</p> 	<p>Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of frog.</p>	<p>AI- Drawing & Illustration</p> <p>MI- Bodily Kinesthetic Naturalistic Visual-spatial Interpersonal Verbal-linguistic</p>	<p>BL- https://www.youtube.com/watch?v=0A1O9Gp5NIE</p> <p>https://www.youtube.com/watch?v=9NCvTNcS2IU</p> <p>EL- Study of external morphology of Frog through virtual images/models.-(group activity)</p> <p>BL- https://www.youtube.com/watch?v=ps4SIrexEFo</p> <p>https://www.youtube.com/watch?v=9zKOXDDcjSQ</p>
JUNE	SUMMER BREAK				
JULY (26 Days)	1st -15 JULY	<p>Ch.8: CELL-THE UNIT OF LIFE</p> 	<p>Cell theory and cell as the basic unit of life, structure of prokaryotic and eukaryotic cells; Plant cell and animal cell; cell envelope; cell membrane, cell wall; cell organelles - structure and function; endomembrane system, endoplasmic reticulum, golgi bodies, lysosomes, vacuoles, mitochondria, ribosomes, plastids, microbodies; cytoskeleton, cilia, flagella, centrioles (ultrastructure and function); nucleus.</p>	<p>AI- Drawing & Illustration</p> <p>MI-MI: Bodily Kinesthetic Naturalistic Visual-spatial Verbal-linguistic Intrapersonal</p> <p>ID- VISUAL ART AND CHEMISTRY</p>	<p>EL- Study of onion peel cells, Cheek cells, Role playing for the cell.</p> <p>BL- https://www.youtube.com/watch?v=z-kocfcIH24</p>

	<p>16th-31 JULY</p>	<p>Ch. 9: BIOMOLECULES</p> 	<p>Chemical constituents of living cells: biomolecules, structure and function of proteins, carbohydrates, lipids, and nucleic acids; Enzyme - types, properties, enzyme action.</p>	<p>AI- Drawing & Illustration</p> <p>MI-MI: Bodily Kinesthetic Naturalistic Visual-spatial Verbal-linguistic Intrapersonal</p> <p>ID-CHEMISTRY</p>	<p>EL-Test for the presence of sugar, starch, proteins and fats. Detection in suitable plant and animal materials.- (Individual activity).</p> <p>Testing for Biological Molecules</p> <ul style="list-style-type: none"> - Benedict's test for reducing sugars - Iodine test for starch - Emulsion test for lipids - Biuret test for proteins  <p>BL-</p> <p>https://www.youtube.com/watch?v=QacQmS3aaTI</p> <p>https://www.youtube.com/watch?v=Xiiou51ySXM</p>
<p>AUG (23 Days)</p>	<p>1st -15 AUG</p>	<p>Ch. 10: CELL CYCLE AND CELL DIVISION</p> 	<p>Cell cycle, mitosis, meiosis and their significance.</p>	<p>AI- Drawing & Illustration</p> <p>MI-Bodily Kinesthetic Naturalistic Visual-spatial Verbal-linguistic Interpersonal</p> <p>ID-CHEMISTRY</p>	<p>EL-Hands on Experience: Study of mitosis in onion root tip cells and animals cells (grasshopper) from permanent slides- observation under compound microscope.- (Group activity)</p>  <p>BL-</p> <p>https://www.youtube.com/watch?v=DwAFZb8juMQ</p>
	<p>16th -30 AUG</p>	<p>Ch. 11: PHOTOSYNTHESIS IN HIGHER PLANTS</p>	<p>Photosynthesis as a means of autotrophic nutrition; site of photosynthesis, pigments involved in photosynthesis (elementary idea); photochemical and</p>	<p>AI- Drawing & Illustration</p> <p>MI-Bodily Kinesthetic Naturalistic</p>	<p>EL-Hands on Experience: Separation of plant pigments through paper chromatography.(Individual activity)</p>

			biosynthetic phases of photosynthesis; cyclic and non-cyclic photophosphorylation; chemiosmotic hypothesis; photorespiration; C3 and C4 pathways; factors affecting photosynthesis.	Intrapersonal Visual-spatial ID- CHEMISTRY, PHYSICS	BL- https://www.youtube.com/watch?v=FQqVqVZgKjA https://www.youtube.com/watch?v=dwz3qozDiyI
SEPT (23)	1st	MID- TERM EXAMINATION			
	2nd				
OCT (20 Days)	1st -15th OCT	Ch. 12: RESPIRATION IN PLANTS 	Exchange of gases; cellular respiration - glycolysis, fermentation (anaerobic), TCA cycle and electron transport system (aerobic); energy relations - number of ATP molecules generated; amphibolic pathways; respiratory quotient.	AI- Drawing & Illustration MI- Bodily Kinesthetic Naturalistic Interpersonal Visual-spatial ID- CHEMISTRY	EL- Hands on Experience: Study of the rate of respiration in flower buds/leaf tissue and germinating seeds.  BL- https://www.youtube.com/watch?v=CYoj4kO4o2A
	16th -30th OCT	Ch. 13: PLANT GROWTH AND DEVELOPMENT 	Seed germination; phases of plant growth and plant growth rate; conditions of growth; differentiation, dedifferentiation and redifferentiation; sequence of developmental processes in a plant cell; plant growth regulators - auxin, gibberellin, cytokinin, ethylene, ABA	AI- Drawing & Illustration MI- Naturalistic Interpersonal Visual-spatial ID- PHYSICS, CHEMISTRY	EL- Seed Germination Experiment. BL- https://www.youtube.com/watch?v=RjEXhU2n47E
NOV (22 Days)	1st -15th NOV	Ch. 14: BREATHING AND	Respiratory organs in animals (recall only); Respiratory system in humans; mechanism of breathing and its regulation in humans - exchange of gases,	AI- Drawing & Illustration MI- Naturalistic Interpersonal	EL- Inspiration and Expiration physical process to practice and to feel how lungs and diaphragm works.

		EXCHANGE OF GASES 	transport of gases and regulation of respiration, respiratory volume; disorders related to respiration - asthma, emphysema, occupational respiratory disorders.	Visual-spatial ID- MATHS	BL- https://www.youtube.com/watch?v=WzLPpEiDlfQ
16 th -30 NOV	Ch. 15: BODY FLUIDS AND CIRCULATION 	Composition of blood, blood groups, coagulation of blood; composition of lymph and its function; human circulatory system - Structure of human heart and blood vessels; cardiac cycle, cardiac output, ECG; double circulation; regulation of cardiac activity; disorders of circulatory system - hypertension, coronary artery disease, angina pectoris, heart failure.	AI- Drawing & Illustration MI- Bodily Kinesthetic Naturalistic Interpersonal Visual-spatial ID- MATHS	EL- Observation of Permanent slides of blood smear under microscope. BL- https://www.youtube.com/watch?v=f-WPvsE6dqU	
DEC (25 Days)	1 st -15 DEC Ch. 16: EXCRETORY PRODUCTS AND THEIR ELIMINATION 	Modes of excretion - ammonotelism, ureotelism, uricotelism; human excretory system – structure and function; urine formation, osmoregulation; regulation of kidney function - renin - angiotensin, atrial natriuretic factor, ADH and diabetes insipidus; role of other organs in excretion; disorders - uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant.	AI- Drawing & Illustration MI- Bodily Kinesthetic Naturalistic Interpersonal Visual-spatial ID- MATHS, CHEMISTRY	EL- Hand on Experience: Test for presence of urea in urine. Test for presence of sugar in urine. Test for presence of albumin in urine. Test for presence of bile salts in urine. (Group activity) BL- https://www.youtube.com/watch?v=DXeLcwiCIGw	

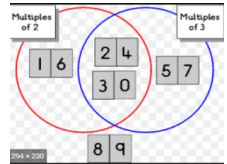
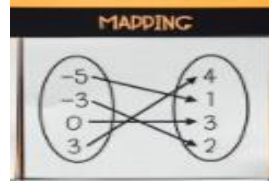
		<p>Ch. 17: LOCOMOTION AND MOVEMENT</p> 	<p>Types of movement - ciliary, flagellar, muscular; skeletal muscle, contractile proteins and muscle contraction; skeletal system and its functions; joints; disorders of muscular and skeletal systems - myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout.</p>	<p>AI- Drawing & Illustration</p> <p>MI-Visual-spatial Verbal-linguistic</p>	<p>EL- Study of human skeleton and different types of joints with the help of virtual images/models. (Group activity)</p> <p>BL- https://www.youtube.com/watch?v=wmYBpCe5paM</p>
16 th -31 st DEC	<p>Ch. 18: NEURAL CONTROL AND COORDINATION</p>  <p>Ch. 19: CHEMICAL COORDINATION AND INTEGRATION</p> 	<p>Neuron and nerves; Nervous system in humans - central nervous system; peripheral nervous system and visceral nervous system; generation and conduction of nerve impulse</p> <p>Endocrine glands and hormones; human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads; mechanism of hormone action (elementary idea); role of hormones as messengers and regulators, hypo - and hyperactivity and related disorders; dwarfism, acromegaly, cretinism, goiter, exophthalmic goitre, diabetes, Addison's disease.</p>	<p>AI- Drawing & Illustration</p> <p>MI- Interpersonal Verbal-linguistic</p> <p>ID- CHEMISTRY</p> <p>AI- Drawing & Illustration</p> <p>MI- Interpersonal Verbal-linguistic</p> <p>ID- CHEMISTRY</p>	<p>EL- Model making of different types of neuron</p> <p>BL- https://www.youtube.com/watch?v=gGuPXyV20B0</p> <p>EL- Sequence of hormonal effect happening in body on secretion of Adrenaline</p> <p>BL- https://www.youtube.com/watch?v=iqpnOCZCsUs</p>	
JAN	1 st -15 th JAN	Revision			

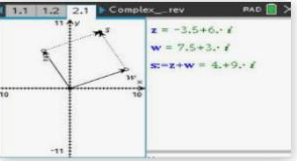
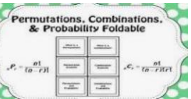
(17 Days)	16 th -31 st JAN	Revision Final Practical Exam Final Term Exam begins FINAL TERM EXAMINATION
FEB (23 Days)	1 st 2 nd	
MAR (17)	1 st	
	2 nd	

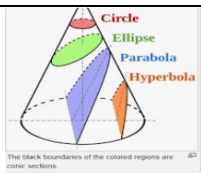
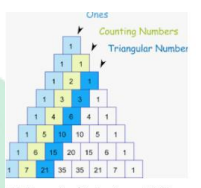
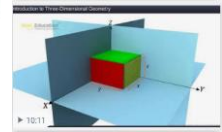
Cycle Test and Term Exams Syllabus Details

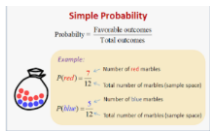
TEST	SYLLABUS	DATE
CT1	Ch-1,2	DD.MM.YY
CT2	Ch-3,4	DD.MM.YY
Mid Term	Ch-1,2,3,4,5,6,7,8,9	DD.MM.YY
CT3	Ch-10,11	DD.MM.YY
CT4	Ch-12,13	DD.MM.YY
Final Term	Ch-1,2,4,5,7,8,9,10,11,12,13,14,15,16,17,18,19	DD.MM.YY

SUBJECT-MATHEMATICS


MONTH	FORTNIGHT	LESSON/UNIT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL LEARNING & BLENDED LEARNING
April (23Days)	I and II Fortnight	UNIT 1	SETS	<p>Sets and their representation.</p> <ul style="list-style-type: none"> . Power sets, Universal set, Venn diagram, Subsets, Intersection and union sets and compliment sets. . Properties of sets. 	MI: Venn Diagrams using real-life examples	 <p>BL: https://youtu.be/DoY8zTS1Aog?si=hBBSJQAlisNydMcg</p>
	I Fortnight	UNIT I	RELATIONS AND FUNCTIONS	<ul style="list-style-type: none"> .ordered pairs .cartesian product of sets .definition of relation and pictorial diagrams .domain, Range and co-domain of a relation .Types of functions .Real valued, signum, exponential, log, greatest integers and modulus functions 	MI: Mapping real-world relations to functions	<p>One activity based on concern Topic Question Practice from R.D. Sharma BL:https://youtu.be/vCFGbDoFaHc?s=i=EWg6mR5TbQqpPluy</p> 
	Mays (25 days)	II Fortnight	UNIT I	Trigonometric Functions	<ul style="list-style-type: none"> .Measurement of angles .Trigonometric functions .Trigonometrical ratio of compound angles .Transformation of formula's .Trigonometrical functions of multiple angles .Trigonometrical equations .sine and cosine formula's 	MI: Logical & Mathematical ID: Applications in physics and navigation
July (26 days)	I Fortnight	Unit II	COMPLEX NUMBER AND QUADRATIC EQUATION	<ul style="list-style-type: none"> .Introduction of complex number .The modulus and conjugate of a complex number 	MI: Connections with electrical circuits	<p>one activity based on concern topic & Question Practice from R.D. Sharma BL:https://youtu.be/EsG0uPqdatk?si=eTJyfPooj6zU0ZRT</p>

	II Fortnight	Unit II	<p>LINEAR INEQUALITIES</p> <p>PERMUTATIONS AND COMBINATIONS, BINOMIAL THEOREM</p>	<p>.Quadratic equations</p> <p>Introduction of inequalities Word Problems based on linear inequalities of one variable and two variables</p> <p>.Introduction .Fundamental principal of counting. .Introduction .Binomial theorem for positive integral indices Expansion of Algebraical function</p>	<p>MI: Business and economics applications</p> <p>MI: Probability applications MI : Connection with algebraic expressions</p>	 <p>Classroom Activities: Complex Number...</p> <p>BL:https://youtu.be/P-c9D6mjGA?si=c6y_gSSxmntKuctQ Hands-on activity with real-life counting problems</p> <p>BL: https://youtu.be/UqcHVvaSyxHA?si=9s35_IkerKChDtYp</p> 
August (23 Days)	I and II Fortnight	UNIT III	STRAIGHT LINES	<p>.Slope of a line .various forms of equation of straight lines .General equation of straight line .Distance of point from a Line.</p>	MI : Navigation and road mapping	<p>BL : https://youtu.be/5iK6lDaypA4?si=3DySSpvz8R95LvNb</p> <p>One activity based on the concern topic & Question Practice from R.D. Sharma</p>
September (23 Days)	REVISION Mid-term Examination					
October (20 Days)	I Fortnight	Unit III	CONIC SECTION	<p>.. Introduction .Section of a cone .Circle</p>	MI : Real-life structures and engineering	BL: https://youtu.be/TZ8-8f5Q5xM?si=VY6VzyPDIE1fC3N-

	II Fortnight	Unit III	Sequence and series	<ul style="list-style-type: none"> .Parabola .Ellipse .Hyperbola <p>G.P Sum of infinite G.P + Arithmetic Mean + Geometric Mean</p>	<p>ID: Science & Engineering field</p> <p>MI: Stock market applications</p>	 <p>Introduction to Conic Sections</p>  <p>Mathematical Induction – TOK ...</p> <p>one activity based on concern topic & Question Practice from R.D. Sharma BL:https://youtu.be/03lzfHWjhXc?si=GvvHwtyBg7beGngT</p>
November (22 Days)	I Fortnight	UNIT IV	LIMITS AND DERIVATIVES	<ul style="list-style-type: none"> .Introduction .Def of derivative .Limits .Limits of trigonometric function .Derivatives 	MI : Physics applications	<p>BL:https://youtu.be/ZrCz-bj_oa4?si=ENO1eQR-5_iPEjTa</p> <p>One activity based on derivative & Question Practice from R.D.Sharma</p>
	II Fortnight	UNIT V	INTRODUCTION TO THREE DIMENSIONAL GEOMETRY	<ul style="list-style-type: none"> Co-ordinate axes and coordinate plane in 3D .Distance between two points .Section formula 	MI : Astronomy and 3D design	<p>BL:https://youtu.be/b36H7G2ufsU?si=trsONGz9I1e74JJH</p> 
December (25 Days)	I Fortnight	UNIT VI	STATISTICS	<ul style="list-style-type: none"> .Measures of dispersion .Range .Mean deviation about mean and median .Variance and S.D .Analysis of frequency distributions 	MI : Data analysis and prediction models	<p>One activity based on concern topic Question Practice from R.D. Sharma</p>

	II Fortnight	PROBABILITY	.Introduction .Random experiments .Events .Axiomatic approach to probability .Independent and non-independent events events	MI: Games and risk assessment	BL: https://youtu.be/6XGbWuQFCrI?si=cPSaVC8poh30x_7 
January(17-Days) Feb.(23-Days) March(17)	Repetitions of Trigonometry+ Sets I Fortnight, II Fortnight Trigonometry+ Sets	Revision For Final Examination 2026- 27 Final term examination -2026 - 27 Final term examination -2026 - 27 Practical			One activity based on concern topic

TEST	SYLLABUS	DATE
CT1	CH: Sets CH: Relations and Functions CH: Introduction to Trigonometry	DD.MM.YY
CT2	CH: Sequence and Series CH: Complex Number and Quadratic equations CH: Linear inequalities	

Mid Term September (23 Days)	CH- 1- Sets CH- 2- Relations & Functions CH-3 -Introduction to Trigonometry CH-4 - Complex Number and Quadratic equations CH 5 – Permutations and Combinations Ch 6 - Binomial Theorem CH-7 - Linear inequalities Ch -8 Straight Lines	DD.MM.YY
Annual Examination	FullSyllabus	
January	REVISION & worksheets will be given for each Chapter to practice	DD.MM.YY
February:	REVISION of Important topics	DD.MM.YY
March:	Annual Examination	DD.MM.YY
Sample Question Paper for Final Term and Mid Term examination		

SUBJECT-ARTIFICIAL INTELLIGENCE (843)

MO NTH	FORTN IGH T	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APR IL (23)	1 st -15 th APRIL	Communication Skills-III	Methods of communication – Verbal, Non-verbal, Visual, Communication styles (assertive, aggressive, passive-aggressive, submissive)	AI: AI-assisted communication tools MI: Verbal-Linguistic, Visual-Spatial, Logical-Mathematical ID: English	EL: Writing pros and cons of communication methods, Observing communication styles, Role plays BL: Online learning modules https://www.youtube.com/watch?v=O3loIV3Z9MQ https://www.youtube.com/watch?v=IEUjZiO5vmg
	16 th -30 APRIL	AI Introduction	AI for everyone, History of AI, Machine Learning, Structured vs. Unstructured Data, Neural Networks, Jobs in AI	AI: AI Fundamentals MI: Logical Thinking, Technological Awareness ID: Computer Science	EL: Exploring AI applications, Identifying AI vs. non-AI products BL: https://www.youtube.com/watch?v=qYNweeDHiyU https://www.youtube.com/watch?v=quetBBjZJ5i4
MAY (25 Days)	1 st -15 MAY	AI Applications & Methodologies Self-Management Skills-III	AI in NLP, CV, Chatbots, Weather Prediction, Recommender Systems, AI & Society Grooming, Teamwork,	AI: AI Use Cases MI: Analytical Thinking, Pattern Recognition ID: IT, Business Studies AI: AI-assisted Productivity Tools MI: Interpersonal Skills, Emotional Intelligence ID: Psychology	EL: AI-based problem-solving, Case studies on AI systems BL: AI in real-life industries https://www.youtube.com/watch?v=l794OrppOVc , https://www.youtube.com/watch?v=QaZXkcT1N1s

			Time Management		<p>EL: Role-play on teamwork, Creating personal grooming checklist</p> <p>BL: Time management tools</p> <p>https://www.youtube.com/watch?v=ElvD0CIcoXw</p> <p>https://www.youtube.com/watch?v=iONDebHX9qk</p>
	16 th – 31 st May	AI Ethics & Bias Awareness	AI Issues, AI Bias, Ethical AI Decision Making	<p>AI: AI & Ethics</p> <p>MI: Logical Reasoning, Ethical Thinking</p> <p>ID: Social Science</p>	<p>EL: Identifying AI Bias in datasets, Ethical AI case studies</p> <p>BL: AI bias simulation activities</p> <p>https://www.youtube.com/watch?v=etHRjGMCuvk</p> <p>https://www.youtube.com/watch?v=NgaW_p7gsRc</p>
JUN E	REVISION and Activities (if any class)				
JUL Y (26 Days)	1st -15 JULY	Maths for AI	Matrices, Set Theory, Statistics, Graphs, Regression, Linear Equations	<p>AI: AI & Mathematics</p> <p>MI: Logical-Mathematical</p> <p>ID: Data Science</p>	<p>EL: Applying math in AI, Representing data in graphs</p> <p>BL: Hands-on exercises with AI datasets</p> <p>https://www.youtube.com/watch?v=twA_9-o1J44</p> <p>https://www.youtube.com/watch?v=7ArmBVF2dCs</p>

	16th-31 JULY	ICT Skills	Word Processing, Document Editing, Formatting, Page Layout	AI: AI-powered Writing Tools MI: Digital Literacy ID: IT	EL: Creating documents, Formatting assignments BL: Online document editing tools
AUG (23 Days)	1st -15 AUG	Storytelling & AI	Importance of Storytelling, Data-Driven Storytelling, Audience Engagement	AI: AI for Creativity MI: Creative Thinking, Communication Skills I D: English, Humanities	EL: Creating blogs/videos, Using AI for storytelling BL: AI-based content creation tools- https://www.getblend.com/blog/10-best-ai-tools-to-use-for-content-creation/ https://www.youtube.com/watch?v=9y_7wTBgzNc
	16th -30 AUG	Entrepreneurial Skills	Values & Attitudes of Entrepreneurs, Risk-Taking, Innovation	AI: AI for Business MI: Business Intelligence, Analytical Thinking ID: Commerce	EL: Case studies of entrepreneurs, Group brainstorming sessions BL: Online entrepreneurial courses https://www.youtube.com/watch?v=l0fxmi9TJ9E https://www.youtube.com/watch?v=E2HpwIIRpTY
SEP T (23)	1st 2nd	MID- TERM EXAMINATION			
OCT	1st -15th OCT	Critical & Creative Thinking	Structured Data, Data Representation,	AI: AI Data Processing MI: Logical Reasoning, Data Interpretation ID: Statistics	EL: Exploring statistical models, AI-generated insights

(20 Days)			Statistical Analysis		BL: Online data visualization tools- https://www.visme.co/data-visualization-tools/ https://www.youtube.com/watch?v=4ovFkX0XEZI
	16 th - 30 th OCT	Green Skills	Green Economy, Sustainability, Role of AI in Green Tech	AI: AI & Sustainability MI: Environmental Awareness ID: Science	EL: Researching green initiatives, Creating awareness posters BL: AI applications in climate change- https://www.weforum.org/stories/2024/02/ai-combat-climate-change/ https://www.youtube.com/watch?v=n--cekHxrsE , https://www.youtube.com/watch?v=tpI8-zKJtGM
NOV (22 Days)	1 st -15 th NOV	Regression	Correlation, Data Prediction, Regression Models	AI: Machine Learning & Regression MI: Statistical Thinking, Data Analysis ID: Mathematics	EL: Hands-on regression models, Predicting trends using AI BL: Data Science exercises https://www.youtube.com/watch?v=TRk6uCJoJ2o https://www.youtube.com/watch?v=TJKOLsS21vg
	16 th -30 NOV	Classification & Clustering	Supervised Learning, Logistic Regression, Clustering Algorithms	AI: AI Classification Models MI: Analytical Thinking, Data Categorization ID: AI Algorithms	EL: AI model training, Clustering exercises BL: Online machine learning platforms https://www.youtube.com/watch?v=E0Hmnixke2g

					https://www.youtube.com/watch?v=U9OEVgKmXcA
DEC (25 Days)	1 st -15 DEC	AI Capstone Project	Hands-on AI Project	AI: AI Project Development MI: Problem-Solving, Teamwork ID: Interdisciplinary	EL: AI Innovation Challenge, Project-based learning BL: AI Hackathons, Portfolio Creation- https://www.youtube.com/watch?v=85Kgol1254M https://www.youtube.com/watch?v=AKCH-5MiYVU
	16 th -31 st DEC	AI Capstone Project	Hands-on AI Project	AI: AI Project Development MI: Problem-Solving, Teamwork ID: Interdisciplinary	EL: AI Innovation Challenge, Project-based learning BL: AI Hackathons, Portfolio Creation https://cbseacademic.nic.in/web_material/Curriculum25/publication/srsec/843_AI_Student_Handbook_XI.pdf
JAN (17 Days)	1 st -15 th JAN			AI- MI- ID-	EL- BL-
	16 th -31 st JAN			AI- MI- ID-	EL- BL-

FEB (23 Days)	1 st	REVISION, Final Practical Exam & PROJECT WORK
	2 nd	
MA R (17)	1 st	TERM EXAMINATION
	2 nd	

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Section-A -Unit-1 Section B- Unit-1	DD.MM.YY
CT2	Section-A -Unit-2 Section B- Unit-2	DD.MM.YY
Mid Term	Section-A- Unit 1,2, 3 Section B- Unit 1, 2,4 Practical- Python Programming, Section-B- Unit-3	DD.MM.YY
CT3	Section-A -Unit-4, Section-A Unit-5	DD.MM.YY
CT4	Section-A -Unit-5, Section-A Unit-6,8	DD.MM.YY
Final Term	Theory- Section-A -Unit-1,2,3,4,5, Section-B- Unit-1,2,4,5, 8 Practical- Python Programming, Section-B- Unit-3,6,7,9,10	DD.MM.YY

SUBJECT-COMPUTER SCIENCE

MONT H	FORTNIG HT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (21)	1 st -15 th APRIL	Basic computer organisation Types of software	<ul style="list-style-type: none"> • Introduction to Computer System, hardware, software, input device, output device, CPU • memory (primary, cache and secondary), units of memory (bit, byte, KB, MB, GB, TB, PB) • System software (Operating systems, system utilities, device drivers) 	<p>MI: Verbal-Linguistic</p> <p>Bodily-Kinesthetic</p> <p>Visual-Spatial</p>	<p>BL: https://www.youtube.com/watch?v=HEjPop-aK_w</p> <p>https://www.youtube.com/watch?v=-6w-MHjwzT0</p> <p>EL: Ppt for describing functions of OS</p> <p>BL:https://www.youtube.com/watch?v=bpKG5dOwhmY</p>
	16 th -30 APRIL	Operating System (OS) Boolean logic	<ul style="list-style-type: none"> • programming tools and language translators (assembler, compiler, and interpreter), application software • functions of the operating system OS user interface • NOT, AND, OR, NAND, NOR, XOR, NOT • truth tables • De Morgan's laws • Logic circuits 	<p>MI: Verbal-Linguistic</p> <p>Bodily-Kinesthetic</p>	

<p>MAY (24 Days)</p>	<p>1st-25 MAY</p>	<p>Number System</p> <p>Encoding Schemes Introduction to Problem solving</p> <p>Familiarization With The Basics Of Python Programming</p>	<ul style="list-style-type: none"> • Binary, Octal, Decimal and Hexadecimal number system • conversion between number systems. ASCII, ISCII and Unicode. • Steps for Problem-solving (Analyzing the problem, developing an algorithm, coding, testing, and debugging) • representation of algorithms using flowchart and pseudocode, decomposition • Introduction to Python • Features of Python • execution modes: interactive mode and script mode • Python character set • Python tokens(keyword, identifier, literal, operator, punctuator) • variables, concept of l-value and r-value • use of comments • Number(integer, floating point,complex) • boolean 	<p>ID: Physics</p> <p>MI:</p> <p>Logical-Mathematical</p> <p>Interpersonal</p> <p>Verbal-Linguistic</p>	<p>EL: CONVERSIONS</p> <ul style="list-style-type: none"> • Binary to other base • Decimal to other base • Octal to binary • Hexato binary • Memory unit conversions • Truth table designing • Designing circuits <p>Proofing the boolean expressions</p>
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		Knowledge Of Data Types	<ul style="list-style-type: none"> • sequence(string, list, tuple) • None Mapping(dictionary), mutable and immutable data types. 		
JUNE	REVISION				
JULY (26 Days)	1st-15 JULY	Operators and their precedence Expressions, statement, type conversion, and input/output :	<ul style="list-style-type: none"> • arithmetic operators, relational operators, logical operators, assignment operators, augmented assignment operators • identity operators (is, is not), membership operators (in not in) • precedence of operators, expression • evaluation of an expression • type-conversion (explicit and implicit conversion) • accepting data as input from the console and displaying output. syntax errors, logical errors, and run-time errors 	MI: Logical-Mathematical Interpersonal Visual-Spatial Verbal-Linguistic	EL: Making simple non conditional programs. BL: https://www.youtube.com/watch?v=mQamOwiW3iM https://www.youtube.com/watch?v=-wDaVLkKOiU
	16th-31 JULY	Conditional Statements Iterative Statement	<ul style="list-style-type: none"> • If, if-else, if-elif-else • for loop, range() 	MI: Logical-Mathematical Interpersonal	EL: Programming on primarily testing, and factorials.

			while loop, flowcharts, break and continue statements, nested loops		Simple programs: e.g.: absolute value, sort 3 numbers, and divisibility. Programs based on pattern printing, calculation of simple and compound interests, finding the factorial of a positive number etc.
AUG (23 Days)	1st -15 AUG	Strings	<ul style="list-style-type: none"> • introduction, string operations (concatenation, repetition, membership and slicing) • traversing a string using loops built-in functions/methods – len(), capitalize(), title(), lower(), upper(), count(), find(), index(), endswith(), startswith(), isalnum(), isalpha(), isdigit(), islower(), isupper(), isspace(), lstrip(),rstrip(), strip(), replace(), join(), partition(), split()		EL: String based programs on character, word and line in a sentence. Programs using predefined functions and without using predefined functions. BL: https://www.youtube.com/watch?v=BEMoUK9BBIA
	16th -30 AUG	Lists	<ul style="list-style-type: none"> • introduction, indexing • list operations - (concatenation, repetition, 	MI: Logical-Mathematical Interpersonal	EL: Nested lists; finding the maximum, minimum, mean of numeric values stored in a list; linear search on list of

			<ul style="list-style-type: none"> membership and slicing) <ul style="list-style-type: none"> traversing a list using loops built-in functions/methods – len(), list(), append(), extend(), insert(), count(), index(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum()); nested lists 	Visual-Spatial	numbers and counting the frequency of elements in a list
SEPT (23)	1st	MID- TERM EXAMINATION			
	2nd				
OCT (20 Days)	1st -15th OCT	<p>Tuples</p> <ul style="list-style-type: none"> introduction, indexing, tuple operations (concatenation, repetition, membership and slicing) built-in functions/methods – len(), tuple(), count(), index(), sorted(), min(), max(), sum()); tuple assignment, nested tuple <p>Dictionary</p>	<p>MI:</p> <p>Logical-Mathematical</p> <p>Interpersonal</p> <p>Verbal-Linguistic</p>	<p>EL: finding the minimum, maximum, mean of values stored in a tuple; linear search on a tuple of numbers, counting the frequency of elements in a tuple</p> <p>count the number of times a character appears in a given string using a dictionary, create a dictionary with names of employees, their salary and access them.</p>	

		<ul style="list-style-type: none"> • introduction, accessing items in a dictionary using keys • mutability of a dictionary (adding a new term, modifying an existing item) traversing a dictionary, built-in functions/methods – len(), dict(), keys(), values(), items(), get(), update(), del, clear(), fromkeys(), copy(), pop(), popitem(), setdefault(), max(), min(), sorted()		
16th -30th OCT	Introduction to Python modules	Importing module using 'import' and using from statement, importing math	MI: Logical-Mathematical Verbal-Linguistic Bodily-Kinesthetic	EL: Making programs for applying different sorting operations on the data. Solving output based questions using random module. BL:

			<p>module (pi, e, sqrt(), ceil(), floor(), pow(), fabs(), sin(), cos(), tan());</p> <p>random module (random(), randint(), randrange()),</p> <p>statistics module (mean(), median(), mode()).</p>		
<p>NOV (22 Days)</p>	<p>1st -15th NOV</p>	<p>Digital Footprints</p> <p>Digital Society and Netizen</p> <p>Data Protection</p>	<ul style="list-style-type: none"> • Introduction • net etiquettes, communication etiquettes, social media etiquettes <p>Intellectual property rights (copyright, patent, trademark), violation of IPR (plagiarism, copyright infringement, trademark infringement), open source</p>	<p>MI:</p> <p>Verbal-Linguistic</p> <p>Bodily-Kinesthetic</p> <p>Visual-Spatial</p>	<p>EL: Presentation on different categories of attacks and viruses.</p> <p>BL:</p> <p>https://www.youtube.com/watch?v=z5nc9MDbvkw</p> <p>https://www.youtube.com/watch?v=n8mbzU0X2nQ</p>

			software and licensing (Creative Commons, GPL and Apache)	
16th -30 NOV	<p>Cyber Crime</p> <p>Cyber safety</p> <p>Malware:</p> <p>E-waste management:</p> <p>Information Technology Act (IT Act)</p> <p>Technology and society:</p> <p>Gender and disability issues while teaching and using computers</p>	<ul style="list-style-type: none"> • definition, hacking, eavesdropping, phishing and fraud emails, ransomware, cyber trolls, cyber bullying • safely browsing the web, identity protection, confidentiality • viruses, trojans, adware • proper disposal of used electronic gadgets 	<p>MI:</p> <p>Verbal-Linguistic</p> <p>Bodily-Kinesthetic</p> <p>Visual-Spatial</p>	

DEC (25 Days)	REVISION
JAN (17 Days)	REVISION
FEB (23 Days)	REVISION, Final Practical Exam & PROJECT WORK
MAR (17)	TERM EXAMINATION

SUBJECT-PAINTING (049)

MON TH	FORTNIG HT	TOPIC	CONTENT	INTEGRAT ED APPROAC H	EXPERIENTIAL & BLENDED LEARNING
APRI L (23 days)	1st -15th APRIL	Pre-historic Rock Paintings	Introduction to Pre-historic art, Bhimbetka caves and paintings	MI: Verbal-linguistic, Visual-spatial, Bodily-kinesthetic, Logical-Mathematical	EL: Learning about pre-historic color-making methods and Bhimbetka cave paintings, still life painting using geometric shapes, light & shadow study. BL: https://www.youtube.com/watch?v=RrXd40xk7Sg&ab_channel=JyotsnaPippal
	16th-30 APRIL	Art of Indus Valley	Introduction to Indus Valley Civilization,	MI: Verbal-linguistic, Visual-spatial,	EL: Study of Indus Valley artifacts and sculptures, understanding urban planning techniques

		Civilization	sculptures, city planning, artifacts	Bodily-kinesthetic, Logical-Mathematical	
MAY (25 days)	1st-15 MAY	Buddhist, Jain, and Hindu Art	Introduction to Mauryan, Shunga, Kushana, and Gupta dynasties, Gandhara and Mathura schools of art, sculptures	MI: Verbal-linguistic, Visual-spatial, Bodily-kinesthetic, Naturalistic, Logical-Mathematical	EL: Learning about foreground, middle ground, and background, perspective drawing in landscape paintings. BL: https://www.youtube.com/watch?v=HuIluCiwJXw&ab_channel=DECIPHERIAS
JUNE	REVISION (if any class)				
JULY (26 days)	1st-15 JULY	Ajanta Caves	Introduction to Ajanta caves, techniques, types of caves, characteristics, paintings	MI: Verbal-linguistic, Visual-spatial, Bodily-kinesthetic, Naturalistic	EL: Learning about color techniques used in Ajanta, study of cave paintings and sculptures
	16th-31 JULY	Temple Sculptures	Artistic aspects of Indian temples,	MI: Verbal-linguistic, Visual-spatial,	EL: Study of temple structures and sculptures, learning about Indian metal casting methods, human figure drawing with proportions, acrylic painting on canvas.

			bronze sculptures, temple architecture	Bodily-kinesthetic, Logical-Mathematical	BL: https://www.youtube.com/watch?v=d9fQaurzUfQ&ab_channel=yadneshnivaalkar
AUG (23 days)	1st -15 AUG	Indo-Islamic Architecture	Introduction to Indo-Islamic architecture, description of famous monuments	MI: Verbal-linguistic, Visual-spatial, Bodily-kinesthetic, Logical-Mathematical	EL: Study of Indo-Islamic architectural structures, analysis of design principles in famous monuments
	16th -30 AUG	Flower & Canvas Painting	Realistic flower painting, study of plant structures	MI: Bodily-kinesthetic, Naturalistic	EL: Learning about different types of flowers, realistic painting techniques, final canvas painting of flowers
SEPT (23 days)	1st	MID- TERM EXAMINATION			
	2nd				
OCT (20 Days)	1st -15th OCT		Revision Practical preparation		
	16th -30th OCT		Revision Practical preparation		
NOV (22 Days)	1st -15th NOV		Revision Practical preparation	AI- MI-	EL- BL-

				ID- AI- MI-	EL- BL-
	16 th -30 NOV		Revision Practical preparation	ID- AI- MI-	EL- BL-
DEC (25 Days)	1 st -15 DEC		Revision Practical preparation	ID- AI- MI-	EL- BL-
	16 th -31 st DEC		Revision Practical preparation	ID- AI- MI- ID-	EL- BL-
JAN (17 Days)	1 st -15 th JAN		Revision Practical preparati on	AI- MI- ID-	EL- BL-
	16 th -31 st JAN		Revision Practical preparati on	AI- MI- ID-	EL- BL-
FEB (23 Days)	1 st 2 nd	REVISION, Final Practical Exam & PROJECT WORK			
MAR	1 st				

(17)	2 nd	TERM EXAMINATION
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Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Unit- 1	DD.MM.YY
CT2	Unit- 2	DD.MM.YY
Mid Term	Unit 1&2	DD.MM.YY
CT3	Unit- 3	DD.MM.YY
CT4	Unit- 1,2&3	DD.MM.YY
Final Term	Unit- 1, 2, and 3 (Theory), landscape(Practical)	DD.MM.YY

SUBJECT: PHYSICAL EDUCATION (048)

MONTH	FORTNIGHT	UNIT	TOPICS	SUBTOPICS	INTEGRATED APPROACH	EXPERIMENTAL AND BLEND LEARNING
April (23 Days)	I Fortnight	UNIT-1 Changing Trends and career in Physical Education	*Physical Education * Development of Physical Education *Changing trends in sports	*Meaning & Definition *Aim & Objective of physical education *Traditional * Modern	ID: HISTORY OF SPORTS CAREER COUNSELLING MI: Visual Spatial Verbal Linguistic Interpersonal	EL: GROUP DISCUSSION ON SCOPE OF PHYSICAL EDUCATION KHELO INDIA PROGRAMME FOR ORGANISIZING TOURNAMENT BL: https://www.youtube.com/watch?v=w_7kchV90Aw
	II Fortnight		*Career option in Physical Education	*Different Skill related in different careers		

			*Khelo INDIA & Fit INDIA program	*Importance of khelo INDIA		
May 25 Days)	I Fortnight	UNIT-2 Olympic Value Education	*Olympism *Olympic value education * Ancient and Modern Olympic * Olympic symbols *Olympic movement structure	*Ancient & Modern Olympic * Paralympics & Special Olympics *Function of IOC	ID: HISTORY OF SPORTS GENERAL KNOWLEDGE CURRENT AFFAIRS MI: Linguistic Visual Spatial Interpersonal Naturalistic	EL: DISCUSSION AND AUDIO VISUAL LEARNING VISIT TO MAHARANA SPORTS COLLEGE BL: https://www.youtube.com/watch?v=WbYUC0jBbO4 https://www.youtube.com/watch?v=btWIF0LignA
	II Fortnight	Unit-3 Yoga	*Yoga *Introduction of astanga yoga *Yogik Kriyas * Pranayama & its Types * Active life style & stress management through yoga	*Meaning &Importance *Yama, Niyam, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi, *Sukhasana, Tadasana, Padamasana, * Yognidra.	ID: SPORTS PSYCHOLOGY MI: Naturalistic Interpersonal Intrapersonal Bodily Kinesthetic	EL: VISIT TO SLUM AREA FOR COMPARING VARIOUS LIFE STILES LIFE SKILLS FOR SPORTS TED TALK ON SPORTS PSYCHOLOGY BL: https://www.youtube.com/watch?v=4Lxj5FEpEG4
July (26Days)	I Fortnight	Unit-4 Physical Education &Sports For CWSN	*Concept of Disability *Types of disability * Disability etiquettes	*Aims& objectives of adaptive physical education *Special Olympic Bharat, Paralympics, Deaflympics.	ID: PSYCHOLOGY MI: Interpersona L Verbal Linguistic	EL: Audio- visual learning GROUP DISCUSSION ON NEEDS OF SPECIAL CHILDREN BL: https://www.youtube.com/watch?v=BjuhGad1gQc

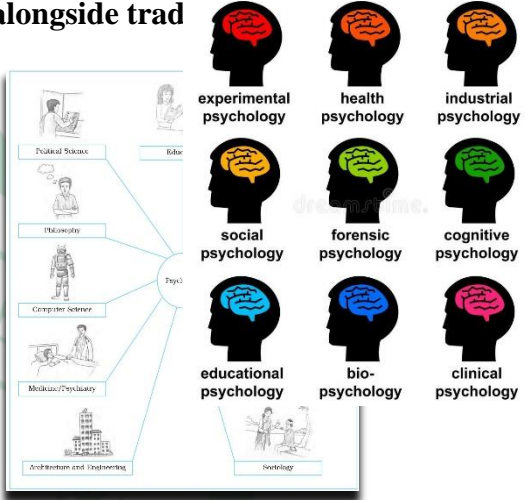
	II Fortnight		<ul style="list-style-type: none"> *Adaptive Phy Edu *Role of various professional 	<ul style="list-style-type: none"> *Counsellor, Occupational therapist, Physiotherapist, Physical education teacher, Speech therapist 		
August (23Days)	I Fortnight	Unit-5 Physical Fitness, Wellness & Life Style	<ul style="list-style-type: none"> * Wellness Health & Phy. Fitness *Components of Wellness Health & Phy. Fitness 	<ul style="list-style-type: none"> *Meaning & Importance of Physical fitness, Wellness & Life style *Speed, Strength, Endurance, Flexibility 	<ul style="list-style-type: none"> MI: Naturalistic Visual Spatial Interpersonal Bodily Kinesthetic 	<ul style="list-style-type: none"> EL: DEMONSTRATION OF YOGA ASANAS PPT BY STUDENTS IN GROUP BL: https://youtu.be/s2NQhpFGIOg
	II Fortnight		<ul style="list-style-type: none"> *Traditional sports & Regional sports *Leadership through physical activity & sports *Introduction to First Aid 	<ul style="list-style-type: none"> *PRICE 		
September (23Days)	I Fortnight	Unit-6 Test, Measurement & Evaluation	<ul style="list-style-type: none"> *Definition of Test, Measurement & Evaluation * Importance of Test, Measurement & Evaluation * Calculation of Body Mass Index, Waist-Hip Ratio, Skinfold Thickness Measurement *Somato Types *Measurement of health-related fitness 	<ul style="list-style-type: none"> *Meaning & Importance *Endomorphy, Mesomorphy & Ectomorphy 	<ul style="list-style-type: none"> ID: SPORTS PSYCHOLOGY MI: Naturalistic Bodily Kinesthetic Intrapersonal 	<ul style="list-style-type: none"> EL: PRACTICAL WORK VISIT TO MALDEVTA FARMS BL: https://www.youtube.com/watch?v=vNLzyFYTs44 https://www.youtube.com/watch?v=vlpKyLkIDDY


	II Fortnight	Unit-7 Fundamentals of Anatomy, Physiology in Sports	<ul style="list-style-type: none"> *Anatomy * Physiology *Functions of skeletal System, Classification Of bones *Properties & Functions of Muscles *Circulatory system and heart *Respiratory system 	<ul style="list-style-type: none"> *Importance of Anatomy, Physiology in sports *Types of bones * Different functions of Muscles 	ID: RESEARCH METHODS MI: Bodily Kinesthetic Visual Spatial Verbal Linguistic Mathematical Logical Intrapersonal	EL: PRACTICAL WORK
October (20 Days)		Unit-8 Fundamentals of Kinesiology & Biomechanics in Sports	<ul style="list-style-type: none"> * Kinesiology and Biomechanics in Sports *Kinetics & kinematics * Types of Body Movement *Axis & Planes 	<ul style="list-style-type: none"> *Meaning & Importance *- Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation *Concept and its application in body movement 	AI: FINE ARTS ID: BIOLOGY MI: Visual Spatial Bodily Kinesthetic	EL: STUDENTS WILL PREPARE CHARTS FOR DIAGRAMS RELATED TO HUMAN ANATOMY BL: https://www.youtube.com/watch?v=SwHjwO7Bns
November (22 Days)		Unit-9 Psychology & Sports	<ul style="list-style-type: none"> *Psychology in Phy. Edu. *Different Stages of Development *Adolescent Problems & their Management *Team Cohesion and Sports 	<ul style="list-style-type: none"> *Meaning & Importance Of Sports Psychology *Different stages of Psychology 	ID: PSYCHOLOGY MI: Visual Spatial Verbal Linguistic Interpersonal	EL: DISCUSSION AND AUDIO VISUAL BL: https://www.youtube.com/watch?v=SwHjwO7Bns


			*Introduction to Psychological Attributes:			
December (25 Days)	I Fortnight	Unit-10 Training and Doping in Sports	*Sports training *Principles of sports training *Training Load *Warming-up, Limbering down	*Meaning & definition of sports training *Different principles of sports training *Importance of warm-up& limbering down	ID: MEDICINE TRAINING AND DEVELOPMENT MI: Visual Spatial Verbal Linguistic Interpersonal	EL: AUDIO VISUAL LEARNING DISCUSSION ON DISADVANTAGES OF DOPING VIDEO ON TRAINING IN SPORTS BL: https://www.youtube.com/watch?v=6eMxsXCekvY
	II Fortnight		* Skill, Technique, Tactics & Strategies *Doping and its disadvantages			
January	REVISION					
February	Final Exams					

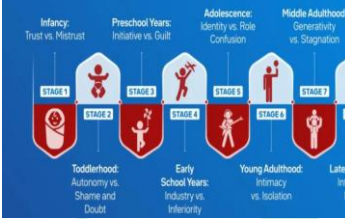
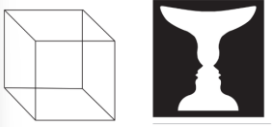

SUBJECT - PSYCHOLOGY

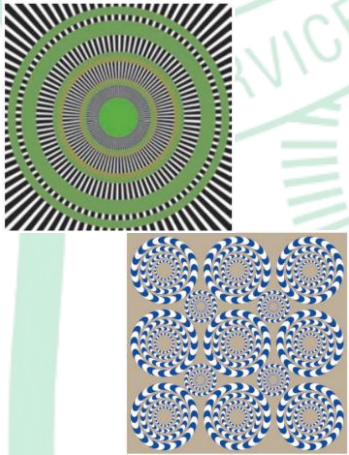
MON TH	FORTNIG HT	TOPIC	CONTENT	INTEGRAT ED APPROAC H	EXPERIENTIAL & BLENDED LEARNING
APRI L (23)	6 th -15 th APRIL	Ch. 1: “What is Psychology?” 	<ul style="list-style-type: none"> • Definition, Nature of Psychology • Mainstream Conceptions of Psychology • Historical Evolution 	<p>AI- Create visual timelines of psychology's history</p> <p>MI- Linguistic: Write essays on psychology's evolution</p> <p>Logical-Mathematical: Analyze key milestones in psychology's development</p> <p>ID- Use Bloom's Taxonomy to structure lessons from basic understanding to critical analysis</p>	<p>EL- Conduct interviews to explore perceptions of psychology</p> <p>BL- Combine online lectures with classroom discussions</p> <p>C:\Users\HP\Downloads\What is Psychology.pptx</p> <p>Brief History of Psychology</p>

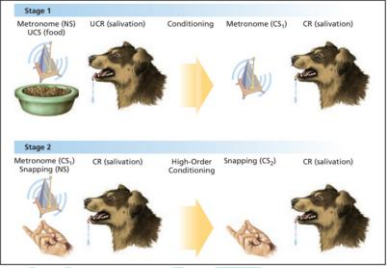


	<p>16th-30th APRIL</p>		<ul style="list-style-type: none"> • Branches of Psychology • Psychology and other disciplines. • Application of Psychology in everyday life. 	<p>AI- Design posters depicting different psychology branches</p> <p>MI- Spatial: Create mind maps of psychology branches</p> <p>Interpersonal: Group discussions on interdisciplinary applications</p> <p>ID- Develop case studies showing psychology's application in various fields</p>	<p>EL: Role-play scenarios demonstrating psychology in everyday situations</p> <p>BL: Utilize multimedia presentations alongside trad</p> 
<p>MAY (25 Days)</p>	<p>1st-15th MAY</p>	<p>Chapter-2: “Methods of Enquiry in Psychology”</p>	<ul style="list-style-type: none"> • Goals of Psychological Enquiry: Steps, Alternative Paradigms 	<p>AI- Illustrate research methods through infographics</p>	<p>EL- Conduct simple observational studies in real-world settings</p> <p>BL- Use virtual labs to simulate experiments complemented by hands-on activities</p>


			<ul style="list-style-type: none"> • Nature of Psychological Data • Methods in Psychology 	<p>MI- Logical-Mathematical: Design simple experiments</p> <p>Intrapersonal: Reflect on personal biases in research</p> <p>ID- Plan lessons that guide students through the research process step-by-step</p>	<p>AI Integration (Visual Learning):</p> <ul style="list-style-type: none"> • Infographics on research methods (using Canva, MindMeister, or AI-generated visuals). • Example: A flowchart showing how psychologists move from a research question to results.
	<p>16th -31st May</p>		<ul style="list-style-type: none"> • Observational, experimental, correlational, Survey • Psychological Testing, case study. • Analysis of data • Limitations, Ethical Issues. 	<p>AI- Create charts summarizing data analysis techniques</p> <p>MI- Naturalistic: Analyze data from environmental studies</p> <p>Existential: Debate ethical dilemmas in research</p>	<p>EL- Analyze real datasets and discuss ethical implications.</p> <p>BL- Blend online tutorials on data analysis with classroom ethical debates.</p> <p>Research Methods in Psychology</p>


				ID- Incorporate ethical case studies into the curriculum	
JUNE	REVISION and Activities (if any class)				
JULY (26 Days)	1st -15th JULY	Chapter-3: “Human Development” 	<ul style="list-style-type: none"> • Meaning of Development • Factors influencing development • Context of Development 	AI- Develop life stage collages MI- Bodily-Kinesthetic: Act out developmental stages Interpersonal: Peer interviews about developmental experiences ID- Use scaffolding to build on prior knowledge about human growth	EL- Observe and document developmental behaviors in various age groups BL- Integrate online documentaries with in-class analysis What is Human Development?

	<p>16th-31st JULY</p>		<ul style="list-style-type: none"> • Developmental Stages. Infancy, childhood, Adolescence, adulthood • Old age 	<p>AI- Create a timeline mural of developmental stages</p> <p>MI- Musical: Compose songs representing each life stage</p> <p>Intrapersonal: Journal personal growth experiences</p> <p>ID- Design modules focusing on characteristics of each developmental stage</p>	<p>EL- Engage in community service to interact with different age groups</p> <p>BL- Use online case studies to supplement experiential learning</p> <p>Stages of Development by Erik Piaget's Theory of Cognitive Development Ecological Systems</p>
<p>AUG (23 Days)</p>	<p>1st -15th AUG</p>	<p>Chapter-4: “Sensory, Attentional and Perceptual Processes”</p> 	<ul style="list-style-type: none"> • Introduction and knowing the world. • Nature of Stimulus, Sensory Modalities • Senses 	<p>AI- Draw 2D and 3D figures to understand Dimensions.</p> <p>MI- Spatial Logical-Mathematic</p>	<p>EL- Participate in experiments demonstrating perceptual phenomena</p> <p>BL- Combine virtual reality experiences with hands-on activities</p> <p>Monkey Business Illusion</p> 

			<ul style="list-style-type: none"> • Attentional Processes • Perceptual Processes • Principles of Perceptual Organisation 	<p>al: Solve puzzles related to perception</p> <p>ID- Develop interactive lessons on sensory experiences</p>	
	16 th -30 th AUG		<ul style="list-style-type: none"> • Perception of Space, Depth and Distance • Monocular Cues and Binocular Cues • Perceptual Constancies, Illusions • Socio-Cultural Influences on Perception 	<p>MI- Naturalistic: Explore how environment affects perception</p> <p>Interpersonal: Discuss cultural differences in perception</p> <p>ID- Plan lessons incorporating cross-cultural studies on perception</p>	<p>EL- Simulate depth perception using virtual tools</p> <p>BL- Blend online cross-cultural studies with classroom experiments</p>
SEPT (23)	1 st 2 nd	MID- TERM EXAMINATION			
		Revision			
OCT (20 Days)	1 st -15 th OCT	<p>Chapter-5: “Learning”</p>	<ul style="list-style-type: none"> • Nature • Theories (Classical, 	<p>AI- Demonstrate</p>	<p>EL- Practice learned behaviors through real-life applications</p>

			<p>Operant, Observational, Verbal, Skill)</p> <ul style="list-style-type: none"> • Factors • Learning Disabilities 	<p>conditioning through role-play</p> <p>MI- Musical: Create mnemonic songs Logical-Mathematical: Apply algorithms in learning scenarios</p> <p>ID- Structure lessons to compare different learning theories</p>	<p>BL- <u>Pavlov's Classical Conditioning</u> Skinner's Operant Conditioning</p>  
<p>16th -30th OCT</p>	<p>Chapter-6: “Human Memory”</p> 	<ul style="list-style-type: none"> • Nature • Models • Types: Sensory, Short-term and Longterm Memories. • Types of Long-term Memory Declarative and Procedural, Episodic and Semantic 	<p>AI- Design memory aids like flashcards</p> <p>MI- Linguistic: Storytelling to enhance memory Spatial: Visualize memory</p>	<p>EL- Apply mnemonic devices in daily study routines</p> <p>BL- Incorporate videos that train memory skills alongside traditional methods <u>Chunking: Learning Technique for Better Memory</u></p>	

			<ul style="list-style-type: none"> Nature and Causes of Forgetting 	<p>processes through diagrams</p> <p>ID- Implement memory games and activities to reinforce concepts</p>	
NOV (22 Days)	1 st -15 th NOV		<ul style="list-style-type: none"> Forgetting due to Trace Decay, Interference and Retrieval Failure Enhancing Memory Mnemonics using Images and Organization 	<p>AI- Group projects: posters making on Enhancing Memory.</p> <p>MI- Linguistic, Spatial, Logical, Interpersonal.</p> <p>ID- Implement memory games and activities to reinforce concepts</p>	<p>EL- Reflection and discussion on past experiences related to memory failure and forgetting.</p> <p>BL- How To Improve Your Memory</p>
	16 th -30 th NOV	Chapter-7: "Thinking"	<ul style="list-style-type: none"> Nature Processes of Thinking 	<p>AI- Solve real-world problems through</p>	<p>EL- Participate in debates and discussions to practice reasoning</p>

			<ul style="list-style-type: none"> • Problem Solving, Reasoning • Decision-making, Creative Thinking • Thought and Language Development • Language Use 	<p>group brainstorming</p> <p>MI- Logical-Mathematical: Engage in puzzles and strategy games</p> <p>Interpersonal: Collaborative projects</p> <p>ID- Design thinking workshops to enhance problem-solving skills</p>	<p>BL- Use online simulations to practice decision-making Decision making process</p>
<p>DEC (25 Days)</p>	<p>1st -15th DEC</p>	<p>Chapter-8: “Motivation and Emotion”</p> 	<ul style="list-style-type: none"> • Nature of Motivation • Types of Motives • Biological Motives • Psychosocial Motives • Maslow’s Hierarchy of Needs • Nature of Emotions 6. • Expression of Emotions 	<p>AI- Create emotion wheels to identify and express feelings</p> <p>MI- Intrapersonal: Reflect on personal motivations</p> <p>Musical: Analyze songs</p>	<p>EL- Role-play to understand and manage emotions</p> <p>BL- Utilize online platforms for self-assessment and emotional regulation tools How to manage your emotions</p>

			<p>conveying different emotions</p> <p>ID- Develop modules on emotional intelligence and regulation</p>	
16 th -31 st DEC	<ul style="list-style-type: none"> • Culture and Emotional Expression • Culture and Emotional Labelling • Managing Negative Emotions • Enhancing Positive Emotions 	<p>MI- Interpersonal - Group discussions on how different cultures express emotions.</p> <p>ID- Introduce step-by-step approaches to gratitude journaling and positive self-talk. Design structured lessons on emotional regulation techniques like mindfulness</p>	<p>EL- Practice guided relaxation or deep-breathing exercises, Engage in random acts of kindness and reflect on the experience,</p> <p>BL- Watch documentaries or real-life interviews showcasing cultural differences in emotions, Use digital gratitude diaries or online happiness programs for daily practice.</p> <p>How Emotions Differ Across Cultures</p>	

				and cognitive reframing.	
JAN (17 Days)	1st -15th JAN		Revision and Practical Applications	Review of Key Concepts, Application in Real-Life Scenarios	
	16th -31st JAN		Final Assessments and Project Work	Evaluations, Presentations, Practical Demonstrations	
FEB (23 Days)	1st	REVISION, Final Practical Exam & PROJECT WORK			
	2nd				
MAR (17)	1st	TERM EXAMINATION			
	2nd				

TEST	SYLLABUS	DATE
CT1	Ch-1,2	DD.MM.YY
CT2	Ch-3,4	DD.MM.YY
Mid Term	Ch-1,2,3,4 (practical)	DD.MM.YY
CT3	Ch-5,6	DD.MM.YY
CT4	Ch-7,8	DD.MM.YY

Final Term	Ch-1,2,3,4,5,6,7,8 (Theory), Psychological Tests (Practical)	DD.MM.YY
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SUBJECT-LEGAL STUDIES

MON TH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (23)	1 st -15 th APRIL	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION Ch.1- Concept of State	1- What is a State? 2- The concept of State and Article 12 of the Indian Constitution 3- What is Government ? 4- Emergence of the State from Society 5- Definition of State 6- Theories on the Origin of State 7- Elements of a State 8- Role of a State	AI- 1- Create a poster or collage representing different forms of states (Democracy, Monarchy, etc.). 2- Role-play: Students enact leaders of different political systems. MI- 1- Linguistic: Debate on "Is democracy the best form of government?" 2- Logical-Mathematical: Compare governance models using a Venn Diagram. ID- 1- Step-wise breakdown of concepts (Definition	EL- Conduct a classroom vote to understand democracy in action. BL- 1- Online videos on the evolution of states + class discussion. https://study.com/academy/lesson/video/state-as-a-concept-definition-development-size.html

				<p>→ Elements → Types of States).</p> <p>2- Use real-world examples of states.</p>	
		<p>Ch.2- Forms and Organs of Government</p>	<p>1- Introduction to the Organs of Government</p> <p>2- Forms of Government</p> <p>i- Monarchy</p> <p>ii- Aristocracy</p> <p>iii- Dictatorship</p> <p>iv- Democracy</p> <p>3- Main organs of Government and its functions</p> <p>i- General Functions of Legislature as Organ of Government</p> <p>ii- General Functions of Executive as Organ of Government</p> <p>iii- General Functions of</p>	<p>AI- Sketch or chart of the three organs of government.</p> <p>MI-</p> <p>1- Bodily-Kinesthetic: Enact a parliamentary session in class.</p> <p>2- Musical: Create a short rap/song about the Legislature, Executive, and Judiciary.</p> <p>ID- Use mind maps and case studies to explain concepts.</p>	<p>EL- Mock Government: Assign students roles (President, MP & Minister) and conduct a decision-making session.</p> <p>BL-</p> <p>1- Watch recorded parliamentary debates online + analyze them in class</p> <p>https://www.youtube.com/watch?v=X1fvHjSRc58</p>

			Judiciary as an Organ of the Government		
16th-30 APRIL	Ch.3- Separation of Powers	<p>1- Concept of Separation of Powers</p> <p>2- Historical Background and Evolution of Montesquieu's Doctrine of Separation of Powers</p> <p>i- Montesquieu's Doctrine of Separation of Powers</p> <p>ii- Basic Features of the Doctrine Separation of Powers as Enunciated by Montesquieu</p> <p>iii- Checks and Balances of Power</p>	<p>AI- Storyboard showing separation of powers in real-life scenarios.</p> <p>MI- Interpersonal: Panel discussion on the effectiveness of checks and balances.</p> <p>ID- Use real constitutional case studies to explain how separation of powers works.</p>	<p>EL- Judicial Review Activity: Assign a case and let students decide if laws violate the Constitution.</p> <p>BL- Online documentary on Montesquieu's theory + classroom discussion.</p> <p>https://www.youtube.com/watch?v=TL8Hyx1L_8c</p> <p>https://www.youtube.com/watch?v=G5dQ63IZMBo</p>	

			<p>iv- Impact of the Doctrine</p> <p>3- Evaluation of The Doctrine of Separation of Powers</p> <p>Key Benefits and Advantages of The i- Doctrine of Separation of Powers</p> <p>ii- Defects of the Doctrine</p> <p>4- Separation of Powers In Practice</p> <p>i- Separation of Powers in Britain</p> <p>ii- Separation of Powers in the United States of America</p> <p>iii- Separation of Powers in India</p>	
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<p>MAY (25Days)</p>	<p>1st-15 MAY</p>	<p>UNIT 11- BASIC FEATURES OF INDIAN CONSTITUTION Ch.1- Salient Features of The Constitution of India</p>	<p>1- Definition of the term Constitution 2- Historical Perspective of Indian Constitution 3- Salient Features of The Constitution of India i- A Modern Constitution ii- Longest written Constitution iii- Preamble to the Constitution iv- Fundamental Rights; Directive Principles of State Policy; Fundamental Duties v- Constitutional Provision</p>	<p>AI- Collage making of key features (e.g., Fundamental Rights, Federalism).</p> <p>MI- Linguistic: Write an essay on how Indian Constitution balances power.</p> <p>ID- Compare Indian Constitution with others using tables.</p>	<p>EL- Constitution Drafting: Students create a mini-constitution for a mock country.</p> <p>BL- Interactive Constitution of India website + classroom quiz.</p> <p>https://www.youtube.com/watch?v=2K9GsKHczZs</p>
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		<p>for Amendment of the Indian Constitution vi- Adult Suffrage vii- Single Citizenship viii- Independent Judiciary ix- Emergency Provisions x- Federal in form Unitary in character xi- Division of Power- Centre- State Relations xii- Schedules to the Constitution</p>		
	Ch.2- Administrative law	<p>1- Background 2- Administrati</p>	AI- Design flowcharts of administrative processes.	EL- Filing RTI Simulation: Students draft an RTI application.

			<p>ve Law and Constitution al Law: Key Differences</p> <p>3- Reasons for Growth, Development and Study of Administrative law</p> <p>4- Types of Administrative Actions</p> <p>5- Fundamental Principle of Administrative Law: Rule of Law</p> <p>6- Droit System</p>	<p>MI- Logical-Mathematical: Case analysis of RTI Act, PILs.</p> <p>ID- Step-wise approach: Evolution → Key Features → Case Studies.</p>	<p>BL- Online resources on landmark administrative law cases.</p> <p>https://study.com/academy/lesson/video/administrative-law-objectives-functions-roles.html</p>
JUNE	REVISION and Activities (if any class)				
JULY (26 Days)	1st -15 JULY	UNIT III- JURISPRUDENCE- NATURE AND SOURCES OF LAW Ch.1- Jurisprudence, Nature and	<p>1- Introduction</p> <p>2- Historical Perspective</p> <p>3- Schools of Law</p> <p>4- Function</p>	<p>AI- Create a timeline of the evolution of legal systems.</p> <p>MI- Intrapersonal: Reflective journal on "Why do we need laws?"</p>	<p>EL- Visit a Court: Observe legal proceedings.</p> <p>BL- Virtual court tour videos + analysis.</p> <p>https://www.youtube.com/watch?v=KdSe0s385aI</p>

		Meaning of Law	and Purpose of Law	ID- Connect legal principles with daily life scenarios.	
		Ch.2- Classification of Laws	1- Classification of Law based on Subject matter 2- Classification of Law based on Scope of Law 3- Classification of Law based on Jurisdiction	AI- Infographic on different types of laws (Civil, Criminal, etc.). MI- Logical-Mathematical: Compare real legal cases in different categories. ID- Categorize laws through flowcharts.	EL- Case Study Method: Students research real-life legal cases. BL- Online interactive modules on legal classifications. https://www.youtube.com/watch?v=am-brmj8TqQ
	16th-31 JULY	Ch.3- Sources of Law	1- Where does law come from? 2- Custom as a source of Law 3- Importance of Custom as a source of Law in India	AI- Provide examples of experiential learning initiatives that focus on case law, such as moot court competitions or case analysis workshops. MI- Spatial intelligence- It can be used to facilitate learning and	EL- Investigate how mock trials and moot courts use experiential learning to teach Sources of Law, such as through appellate advocacy or trial advocacy exercises. BL- https://study.com/academy/lesson/video/primary-secondary-sources-of-law.html

			<p>4- Judicial Precedent as a Source of Law</p> <p>5- Legislation as a Source of Law</p>	<p>understanding of Sources of Law, such as through visualizing and mapping legal concepts, principles, and relationships.</p> <p>ID- Discuss how historical analysis can inform our understanding of Sources of Law, such as through examining the historical development of statutes, cases, and treaties.</p>	
AUG (23 Days)	1st -15 AUG	Ch.4- Law Reform	<p>1- Need for Law Reform</p> <p>2- Law Reforms in India</p> <p>3- Recent Law Reforms in Independent India</p>	<p>AI- Provide an overview of the importance of law reforms in promoting deep understanding and practical application of legal concepts</p> <p>MI- Logical-mathematical intelligence- It can be used to facilitate learning and understanding of Sources of Law, such as through analyzing and applying legal</p>	<p>EL- Discuss how law reform projects use experiential learning to teach Sources of Law, such as through statutory interpretation or regulatory drafting exercises.</p> <p>BL- https://www.youtube.com/watch?v=8AlpZXa7fvg</p>

			<p>principles, rules, and concepts.</p> <p>ID- Provide examples of how historical analysis can be integrated into teaching and learning Sources of Law, such as through historical case studies or legislative history research.</p>	
16 th -30 AUG	Ch.5- Cyber Laws, Safety and Security in India	<p>1- Introduction 2- Why do we need Cyber Laws 3- What is Cyber Law? 4- What is Cyber safety and Security? 5- What is cyber Crime? 6- Categories of Cyber Crime 7- Cyber law in India 8- Scope and Extent of The Information</p>	<p>AI- 1. Poster Making: Create infographics on "Internet Safety Tips" or "Cybercrime Awareness." 2. Role-Playing: Enact a cybercrime courtroom scenario (e.g., a hacker on trial). 3. Cartoon Strips: Design a comic illustrating phishing scams or social media fraud.</p> <p>MI- 1. Linguistic (Verbal)- Write an essay on "The Role of IT Act in Preventing Cyber Crimes." 2. Logical-Mathematical- Analyze</p>	<p>EL- 1. Simulated Cyber Investigation: Students take on roles (Cyber Law Expert, Hacker, Investigator) and solve a mock cybercrime case. 2. Cybersecurity Awareness Campaigns: Conduct workshops on online fraud and digital privacy. 3. Practical Cyber Safety Measures: Teach students how to use two-factor authentication, VPNs, and anti-malware tools.</p> <p>BL- 1. Use platforms like Coursera or YouTube for learning about cyber ethics and IT laws. 2. Virtual Reality (VR) Courtrooms: Experience a virtual cybercrime trial. 3. Cybersecurity Simulations: Interactive hacking prevention games.</p> <p>https://www.youtube.com/watch?v=KZw2jzfaHIs</p>

			and Technology Act, 2000(IT Act) 9- What was Section 66A of IT Act, 2000?	cybercrime statistics and trends in India. ID- 1. Law + Technology: Study how AI is used in cyber law enforcement. 2. Law + Ethics: Debate on "Right to Privacy vs. National Security." 3. Law + Business: Understand cyber laws related to e-commerce and digital fraud.	
SEPT (23)	1st	MID- TERM EXAMINATION			
	2nd				
OCT (20 Days)	1st -15th OCT	UNIT 1V- INDIAN JUDICIARY Ch.1- Judiciary: Constitutional, Civil and Criminal Courts and Processes	1- Introduction: Establishment of the Supreme Court and High Courts 2- Constitution, Roles and Impartiality i- Independence and Impartiality of the Supreme Court ii- Structure and	AI- Sketch courtroom layouts. MI- Bodily-Kinesthetic: Mock trial for a civil/criminal case. ID- Explain court structures step-by-step.	EL- Court Visit: Observe proceedings and interact with legal professionals. BL- Virtual case simulations + class debates https://www.youtube.com/watch?v=ISO62iIofL4

Hierarchy of the Courts in India

iii- The civil process and functioning of Civil courts

3- The Civil Court Structure

i- Common legal terminology

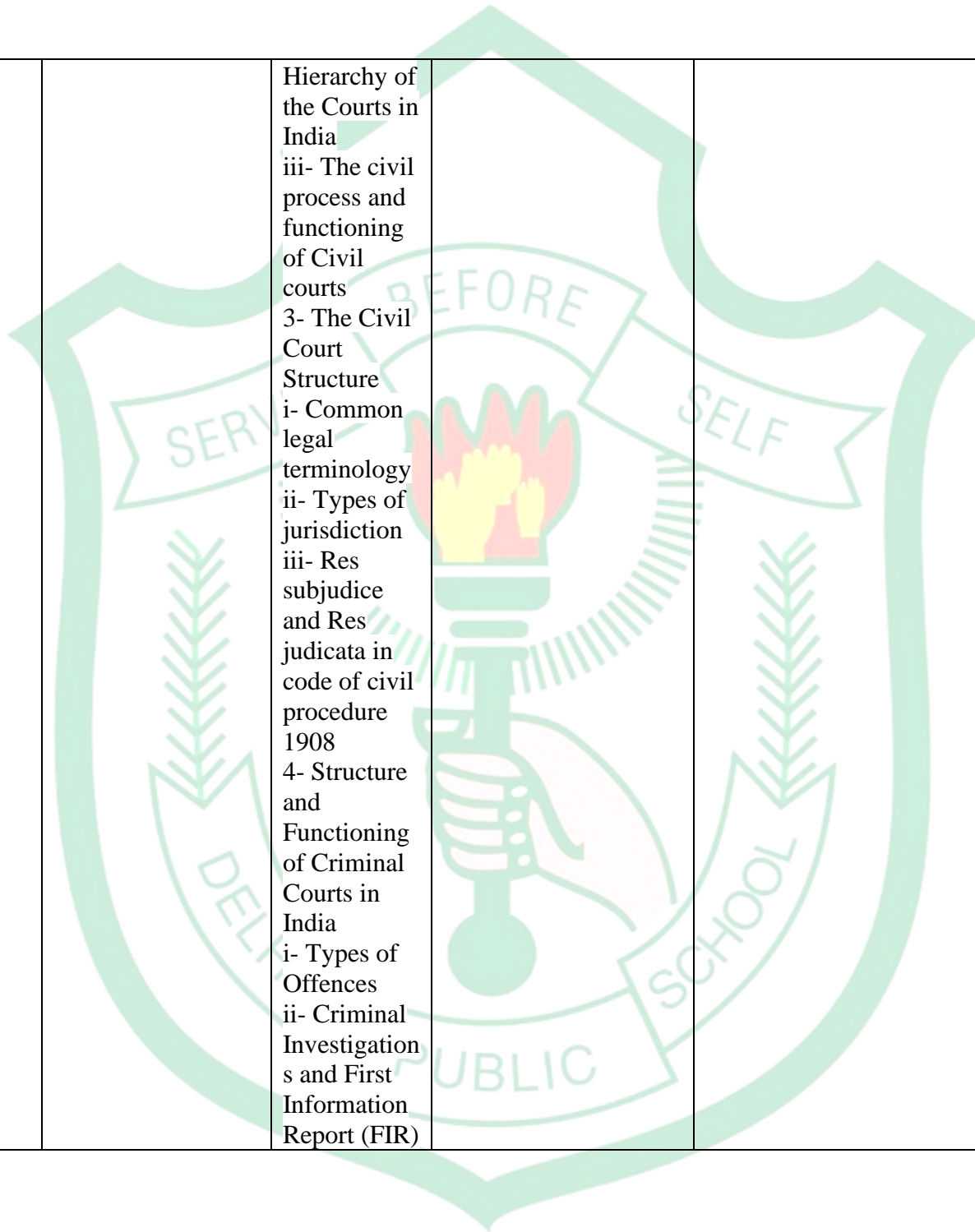
ii- Types of jurisdiction

iii- Res subjudice and Res judicata in code of civil procedure 1908

4- Structure and Functioning of Criminal Courts in India

i- Types of Offences

ii- Criminal Investigations and First Information Report (FIR)



			iii- Criminal Process- Investigation and Prosecution iv- Doctrine of autrefois acquit and autrefois convict (i.e. previously acquitted and previously convicted) v- Function and Role of Police 5- Other courts in India i- Family Courts ii- Administrative Tribunals		
	16 th -30 th OCT	Ch.1- Judiciary: Constitutional, Civil and Criminal Courts and Processes	Continue...	Continue...	Continue...
NOV (22 Days)	1 st -15 th NOV	UNIT V- FAMILY JUSTICE SYSTEM	1- Nature of Family law in India	AI- Poster on marriage laws in different religions.	EL: Mock Mediation: Students resolve a family dispute legally.

		<p>Ch.1- Institutional Framework; Marriage and Divorce</p>	<p>2- Human rights and gender perspective 3- Institutional framework- family Courts 4- Role of women in the creation of family courts 5- Role of lawyers and Counselors in Family courts 6- Role of Counselors and gender issues 7- Marriage and Divorce</p>	<p>MI- Interpersonal: Group discussion on gender equality in marriage laws. ID- Timeline of legal reforms in marriage laws.</p>	<p>BL- Online lectures on family law + interactive Q&A. https://www.youtube.com/watch?v=InfThmDkHgY</p>
16 th -30 NOV	Ch.2- Child Rights	<p>1- Child Rights 2- Right to Education 3- Right to Health 4- Right to Shelter 5- Child Labour</p>	<p>AI- Create awareness campaign posters on child rights. MI- Intrapersonal: Reflective essay on child protection laws. ID-</p>	<p>EL- Role-Play: Legal arguments for child adoption cases. BL- Online UNICEF reports on child rights. https://www.youtube.com/watch?v=TafvHxXFzUM</p>	

			6- Sexual Abuse 7- Juvenile Justice	Real case studies of child rights violations.	
		Ch.3- Adoption	1- Adoption 2- Minor custody and Guardianship	<p>AI- Create awareness campaign posters on child rights.</p> <p>MI- Intrapersonal: Reflective essay on child protection laws.</p> <p>ID- Real case studies of child rights violations.</p>	<p>EL- Role-Play: Legal arguments for child adoption cases.</p> <p>BL- Online UNICEF reports on child rights. https://www.youtube.com/watch?v=B0bND5BES0w</p>
DEC (25 Days)	1st -15 DEC	Ch.4- Property, Succession and Inheritance	1- Concept of Property: Joint Family Property and Separate Property 2- Inheritance and Succession 3- Intestate Succession 4- Rules relating to Intestate Succession	<p>AI- Family tree project on inheritance laws.</p> <p>MI- Logical-Mathematical: Compare property division in Hindu and Muslim laws.</p> <p>ID- Stepwise approach: Legal definitions → Rights → Case Studies.</p>	<p>EL- Legal Will Drafting: Students draft a basic will.</p> <p>BL- Virtual law firm workshops on property laws. https://www.youtube.com/watch?v=UcUhmF3XvHU</p>


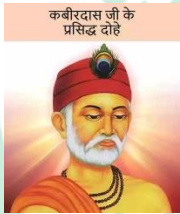

			5- Testamentary Succession		
	16 th -31 st DEC	Ch.5- Prevention of Violence against Women	1- What is Domestic abuse/violence? 2- International legal framework 3- Laws in India on prevention of violence against women	<p>AI- Create campaign posters on legal protections for women.</p> <p>MI- Interpersonal: Group discussion on legal reforms needed for women's safety.</p> <p>ID- Use Nirbhaya & others case to explain legal precedents.</p>	<p>EL- Legal Aid Awareness: Create legal help guides for victims.</p> <p>BL- Government websites + class analysis of legal acts. https://www.unwomen.org/en/digital-library/videos/2013/07/csw-57-elimination-and-prevention-of-all-forms-of-violence-against-women-and-girls</p>
JAN (17 Days)	1 st -15 th JAN	REVISION WITH SAMPLE PAPERS			
	16 th -31 st JAN	REVISION, FINAL PRACTICAL EXAM & PROJECT WORK			
FEB (23 Days)	1 st	REVISION WITH SAMPLE PAPERS			
	2 nd	& FINAL TERM EXAMINATION			
MAR (17)	1 st	FINAL TERM EXAMINATION			
	2 nd				



Cycle Test and Term Exams Syllabus Details


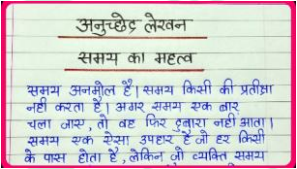
TEST	SYLLABUS	DATE
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CT1	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION	DD.MM.YY
CT2	UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION	DD.MM.YY
Mid Term	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION UNIT 1II- JURISPRUDENCE- NATURE AND SOURCES OF LAW	DD.MM.YY
CT3	UNIT 1V- INDIAN JUDICIARY	DD.MM.YY
CT4	UNIT V- FAMILY JUSTICE SYSTEM	DD.MM.YY
Final Term	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION UNIT 1II- JURISPRUDENCE- NATURE AND SOURCES OF LAW UNIT 1V- INDIAN JUDICIARY UNIT V- FAMILY JUSTICE SYSTEM	DD.MM.YY


विषय – हिंदी

माह	पाक्षिक	प्रकरण	विषय वस्तु	समन्वित दृष्टिकोण	अनुभवात्मक एवं मिश्रित शिक्षण
अप्रैल (23)	1 st -15 th अप्रैल	पाठ : नमक का दारोगा  पाठ : जनसंचार, पत्रकारिता	ईमानदारी बनाम भ्रष्टाचार सामाजिक व्यवस्था, नैतिकता, कर्तव्यनिष्ठा, और व्यक्ति के चरित्र की परीक्षा	<ul style="list-style-type: none"> • सामाजिक विज्ञान: उस समय के सामाजिक और आर्थिक ढांचे का चित्रण, जिसमें भ्रष्टाचार और अनैतिकता व्याप्त थी। • नैतिक शिक्षा: ईमानदारी और कर्तव्यनिष्ठा के महत्व पर बल, जो विद्यार्थियों को नैतिक मूल्यों को आत्मसात करने के लिए प्रेरित करता है। 	<ul style="list-style-type: none"> • भूमिका निर्वहन (Role Play): छात्र कहानी के पात्रों की भूमिका निभाकर उनके चरित्र और मनोभाव को समझ सकते हैं। • विचार-विमर्श (Group Discussion): कहानी के नैतिक पक्षों पर चर्चा और वाद-विवाद का आयोजन, जैसे "ईमानदारी का मूल्य"। <p>कहानी का एनिमेटेड संस्करण या नाट्य रूपांतरण दिखाकर छात्रों की रुचि और समझ को बढ़ाना।</p>
	16 th -30 अप्रैल	पाठ : कबीर  पाठ : मीरा 	<ul style="list-style-type: none"> • आत्मज्ञान और मन की शुद्धता • द्वैत और अद्वैत का विचार • प्रेम, सद्भाव, और मानवता का संदेश • मूर्ति पूजा और पाखंड का खंडन 	<ul style="list-style-type: none"> • धर्म और दर्शन: <ul style="list-style-type: none"> • उनके पद अद्वैत वेदांत और सूफी विचारधारा का संगम हैं। • वे हिंदू-मुस्लिम एकता और सांप्रदायिक सौहार्द का संदेश देते हैं। • सामाजिक विज्ञान : 	<p>सुनना और गाना (Music and Singing):</p> <ul style="list-style-type: none"> • कबीर के पदों को भजन या गीत के रूप में गाकर शिक्षण को प्रभावी और रुचिकर बनाया जा सकता है। • छात्र स्वयं इन पदों को संगीतबद्ध कर सकते हैं, जिससे उनकी रचनात्मकता और


				<ul style="list-style-type: none"> जाति-प्रथा, पाखंड, और सामाजिक कुरीतियों के खिलाफ उनका दृष्टिकोण उस समय के सामाजिक ढांचे को समझने में सहायक है। 	<p>सांस्कृतिक समझ विकसित होगी।</p> <p>सृजनात्मक लेखन (Creative Writing):</p> <ul style="list-style-type: none"> कबीर के दोहों पर आधारित लेख, निबंध, या कविता लेखन से भाषा कौशल और साहित्यिक समझ को प्रोत्साहन।
मई (25 Days)	1 st -15 मई	<p>पाठ : मियाँ नसीरुद्दीन</p>  <p>पाठ साल</p> 	<ul style="list-style-type: none"> मानव स्वभाव की कमजोरियों को जागर करना (जैसे भेदभाव, अहंकार, और अंधविश्वास) बुद्धिमत्ता और व्यावहारिक ज्ञान का महत्व हास्य और व्यंग्य का सांस्कृतिक और सामाजिक संदर्भ तर्कशीलता और समझदारी से समस्याओं का समाधान 	<ul style="list-style-type: none"> सामाजिक विज्ञान: <ul style="list-style-type: none"> कहानियाँ उस समय के सामाजिक ढांचे, रीति-रिवाजों, और मान्यताओं को दर्शाती हैं। समाज में प्रचलित अंधविश्वास, जात-पात, और भेदभाव पर व्यंग्य किया गया है, जिससे उस युग के सामाजिक परिवेश को समझा जा सकता है। नैतिक शिक्षा: <ul style="list-style-type: none"> ईमानदारी, समझदारी, और व्यावहारिक ज्ञान के 	<ul style="list-style-type: none"> विचार-विमर्श (Group Discussion): <ul style="list-style-type: none"> "हास्य और व्यंग्य का समाज पर प्रभाव" जैसे विषयों पर चर्चा करवाई जा सकती है। कहानियों में निहित संदेशों पर विद्यार्थियों से उनकी राय और विचार पूछे जा सकते हैं। सृजनात्मक लेखन (Creative Writing): <ul style="list-style-type: none"> मियाँ नसीरुद्दीन के पात्र को केंद्र में रखकर स्वयं की कल्पना से नई कहानियाँ लिखने को


				<p>महत्व पर बल दिया गया है।</p> <ul style="list-style-type: none"> ये कहानियाँ बच्चों में नैतिक मूल्यों और सही-गलत की पहचान विकसित करने में सहायक होती हैं। 	<p>प्रोत्साहित किया जा सकता है।</p> <ul style="list-style-type: none"> व्यंग्यात्मक लेखन या हास्य कविता का अभ्यास कराकर भाषा और साहित्यिक कौशल को निखारा जा सकता है।
16 th -31 मई	<p>पाठ : घर की याद</p>  <p>पाठ : अनुच्छेद लेखन</p> 	<ul style="list-style-type: none"> प्रवास के कारण उत्पन्न अकेलापन और उदासी अपने परिवार, माता-पिता, और गांव की स्मृतियाँ बाल्यकाल की खुशियाँ और सरल जीवन की यादें समय और दूरी के कारण होने वाले भावनात्मक उतार-चढ़ाव 	<ul style="list-style-type: none"> भाषा: सरल और भावनात्मक शब्दावली, जिसमें अलंकार और छंद का सुंदर प्रयोग है। उपमाओं और रूपकों के माध्यम से स्मृतियों को जीवंत बनाया गया है, जिससे भाषा शिक्षण के लिए यह कविता उपयुक्त है। नैतिक शिक्षा: परिवार, माता-पिता, और बचपन के मूल्यों का महत्व समझाया जा सकता है। कविता में प्रस्तुत भावनात्मक संबंधों से विद्यार्थियों में संवेदनशीलता और मानवीय मूल्यों का विकास होता है। 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> कविता का भावपूर्ण वाचन कराकर विद्यार्थियों को कविता की संवेदनशीलता और भावनात्मकता को महसूस करने का अवसर दिया जा सकता है। विद्यार्थियों से कविता में निहित भावनाओं पर चर्चा और उनके अनुभव साझा करने को प्रेरित किया जा सकता है। <p>सृजनात्मक लेखन (Creative Writing):</p> <ul style="list-style-type: none"> "घर की याद" पर निबंध, पत्र लेखन (जैसे - अपने 	

					<p>माता-पिता को घर की याद आने पर पत्र लिखना) या कविता लेखन।</p> <ul style="list-style-type: none"> चित्रकला के माध्यम से कविता में वर्णित दृश्यों को चित्रित करने की गतिविधि कराई जा सकती है।
जून	ग्रीष्मकालीन अवकाश				
जुलाई (26 Days)	1 st -15 जुलाई	<p>पाठ : विदाई संभाषण</p>  <p>पाठ : चंपा काले अक्षर नहीं चीन्हती</p>	<ul style="list-style-type: none"> मुख्य विषय: विदाई और स्मृतियाँ (हास्य और व्यंग्य के साथ) उप विषय: हास्य-व्यंग्य के माध्यम से सामाजिक संदर्भों की अभिव्यक्ति के जीवन के परिवर्तनशील स्वभाव और विदाई के क्षणों का चित्रण 	<ul style="list-style-type: none"> सामाजिक विज्ञान: <ul style="list-style-type: none"> सामाजिक परिस्थितियों और मानवीय संबंधों पर व्यंग्य के माध्यम से उस समय के सामाजिक परिवेश को समझा जा सकता है। सामाजिक परंपराओं, रीति-रिवाजों, और विदाई के सांस्कृतिक पहलुओं पर चर्चा की जा सकती है। नैतिक शिक्षा: 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> विद्यार्थियों को भाषण के व्यंग्यात्मक और हास्यपूर्ण अंशों का भावपूर्ण वाचन करने को प्रोत्साहित किया जा सकता है। उच्चारण, स्वर, और गति पर विशेष ध्यान देते हुए संवाद अदायगी का अभ्यास कराया जा सकता है। <p>संगीत और कविता:</p>

		<p>पाठ : पत्र लेखन</p>	<p>संबंधों की गरिमा और भविष्य के लिए शुभकामनाएँ</p> <p>विदाई के क्षणों में सकारात्मक दृष्टिकोण और प्रेरणा</p>	<ul style="list-style-type: none"> हास्य और व्यंग्य के माध्यम से सकारात्मक दृष्टिकोण अपनाने की शिक्षा। जीवन के परिवर्तनशील स्वभाव को स्वीकार करते हुए नए अवसरों को आत्मसात करने का संदेश। 	<ul style="list-style-type: none"> विदाई के क्षणों को हास्य और कविता के रूप में प्रस्तुत करने का अभ्यास। हास्य कविताओं या शायरियों को संगीतबद्ध कर संगीतमय प्रस्तुति दी जा सकती है।
16 th -31 जुलाई	<p>पाठ : गलता लोहा</p> <p>गलता लोहा</p>  <p>पाठ : गजल</p>	<ul style="list-style-type: none"> मुख्य विषय: सामाजिक असमानता और संघर्ष उप विषय: <ul style="list-style-type: none"> आर्थिक विषमता और शोषण मेहनतकश लोगों का संघर्ष और धैर्य परिवर्तन और आत्मनिर्माण की प्रक्रिया 	<ul style="list-style-type: none"> सामाजिक विज्ञान: <ul style="list-style-type: none"> सामाजिक असमानता, आर्थिक विषमता, और श्रमिक वर्ग के संघर्षों पर चर्चा। औद्योगिकीकरण और शोषण के ऐतिहासिक और सामाजिक पहलुओं की समझ विकसित करना। सामाजिक सुधार और समानता की दिशा में आंदोलन 	<ul style="list-style-type: none"> भूमिका निर्वहन (Role Play): <ul style="list-style-type: none"> श्रमिकों और शोषण करने वालों के बीच के संवादों को मंच पर नाट्य रूप में प्रस्तुत करना। पात्रों की मनोदशा और संघर्ष को सजीव करने के लिए हाव-भाव और संवाद शैली का प्रदर्शन। विचार-विमर्श (Group Discussion): <ul style="list-style-type: none"> "सामाजिक असमानता और आर्थिक विषमता" 	

		<p>पाठ : स्ववृत्त लेखन, रोजगार संबंधी आवेदन</p>	<ul style="list-style-type: none"> समाज में व्याप्त भेदभाव और अन्याय 	<p>और विचारधाराओं का अध्ययन।</p> <ul style="list-style-type: none"> नैतिक शिक्षा: <ul style="list-style-type: none"> धैर्य, संघर्ष, और आत्मनिर्माण की प्रेरणा। सामाजिक न्याय, समानता, और मानवीय गरिमा के मूल्यों को आत्मसात करना। भेदभाव और शोषण के खिलाफ संवेदनशीलता और जागरूकता का विकास। 	<p>पर समूह चर्चा करवाई जा सकती है।</p> <ul style="list-style-type: none"> विद्यार्थियों को अपने विचार और अनुभव साझा करने के लिए प्रेरित किया जा सकता है, जैसे - श्रमिकों के अधिकार और संघर्ष।
<p>अगस्त (23 Days)</p>	<p>1st -15 अगस्त</p>	<p>पाठ : भारतीय गायिकाओं में बेजोड़ : लता मंगेशकर</p>  <p>पाठ : राजस्थान की रजत बूँदें</p> 	<ul style="list-style-type: none"> मुख्य विषय: लता मंगेशकर का जीवन और संगीत यात्रा उप विषय: <ul style="list-style-type: none"> बचपन और प्रारंभिक संघर्ष भारतीय सिनेमा में उनका 	<ul style="list-style-type: none"> संगीत: <ul style="list-style-type: none"> भारतीय शास्त्रीय संगीत और फिल्मी संगीत में लता मंगेशकर के योगदान का अध्ययन। राग, ताल, और सुरों की शुद्धता की समझ विकसित 	<p>संगीत प्रस्तुति (Musical Performance):</p> <ul style="list-style-type: none"> विद्यार्थियों को लता मंगेशकर के गीतों को गाकर उनकी गायकी की शैली को समझने और अपनाते का अवसर प्रदान किया जा सकता है। शास्त्रीय और फिल्मी संगीत में उनके द्वारा

			<p>योगदान और सफलता की कहानी</p> <ul style="list-style-type: none"> • गायन की विशिष्टताएँ और संगीत शैली • महान संगीतकारों के साथ काम करने के अनुभव • पुरस्कार, सम्मान, और उनकी संगीत धरोहर 	<p>करने के लिए उनके गीतों का विश्लेषण।</p> <ul style="list-style-type: none"> • भारतीय संगीत के विकास और बदलाव में उनके योगदान पर चर्चा। <p>• सामाजिक विज्ञान:</p> <ul style="list-style-type: none"> • भारतीय समाज और सिनेमा पर लता मंगेशकर के गीतों का प्रभाव। • सांस्कृतिक एकता और राष्ट्रीय चेतना को जागृत करने में उनकी भूमिका। 	<p>प्रयोग किए गए रागों और तालों का अभ्यास।</p> <ul style="list-style-type: none"> • मल्टीमीडिया और दृश्य सामग्री: <ul style="list-style-type: none"> • लता मंगेशकर के जीवन पर आधारित वृत्तचित्र, वीडियो, या साक्षात्कार दिखाए जा सकते हैं। • उनके प्रसिद्ध गीतों के वीडियो क्लिप दिखाकर संगीत की विविधता और शैली को समझाया जा सकता है।
16 th -30 अगस्त	पाठ : रजनी		<ul style="list-style-type: none"> • मुख्य विषय: सामाजिक चेतना और नारी सशक्तिकरण • उप विषय: <ul style="list-style-type: none"> • रूढ़िवादिता और 	<ul style="list-style-type: none"> • सामाजिक विज्ञान: <ul style="list-style-type: none"> • सामाजिक सुधार आंदोलन: राजा राममोहन राय, सावित्रीबाई फुले, और महात्मा ज्योतिबा फुले जैसे सुधारकों 	<ul style="list-style-type: none"> • समूह परियोजनाएँ (Group Projects): <ul style="list-style-type: none"> • सामाजिक जागरूकता अभियान: अंधविश्वास, भेदभाव, और लैंगिक असमानता के खिलाफ जागरूकता अभियान।

		<p>पाठ : हे! भूख मत मचल हे मेरे जूही के फूल जैसे ईश्वर</p> 	<p>अंधविश्वास के खिलाफ संघर्ष</p> <ul style="list-style-type: none"> सामाजिक सुधार और समानता का संदेश नारी अधिकार और सशक्तिकरण सकारात्मक सोच और आत्मनिर्भरता समाज में बदलाव लाने की प्रेरणा 	<p>के कार्यों का अध्ययन।</p> <ul style="list-style-type: none"> नारी सशक्तिकरण: नारी अधिकारों और समानता के लिए किए गए ऐतिहासिक संघर्षों पर चर्चा। आधुनिक समाज में नारी की भूमिका: समाज में महिलाओं के योगदान, चुनौतियों, और उनकी भूमिका पर विचार। संविधान और कानून: भारतीय संविधान में नारी सशक्तिकरण और समानता के अधिकारों का अध्ययन। नैतिक शिक्षा: <ul style="list-style-type: none"> साहस, आत्मनिर्भरता, और सकारात्मक सोच की प्रेरणा। 	<ul style="list-style-type: none"> प्रोजेक्ट वर्क: "नारी सशक्तिकरण के ऐतिहासिक पहलू" पर शोध और प्रस्तुति। वास्तविक जीवन अनुभव (Real-Life Experiences): <ul style="list-style-type: none"> समाज में व्याप्त रूढ़ियों और अंधविश्वासों के उदाहरण देकर उनके कारणों और समाधान पर चर्चा। सकारात्मक सोच और साहसिक व्यक्तित्व के उदाहरणों को साझा करके प्रेरित करना। नारी सशक्तिकरण से जुड़े सामाजिक कार्यकर्ताओं से मुलाकात या उनके अनुभवों को सुनना। <p>विचार-विमर्श (Group Discussion):</p> <ul style="list-style-type: none"> समाज में बदलाव की आवश्यकता: "सामाजिक
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सितंबर (23 Days)	1 st	अर्द्धवार्षिक परीक्षा			
	2 nd				
अक्टूबर (20 Days)	1 st -15 th अक्टूबर	<p>पाठ : जामुन का पेड़</p>  <p>पाठ : भारत माता</p> <p>Class 11 Hindi Aroh Chapter 9</p> 	<ul style="list-style-type: none"> • मुख्य विषय: प्रशासनिक अव्यवस्था और नौकरशाही की जटिलता • उप विषय: <ul style="list-style-type: none"> • मानवीय संवेदनाओं की अनदेखी और प्रशासनिक उदासीनता • हास्य-व्यंग्य के माध्यम 	<ul style="list-style-type: none"> • भाषा: <ul style="list-style-type: none"> • हास्य-व्यंग्य की शैली में सरल और रोचक भाषा का प्रयोग, जो पाठ को मनोरंजक और प्रभावी बनाता है। • संवादात्मक शैली और घटनाओं का रोचक वर्णन, जिससे पाठकों में उत्सुकता और हास्य उत्पन्न होता है। 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> • हास्य-व्यंग्य वाले संवादों का भाव-पाठ, जिससे पाठ का हास्यपूर्ण और व्यंग्यात्मक पक्ष उभरकर सामने आए। • प्रशासनिक जटिलताओं को दर्शाने वाले अंशों को स्वरों और हाव-भाव के साथ प्रस्तुत करना। <p>• विचार-विमर्श (Group Discussion):</p>

			<p>से सामाजिक और प्रशासनिक बुराइयों पर कटाक्ष</p> <ul style="list-style-type: none"> समस्या समाधान में जटिलता और जिम्मेदारी के टाल-मटोल का चित्रण मानवीय मूल्यों और सहानुभूति की आवश्यकता 	<ul style="list-style-type: none"> रूपक और प्रतीकों का प्रयोग करके नौकरशाही की जटिलताओं और संवेदनहीनता को दर्शाया गया है। सामाजिक विज्ञान: प्रशासनिक व्यवस्था और नौकरशाही: सरकारी तंत्र, लालफीताशाही, और प्रशासनिक जटिलताओं पर चर्चा। सामाजिक जागरूकता: समस्याओं के प्रति प्रशासनिक उदासीनता और सामाजिक जिम्मेदारी की आवश्यकता पर विचार। नागरिक शास्त्र: नागरिकों के अधिकार और 	<ul style="list-style-type: none"> प्रशासनिक जटिलता और समाधान: "नौकरशाही की जटिलता और समाधान" पर चर्चा। सामाजिक जिम्मेदारी: "प्रशासनिक अव्यवस्था और नागरिकों की भूमिका" पर विचार-विमर्श। सृजनात्मक लेखन (Creative Writing): पत्र लेखन: "अधिकारी को पत्र" लिखकर प्रशासनिक जटिलता और समाधान के सुझाव। कहानी लेखन: "यदि जामुन का पेड़ फिर से गिरता..." पर कल्पनात्मक कहानी।
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				<p>प्रशासनिक तंत्र की जवाबदेही पर चर्चा।</p> <ul style="list-style-type: none"> • समकालीन परिप्रेक्ष्य: आधुनिक समय में सरकारी तंत्र और प्रशासनिक प्रक्रियाओं की समीक्षा। 	
16 th -30 th अक्टूबर	<p>पाठ : सबसे खतरनाक</p>  <p>पाठ : आओ मिलकर बचाएँ</p> 	<ul style="list-style-type: none"> • मुख्य विषय: सामाजिक चेतना और संवेदनशीलता का महत्व • उप विषय: <ul style="list-style-type: none"> • संवेदनहीनता और विचारशून्यता के खतरों पर चेतावनी • स्वतंत्र सोच और अभिव्यक्ति की आज़ादी का महत्व • अन्याय और अत्याचार के प्रति विरोध 	<p>भाषा:</p> <ul style="list-style-type: none"> • प्रतीकात्मक और रूपक शैली में सशक्त और गूढ़ भाषा का प्रयोग, जो पाठकों को विचारमग्न करती है। • कविता में सरल लेकिन गहन शब्दों का प्रयोग, जो सामाजिक चेतना और विचारशून्यता के खतरों को दर्शाते हैं। • व्यंग्यात्मक और चिंतनशील भाषा, जो पाठकों को 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> • कविता के गहन और चिंतनशील अंशों का भाव-पाठ, जिससे सामाजिक चेतना और संवेदनशीलता उभरकर सामने आए। • प्रतीकों और रूपकों के माध्यम से कविता की गहराई को समझने के लिए स्वरों और हाव-भाव का प्रयोग। <p>वास्तविक जीवन अनुभव (Real-Life Experiences):</p> <ul style="list-style-type: none"> • समाज में व्याप्त असमानता और अन्याय के उदाहरण देकर उनके 	

			<p>और प्रतिरोध की आवश्यकता</p> <ul style="list-style-type: none"> सामाजिक असमानता, शोषण, और तानाशाही के खिलाफ चेतना मानवीय मूल्यों और संवेदनशीलता को बनाए रखने का आह्वान 	<p>आत्ममंथन करने के लिए प्रेरित करती है।</p> <p>कला एवं नाटक:</p> <ul style="list-style-type: none"> कविता के प्रतीकों और रूपकों को दृश्य-चित्रण के माध्यम से समझाना। संवादों और घटनाओं का नाट्य रूपांतरण, जो सामाजिक चेतना और विचारशून्यता के खतरों को दर्शाता है। कविता के भावनात्मक अंशों को संगीत, नृत्य, और नाटक के माध्यम से प्रस्तुत करना। 	<p>कारणों और समाधान पर चर्चा।</p> <ul style="list-style-type: none"> सकारात्मक सोच, स्वतंत्र विचार, और सामाजिक परिवर्तन के लिए प्रेरणादायक व्यक्तियों के अनुभव साझा करना। सामाजिक जागरूकता बढ़ाने के लिए स्थानीय सामाजिक कार्यकर्ताओं या पत्रकारों से संवाद।
नवंबर (22 Days)	1 st -15 th नवंबर	पाठ : डायरी लिखने की कला, कथा-पटकथा	<p>मुख्य विषय:</p> <ul style="list-style-type: none"> डायरी लेखन की कला और महत्व 	<p>साहित्य:</p> <ul style="list-style-type: none"> साहित्यिक विधा के रूप में डायरी: साहित्य में डायरी 	<p>व्यक्तिगत डायरी लेखन (Personal Diary Writing):</p> <ul style="list-style-type: none"> विद्यार्थियों को नियमित रूप से अपनी व्यक्तिगत

पाठ : आलो-आँधारि



• उप विषय:

- डायरी का अर्थ, स्वरूप, और उद्देश्य
- डायरी लेखन की शैली, भाषा, और संरचना
- डायरी में भावनाओं, विचारों, और अनुभवों की अभिव्यक्ति
- प्रसिद्ध व्यक्तियों की डायरियों के उदाहरण और उनका प्रभाव

लेखन को एक महत्वपूर्ण विधा माना गया है।

- डायरी लेखन में कल्पनाशीलता, संवेदनशीलता, और आत्म-अभिव्यक्ति का समावेश।

- प्रसिद्ध लेखकों की डायरियाँ: महादेवी वर्मा, शिवानी, और अन्ना फ्रैंक की डायरियों का अध्ययन।

• इतिहास और समाजशास्त्र:

- इतिहास में डायरियों का महत्व और उनका ऐतिहासिक घटनाओं पर प्रभाव।
- महात्मा गांधी और पंडित नेहरू की डायरियों से तत्कालीन समाज और राजनीति की झलक।


डायरी लिखने के लिए प्रेरित करना।

- आत्म-अभिव्यक्ति के लिए स्वतंत्रता: उन्हें बिना किसी बाध्यता के अपने विचारों और भावनाओं को व्यक्त करने की छूट देना।

- गोपनीयता और ईमानदारी का महत्व: उन्हें यह समझाना कि डायरी व्यक्तिगत होती है और इसमें ईमानदारी से लिखना चाहिए।

• पठन-पाठन (Reading and Analysis):

- प्रसिद्ध डायरियों का अध्ययन: अन्ना फ्रैंक की डायरी, महादेवी वर्मा की डायरी, और अन्य साहित्यिक डायरियों का अध्ययन।
- विचारों की तुलना: विभिन्न लेखकों की डायरियों में व्यक्त विचारों की तुलना और विश्लेषण।

					<ul style="list-style-type: none"> • चित्रण और कला (Visual Representation): <ul style="list-style-type: none"> • डायरी के पृष्ठों को चित्रों, स्केच, और डूडल से सजाने की कला। • विजुअल डायरी: विचारों और भावनाओं को चित्रों और रंगों के माध्यम से व्यक्त करना।
16 th -30 नवंबर	<p>पाठ : भारतीय कलाएँ</p> <p>Class 11 हिंदी अनिवार्य वितान 1</p> 	<ul style="list-style-type: none"> • मुख्य विषय: <ul style="list-style-type: none"> • भारतीय कला और संस्कृति की विविधता • उप विषय: <ul style="list-style-type: none"> • संगीत: भारतीय शास्त्रीय संगीत (हिंदुस्तानी और कर्नाटक), लोक संगीत, और आधुनिक संगीत शैलियाँ। 	<ul style="list-style-type: none"> • इतिहास और समाजशास्त्र: <ul style="list-style-type: none"> • भारतीय कला का ऐतिहासिक विकास और सांस्कृतिक विरासत। • सिन्धु घाटी सभ्यता की कला से लेकर मुगल काल की चित्रकला और ब्रिटिश राज के प्रभाव तक का अध्ययन। • सामाजिक और धार्मिक प्रभाव: भारतीय कला पर बौद्ध, जैन, हिंदू, और इस्लामिक प्रभाव। • भूगोल: 	<ul style="list-style-type: none"> • प्रायोगिक कला कार्यशाला (Art Workshop): <ul style="list-style-type: none"> • पारंपरिक चित्रकला: मधुबनी, वाल्मी, या पत्तचित्र शैली में चित्र बनाना। • हस्तकला और शिल्प: विद्यार्थियों को मिट्टी, कपड़े, या लकड़ी से हस्तशिल्प बनाने का अनुभव देना। • मूर्तिकला और स्थापत्य कला: मिट्टी या प्लास्टर ऑफ पेरिस से मूर्ति या मॉडल बनाना। • संगीत और नृत्य अनुभव (Music and Dance Experience): <ul style="list-style-type: none"> • शास्त्रीय संगीत कार्यशाला: भारतीय शास्त्रीय संगीत 	

				<ul style="list-style-type: none"> • भौगोलिक विविधता का प्रभाव: भारत के विभिन्न क्षेत्रों में उपलब्ध प्राकृतिक संसाधनों के अनुसार कला रूपों में भिन्नता। • क्षेत्रीय कला शैलियाँ: पाटचित्र (ओडिशा), मधुबनी (बिहार), फड़ चित्रकला (राजस्थान), और पिचवाई (राजस्थान)। 	<p>के राग और ताल सिखाना।</p> <ul style="list-style-type: none"> • शास्त्रीय नृत्य प्रदर्शन: भरतनाट्यम, कथक, या कुचिपुड़ी की प्रस्तुति और प्रशिक्षण। • लोकनृत्य कार्यशाला: भांगड़ा, घूमर, गरबा, या बिहू का अभ्यास। • मल्टीमीडिया और तकनीकी साधन (Multimedia and Technology): <ul style="list-style-type: none"> • डिजिटल आर्ट: टैबलेट या कंप्यूटर पर डिजिटल पेंटिंग और ग्राफिक डिज़ाइन बनाना। • वर्चुअल टूर: राष्ट्रीय संग्रहालय, किला, और सांस्कृतिक स्थलों का वर्चुअल भ्रमण। • प्रदर्शन और आयोजन (Exhibition and Event): <ul style="list-style-type: none"> • कला प्रदर्शनी: विद्यार्थियों द्वारा बनाई गई कलाकृतियों की प्रदर्शनी। • सांस्कृतिक उत्सव: भारतीय शास्त्रीय संगीत,
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				<p>नृत्य, और लोक कलाओं का मंचन।</p> <ul style="list-style-type: none"> • फ्यूजन कला प्रदर्शन: पारंपरिक और आधुनिक कला रूपों का संयोजन। • समूह परियोजनाएँ (Group Projects): <ul style="list-style-type: none"> • अंतर-सांस्कृतिक तुलना: भारतीय और विश्व की अन्य कलाओं के बीच तुलना और अध्ययन। • कला रूपों पर शोध: विभिन्न भारतीय कला रूपों पर शोध और प्रस्तुति। • प्रसिद्ध कलाकारों पर प्रोजेक्ट: राजा रवि वर्मा, एम.एफ. हुसैन, अमृता शेरगिल पर अध्ययन।
दिसंबर (25 Days)	1 st -15 दिसंबर	पुनरावृत्ति कार्य		
	16 th -31 st दिसंबर	पुनरावृत्ति कार्य		
जनवरी (17 Days)	1 st -15 th जनवरी	शीतकालीन अवकाश एवं पुनरावृत्ति कार्य		
	16 th -31 st जनवरी	पुनरावृत्ति कार्य		

फरवरी (23 Days)	1 st	पुनरावृत्ति कार्य एवं वार्षिक परीक्षा
	2 nd	
मार्च (17)	1 st	वार्षिक परीक्षा
	2 nd	

इकाई परीक्षा, अर्द्धवार्षिक एवं वार्षिक परीक्षा पाठ्यक्रम

इकाई	पाठ्यक्रम	दिनांक
प्रथम इकाई	अपठित गद्यांश पठित पद्यांश रचनात्मक लेख गद्य – नमक का दरोगा काव्य – कबीर के दोहे	DD.MM.YY
द्वितीय इकाई	अपठित गद्यांश पठित पद्यांश औपचारिक पत्र गद्य – मियां नसीरुद्दीन काव्य – मीरा के पद	DD.MM.YY
अर्द्धवार्षिक परीक्षा	अपठित गद्यांश, पद्यांश पठित गद्यांश, पद्यांश गद्य – नमक का दरोगा, मियाँ नसीरुद्दीन, अपू के साथ ढाई साल, विदाई-संभाषण, गलता लोहा, रजनी काव्य – कबीर के दोहे, मीरा के पद, घर की याद, चंपा काले अच्छर नहीं चीन्हती, गजल, हे भूख मत मचल वितान – भारतीय गायिकाओं में बेजोड़ –लता मंगेशकर, राजस्थान की रजत बूँदें अभिव्यक्ति और माध्यम – जनसंचार माध्यम, पत्रकारिता के विविध आयाम, कार्यालयी लेखन की प्रक्रिया, स्ववृत्त लेखन और रोजगार संबंधी आवेदन	DD.MM.YY
तृतीय इकाई	पठित गद्यांश अपठित पद्यांश रचनात्मक लेख	DD.MM.YY

	गद्य – अपू के साथ ढाई साल काव्य – घर की याद	
चतुर्थ इकाई	पठित गद्यांश अपठित पद्यांश औपचारिक पत्र गद्य – विदाई-संभाषण काव्य – चंपा काले अच्छर नहीं चीन्हती	DD.MM.YY
वार्षिक परीक्षा	आरोह (गद्य) – नमक का दरोगा, मियाँ नसीरुद्दीन, अपू के साथ ढाई साल, विदाई-संभाषण, गलता लोहा, रजनी, जामुन का पेड़, भारत माता आरोह (काव्य) – कबीर के दोहे, मीरा के पद, घर की याद, चंपा काले अच्छर नहीं चीन्हती, गज़ल, हे भूख मत मचल, सबसे खतरनाक, आओ मिलकर बचाएँ वितान – भारतीय गायिकाओं में बेजोड़ –लता मंगेशकर, राजस्थान की रज़त बूँदें, आलो-आँधरि, भारतीय कलाएँ अभिव्यक्ति और माध्यम – जनसंचार माध्यम, पत्रकारिता के विविध आयाम, डायरी लिखने की कला, कथा-पटकथा, कार्यालयी लेखन की प्रक्रिया, स्ववृत्त लेखन और रोज़गार संबंधी आवेदन	DD.MM.YY



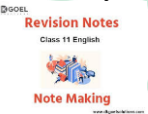


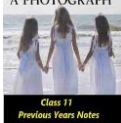



DELHI PUBLIC SCHOOL DEHRADUN







SYLLABUS BIFURCATION - SESSION 2026-27




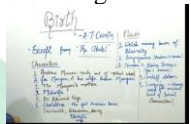
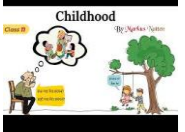



COMMERCE STREAM CLASS: XI

SUBJECT- ENGLISH CORE (301)



MONTH		LITERATURE	WRITING SKILLS	READING SKILLS	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
April (21 Days)	I-Fortnight	Orientation Overview of English Curriculum	Note- Making and Summary Writing 	Comprehension passage 	ID: Introduction to different approaches	EL: Ice breaking Activities BL: Sample Papers Display www.cbse.nic.in
	II-Fortnight	1. The Portrait of a Lady  2. The Photograph 		Sharp Insight Note making	AI: Preparation of a portrait (painting) MI: Visual Spatial ID: integration with painting	EL : Prepare a portrait& preparing a Family Photos collage Interview with grandparents Cherish some special moments BL: PPT https://www.slideshare.net/cafe91delhi/garoghian
May (24 Days)	I-Fortnight	1. The Summer of The Beautiful White Horse 	<ul style="list-style-type: none"> • Revision of Grammar • Poster 	<ul style="list-style-type: none"> • Unseen Comprehension Passage 		Write a poem on nature EL: Discussion, Anecdotes BL: www.cbse.nic.in
	II-Fortnight	2. The Laburnum Top 				
June				Summer Break		

July (26 Days)	I-Fortnight	1. We're Not Afraid to Die: If We Can All be Together 	Note-Making and Summary Writing			BL: www.cbse.nic.in
	II-Fortnight	2. The Voice of the Rain 	<ul style="list-style-type: none"> • Speech 	<ul style="list-style-type: none"> • Case Based Unseen Passage 		
August (23 Days)	I-Fortnight	The Address The Address 	<ul style="list-style-type: none"> • Poster  • Note-Making and Summary Writing 	Unseen Comprehension Passage Compacta	MI: Spatial ID: Integration with History	BL: www.cbse.nic.in
	II-Fortnight	Discovering Tut: The Saga Continues 	<ul style="list-style-type: none"> • Debate Writing  • Integrated Grammar 		MI: Naturalistic ID: Integration with Painting	EL: Nature walk, Collect Items BL: A short movie on sea voyage
September (23 Days)	I-Fortnight	Revision and Mid Term Examination	Note making and summarizing			BL: www.cbse.nic.in
	II-Fortnight	Mid Term Examination	<ul style="list-style-type: none"> • Revision of writing skills 	Compacta Unseen Comprehension Passage	MI: Linguistic & Interpersonal ID: History	EL: BL: https://www.youtube.com/watch?v=pttHSJCl4Ks EL: Characterization Matrix on Agha Shahid Ali

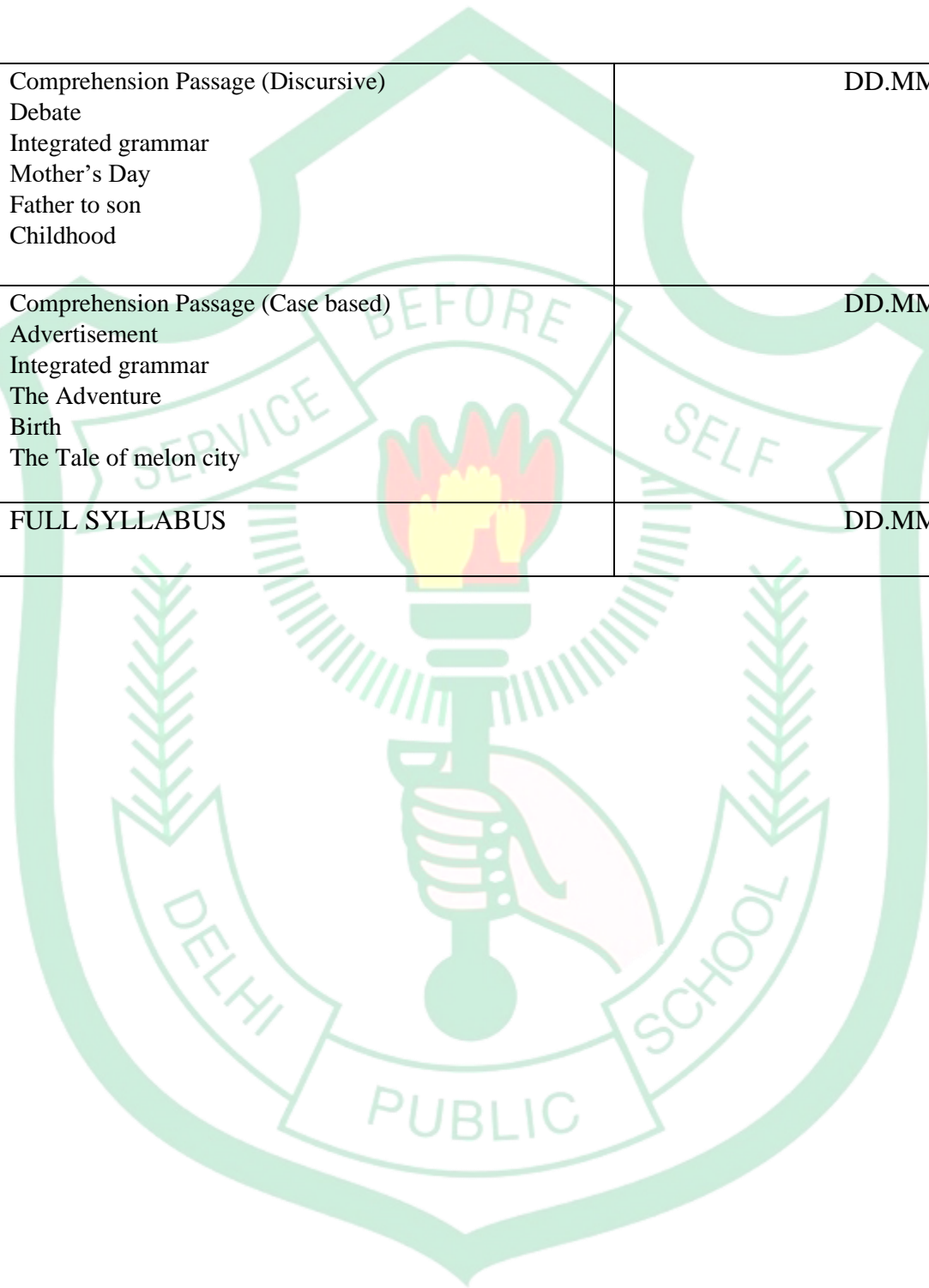
October (20 Days)	I-Fortnight	1.Father to Son  2.Mother's Day 	<ul style="list-style-type: none"> Advertisement (To Let, For Sale) 	Compacta Unseen Comprehension Passage	MI: Linguistic 	EL: EL: concept mapping
	II-Fortnight	1.Childhood 	<ul style="list-style-type: none"> Advertisement (Lost, Missing Situation Wanted/Vacant Etc.) 		MI: Interpersonal, Linguistic & Intra personal ID: Performing art	EL: Prepare a poster on 'How I see myself' BL: Video of collected posters
Nov (22 Days)	I-Fortnight	1.The Adventure 	<ul style="list-style-type: none"> Report (Newspaper) Integrated Grammar Speech 	Unseen Comprehension Passage	MI: Naturalist ID: Geography MI: Intrapersonal ID: Moral Education	EL: Plantation EL: Speech on 'Mother' https://www.youtube.com/watch?v=C15NXPb67QE
	II-Fortnight	1.The Tale of Melon City  2.Birth 	<ul style="list-style-type: none"> Debate Writing Note making and summarizing 		MI: Linguistic	
Dec (25 Days)	I-Fortnight	1.Silk Road	<ul style="list-style-type: none"> Advertisement 	Unseen Comprehension Passage	AI: Draw silk road route MI: Spatial & Linguistic ID: History	EL :Draw route of silk road-group activity https://en.wikipedia.org/wiki/Silk_Road EL: Article on world peace

	II-Fortnight		<ul style="list-style-type: none"> • Debate • Speech 		MI: Linguistic ID: History	EL: Prepare a video on mummy's tomb found around the world EL: Video prepared by students https://www.youtube.com/watch?v=KyjQJBDD5V4
Jan (17 days)			Revision & Practical exam	Unseen Comprehension Passage		
Feb (23 days)			Annual Examination			
March (17 days)			Annual Examination			



Cycle Test and Term Exams Syllabus Details



TEST	SYLLABUS	DATE
CT1	<ul style="list-style-type: none"> • Comprehension Passage (Discursive) • Poster • Integrated grammar • The portrait of a lady • The Photograph • The summer of white beautiful horse 	DD.MM.YY
CT2	<ul style="list-style-type: none"> • Note making • Classified advertisement • Integrated grammar • We're not afraid..... • The laburnum top • The Address 	DD.MM.YY
Mid Term	<ul style="list-style-type: none"> • Comprehension Passage (Discursive/ Descriptive and Case Based) • Note making • Poster • Speech • Classified advertisement • Integrated grammar • F: Ch 1,2,3, Poem 1,2,3; Vistas: Ch 1,2 	DD.MM.YY




CT-3	<ul style="list-style-type: none">• Comprehension Passage (Discursive)• Debate• Integrated grammar• Mother's Day• Father to son• Childhood	DD.MM.YY
CT-4	<ul style="list-style-type: none">• Comprehension Passage (Case based)• Advertisement• Integrated grammar• The Adventure• Birth• The Tale of melon city	DD.MM.YY
ANNUAL EXAM	FULL SYLLABUS	DD.MM.YY





SUBJECT- ACCOUNTANCY


MONTH	FOR THE	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (22 Days)	1 st -15 th APRIL	Unit-1: Theoretical Frame Work 	Introduction to Accounting Theory Base of Accounting Accounting- concept, meaning, as a source of information, objectives, advantages and limitations, types of accounting information; users of accounting information and their needs. Qualitative Characteristics of Accounting Information. Role of Accounting in Business. • Basic Accounting Terms- Entity, Business Transaction, Capital, Drawings. Liabilities (Non Current and Current). Assets (Non Current, Current); Expenditure (Capital and Revenue), Expense, Revenue, Income, Profit, Gain, Loss, Purchase, Sales, Goods, Stock, Debtor, Creditor, Voucher, Discount (Trade discount and Cash Discount).	AI- Based accounting tools MI- Interpersonal ID- Integration with business Accounting.	EL- Discussion and Debate on accounting policies of the Indian Accounting. BL- Accounting Rules i.e Debit And Credit.
	16 th -30 APRIL	Unit-1: Theoretical Frame Work 	Fundamental accounting assumptions: GAAP: Concept • Basic Accounting Concept : Business Entity, Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition, Matching, Full Disclosure, Consistency,	AI- Driven data analysis in accounting MI- Visual spatial Verbal-Linguistic, mathematical Logical-	EL: Role-playing as accountants BL- Interactive online modules on GAAP https://www.youtube.com/live/QuGT7Sdw8-c?si=EzOIXuZdmdriA7ch

			<p>Conservatism, • Materiality and Objectivity • System of Accounting. Basis of Accounting: cash basis and accrual basis • Accounting Standards: Applicability of Accounting Standards (AS) and Indian Accounting Standards (Ind AS) • Goods and Services Tax (GST): Characteristics and Advantages</p>	<p>ID- Case studies on financial policies</p>	
<p>MA Y (25 Da ys)</p>	<p>1st -15 MAY</p>	<p>Unit-2: Accounting Process</p> 	<p>Recording of Business Transactions</p> <ul style="list-style-type: none"> • Voucher and Transactions: Source documents and Vouchers, Preparation of Vouchers, Accounting Equation Approach: Meaning and Analysis, Rules of Debit and Credit. 	<p>AI- Transaction recording</p> <p>MI- Interpersonal Verbal-Linguistic Visual-Spatial</p> <p>ID- Integration with business studies</p>	<p>EL- Simulation of real-world transactions</p> <p>BL- E-accounting software usage</p>
	<p>15th - 30th MAY</p>	<p>Unit-2: Accounting Process</p>	<p>• Recording of Transactions: Books of Original Entry- Journal</p> 	<p>AI- Transaction recording</p> <p>MI- Interpersonal Verbal-Linguistic Visual-Spatial</p> <p>ID- Integration with business studies</p>	<p>EL- Simulation of real-world transactions</p> <p>BL- E-accounting software usage</p> <p>https://youtu.be/cY28Rj--iOw?si=DB68DKRw-pFGqYGR</p>
<p>JU NE</p>					

JU LY (26 Da ys)	1st-15 JULY	Unit-2: Accounting Process 	Special Purpose books: • Cash Book: Simple, cash book with bank column and petty cashbook • Purchases book • Sales book • Purchases return book • Sales return book • Journal proper	MI- Verbal-Linguistic ID- Integration with ERP software	EL- Case studies of company accounts
	16th- 31 JULY	Unit-2: Accounting Process	Recording of Business Transactions • Ledger: Format, Posting from journal and subsidiary books, Balancing of accounts 	AI- ledger management MI- – Interpersonal ID- Integration with ERP software	EL- Simulated ledger balancing;Practice of numerical BL- E-ledger applications
AU G (23 Da ys)	1st -15 AUG	Unit-2: Accounting Process	Trial balance and Rectification of Errors Trial balance: objectives, meaning and preparation • Errors: classification-errors of omission, commission, principles, and compensating; their effect on Trial Balance. • Detection and rectification of errors; (i) Errors which do not affect trial balance (ii) Errors which affect trial balance• preparation of suspense account. 	AI- For error detection MI- Verbal-Linguistic Interpersonal, Bodily- Kinesthetic ID- Integration with Accounting Errors	EL- Practice of numerical BL- Online trial balance practice tools
	16th - 30 AUG	Unit-2: Accounting Process	Bank Reconciliation Statement: • Need and preparation, Bank Reconciliation Statement	MI- Verbal-Linguistic	EL- Solving numerical based on Reconciliation and its components, Graphs related to

		Depreciation, Provisions and Reserves 	Logical-Mathematical ID- Practical banking scenarios	the topic Collage on various formulas of Bank Reconciliation Statement BL- Hands-on BRS preparation
SE PT (23 Da ys)	1 st	MID- TERM EXAMINATION		
	2 nd			
OC T (20 Da ys)	1 st - 15 th OCT	Unit-2: Accounting Process Depreciation, Provisions and Reserves • Depreciation: Meaning, Features, Need, Causes, factors • Other similar terms: Depletion and Amortisation • Methods of Depreciation: i. Straight Line Method (SLM) ii. Written Down Value Method (WDV) Note: Excluding change of method • Difference between SLM and WDV; Advantages of SLM and WDV • Method of recoding depreciation i. Charging to asset account ii. Creating provision for depreciation/accumulated depreciation account • Treatment of disposal of asset • Provisions, Reserves, Difference Between Provisions and Reserves. • Types of	AI- based asset tracking MI- Logical-mathematical, Visual-spatial ID- Analyzing depreciation trends	EL- Solving numerical based on Depreciation BL- Online depreciation calculator https://www.calculator.net/depreciation-calculator.html

			Reserves: i. Revenue reserve ii. Capital reserve iii. General reserve iv. Specific reserve v. Secret Reserve • Difference between capital and revenue reserve		
	16th - 30th OCT	Unit 3: Financial Statements of Sole Proprietorship	<p>Financial Statements: Meaning, objectives and importance; Revenue and Capital Receipts; Revenue and Capital Expenditure; Deferred Revenue expenditure. Opening journal entry. Trading and Profit and Loss Account</p> 	<p>AI- driven financial forecasting</p> <p>MI- Intrapersonal, Interpersonal</p> <p>ID- Integration with Political Science</p>	<p>EL- Case study of a sole proprietorship</p> <p>BL- Cloud-based financial statement tools https://tallysolutions.com/accounting-software-free-trial/?strCampaignID=1106&utm_source=google&utm_medium=search&utm_campaign=IP%20-%20India%20-%20Search%20-%20Accounting%20Software&utm_campaignid=10454920745&utm_adgroupid=161369514869&utm_term=financial%</p>
NO V (22 Days)	1st - 15th NOV	Unit 3: Financial Statements of Sole Proprietorship	Gross Profit, Operating profit and Net profit. Preparation. Balance Sheet: need, grouping and marshalling of assets and liabilities.	<p>AI- AI in profit analysis</p> <p>MI- Logical-Mathematical</p> <p>ID- Comparison of financial statements</p>	<p>EL- Profit calculation exercises</p> <p>BL- Business simulation games</p>
	16th - 30 NOV	Unit 3: Financial Statements of Sole Proprietorship	Adjustments in preparation of financial statements with respect to closing stock,	<p>AI- based adjustment automation</p> <p>MI- Logical-Mathematical</p>	EL- Simulated adjustments in financial statements

			outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation.	ID- Data-driven learning	BL- Accounting software use
DE C (25 Days)	1st -15 DEC	Unit 3: Financial Statements of Sole Proprietorship	Adjustment: Bad debts, provision for doubtful debts, provision for discount on debtors, Abnormal loss, Goods taken for personal use/staff welfare, interest on capital and managers commission. Preparation of Trading and Profit and Loss account and Balance Sheet of a sole proprietorship with adjustments.	AI- based adjustment automation MI- Logical-Mathematical ID- Data-driven learning	EL- Simulated adjustments in financial statements BL- Accounting software use
	16th - 31st DEC	Unit 3: Financial Statements of Sole Proprietorship 	Incomplete Records: Features, reasons and limitations. Ascertainment of Profit/Loss by Statement of Affairs method. (excluding conversion method)	AI- driven financial predictions MI- Logical-Mathematical ID- Hands-on problem-solving	EL- Completing financial records with missing data BL- Interactive accounting exercises
JAN (17 Days)	1st - 15th JAN	Revision & Practical			
	16th - 31st JAN				
FEB	1st	Revision & Final Term Exam			
	2nd				

(23 Days)		
MA R (17 Days)	1 st	Final Term Exam
	2 nd	

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Chapter 1-7	DD.MM.YY
CT2	Chapter 8-11	DD.MM.YY
Mid Term	Chapter 1- 14	DD.MM.YY
CT3	Chapter 15-17	DD.MM.YY
CT4	Chapter 18-20	DD.MM.YY
Final Term	Complete Syllabus	DD.MM.YY

CLASS: XI/ SUBJECT-Business Studies

MONT H	FORTNIG HT	LESSON /UNIT	TOPICS	SUBTOPICS	INTEGRATED APPROACH	EXPERIENTIAL LEARNING AND BLENDED LEARNING
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April 23 DAYS	2 nd Fortnight	UNIT 1 Evolution and Fundamentals of Business	<ul style="list-style-type: none"> • History of commerce • Types of human activities • Types of industries • Trade and its classification 	<ul style="list-style-type: none"> • A brief introduction of the meaning of Trade • Explanation of Human activities and its types • Classification of business into various activities with example • Meaning of industries like primary, secondary and tertiary and its types • Various support services 	MI: <ul style="list-style-type: none"> • Verbal linguistic • Visual spatial • Dramatizing • Intrapersonal 	<p>LECTURE ON EVOLUTION OF FUNDAMENTALS OF BUSINESS</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=Jd3Wx00i870 • Discussions and debate on Evolution of Business • EL: Write the various types of markets and their differences
		UNIT 2: Forms of Business Organizations	Explanation of various forms of organizations	<ul style="list-style-type: none"> • Meaning of sectors of economy • Explanation of Departmental undertakings • Statutory corporations • Government companies • Their meanings and merits and demerits 	MI: Interpersonal	<ul style="list-style-type: none"> • Lecture on Forms of Business organisation https://www.youtube.com/watch?v=xXheSpiJYo • EL: Write the difference between different types of businesses

				<ul style="list-style-type: none"> • Multinational companies and their advantages and disadvantages • Joint venture and other forms of business existing in the economy 		
May 25	1 st Fortnight	UNIT 3: Private, Public and Global Enterprises	Explanation of various forms of organizations	<ul style="list-style-type: none"> • Meaning of sectors of economy • Explanation of Departmental undertakings • Statutory corporations • Government companies • Their meanings and merits and demerits • Multinational companies and their advantages and disadvantages <p>Joint venture and other forms of business existing in the economy</p>	<p>MI:</p> <ul style="list-style-type: none"> • Verbal linguistic • Visual spatial • Dramatizing • Intrapersonal 	<ul style="list-style-type: none"> • A Complete lecture on Private, Public and Global Enterprises https://www.youtube.com/watch?v=FW4MxFH1zk <p>EL: Discussion and debate on various Public Enterprises</p>

	<p style="text-align: center;">2nd Fortnight</p>	<p>UNIT4: Business Services</p>	<p>Meaning of different types of Business services</p>	<ul style="list-style-type: none"> • Meaning of services • Difference between goods and services • Explanation of topics: <ul style="list-style-type: none"> • Banking • Insurance • Warehousing • Postal services 	<p>MI:</p> <ul style="list-style-type: none"> • Intrapersonal • Logical • Mathematical 	<ul style="list-style-type: none"> • Lecture on Business services and their importance https://www.youtube.com/watch?v=LHc4igiOaIU <p>EL:</p> <ul style="list-style-type: none"> • Write the explanation of various types of Business services • Calculation of Insurance in case of principle of Contribution
<p>July 26 DAYS</p>	<p style="text-align: center;">1st Fortnight</p>	<p>UNIT 5: Emerging modes of Business</p>	<p>Meaning of Traditional business and e-business and its comparison</p>	<ul style="list-style-type: none"> • Meaning of Traditional business and its emerging • Meaning of e-business • Comparison of e-business and traditional business • Advantages and disadvantages of both • BPO • KPO 	<p>MI:</p> <ul style="list-style-type: none"> • Interpersonal 	<ul style="list-style-type: none"> • Lecture on e-Business https://www.youtube.com/watch?v=VIIUXnjGbBA <p>EL: Write the benefits of e-business</p>

				<ul style="list-style-type: none"> • Merits and demerits of BPO and KPO 		
	2nd Fortnight	UNIT 5 (CONTD.)			MI: Visual Spatial	Project work on a topic suggested by CBSE
August 23 days	1st Fortnight	UNIT 6: Social Responsibilities of business and business ethics	Meaning of social responsibility and business ethics	<ul style="list-style-type: none"> • Meaning of social responsibility • Meaning of business ethics • Social responsibilities of a business towards various groups attached to it • Meaning of ethics • Points in favor and against social responsibilities • Pollution and its types 	MI: <ul style="list-style-type: none"> • Verbal linguistic • Visual spatial • Dramatizing • Intrapersonal 	<ul style="list-style-type: none"> • Lecture on Types of Social Responsibilities https://www.youtube.com/watch?v=hzct-gGGVj kS EL: <ul style="list-style-type: none"> • Discussion on different social responsibilities • Debates on Favor and against social responsibilities
	2nd Fortnight	UNIT 7: Sources of finance	Meaning of sources of finance and its types	<ul style="list-style-type: none"> • Meaning of finance • Need of finance for a business • Types of financial sources • Owner's fund and borrowed funds • Capital structure • Merits and demerits of different sources of finance 		https://www.youtube.com/watch?v=CXDsBPjyl Ak

				<ul style="list-style-type: none"> • Fixed and working capital • Equity shares • Preference shares • Debentures • Other sources of finance 		
SEPTEMBER 23 DAYS				<ul style="list-style-type: none"> ● REVISION AND MID TERM EXAMINATION 		
OCTOBER 20 days	1st Fortnight	UNIT 8: Small business and enterprises	Meaning of Small business and types as per MSMED ACT 2006	<ul style="list-style-type: none"> • Meaning of small businesses • Types of small businesses • MSMED ACT 2006 • Problems of small businesses • Meaning of tiny, micro and small businesses • Incentives provided to small, hilly and rural businesses by the government 	MI: <ul style="list-style-type: none"> • Verbal linguistic • Visual spatial • Dramatizing • Interpersonal 	Lecture on MSMED Act 2006 https://www.youtube.com/watch?v=KrMXHuXKc8c EL: <ul style="list-style-type: none"> • Group discussions • Debate
	2nd Fortnight	UNIT 9: Internal Trade	Meaning of Internal trade and its types	<ul style="list-style-type: none"> • Meaning of internal trade • Comparison of internal trade with international trade 	MI: Intrapersonal	Lecture on Internal Trade: https://www.youtube.com/results?search_qu

				<ul style="list-style-type: none"> • Wholesale trade its advantages and disadvantages and services provided by wholesaler to the retailers and manufacturers • Types of wholesale trade • Meaning of retail trade • Advantages and disadvantages of retail trade • Comparison of wholesale and retail trade 		<p>ery=internal+trade+class+11</p> <p>EL:</p> <ul style="list-style-type: none"> • write the different types of Internal Trade
NOVEMBER 22 days	1 st Fortnight	UNIT 10: International Business	Meaning of international business and its documentations	<ul style="list-style-type: none"> • Meaning of International trade and its comparison with internal trade • Benefits of international business • Disadvantages of international business • international business 	<p>MI:</p> <ul style="list-style-type: none"> • Verbal linguistic • Visual spatial • Dramatizing • Intrapersonal 	<p>Lecture on International business: https://www.youtube.com/watch?v=UMrn1WUQRQY</p> <p>EL:</p> <ul style="list-style-type: none"> • Group discussions • Retelling • Self study

	2nd Fortnight			<ul style="list-style-type: none"> • Reasons for international business • Documentation of International business 		
DECEMBER 25 days			REVISION			
JANUARY 17 DAYS			REVISION AND PRACTICAL			
FEBRUARY 23 DAYS			REVISION AND FINAL EXAM			
March 17 DAYS			Final Examination			

CLASS: XI/ SUBJECT-Entrepreneurship

MONT H	FORTNIG HT	LESSON /UNIT	TOPICS	SUBTOPICS	INTEGRATED APPROACH	EXPERIENTIAL LEARNING AND BLENDED LEARNING
APRIL (23 days)	1st Fortnight	UNIT 1 Entrepreneurship: Concept and functions	Meaning of entrepreneur and its main functions	<ul style="list-style-type: none"> • Meaning of entrepreneur • Meaning of enterprise • Meaning of entrepreneurship 	AI MI ID	NCERT based questions and questions from other reference books which will include case study questions

				<ul style="list-style-type: none"> • Different functions performed by entrepreneurs 		
	2nd Fortnight	Unit I cont..	Explanation of various forms of organizations	<ul style="list-style-type: none"> • Types of entrepreneurs • Types of entrepreneurships 	AI MI ID	NCERT based questions and questions from other reference books which will include case study questions
MAY (25 days)	1st Fortnight	UNIT 2: An Entrepreneur	Explanation of different types of entrepreneurs	<ul style="list-style-type: none"> • Difference between various types of entrepreneurs • Competencies of entrepreneurs • Understanding the meaning ethical entrepreneurship 	AI MI ID	NCERT based questions and questions from other reference books which will include case study questions

	2nd Fortnight	UNIT 2 cont...		<ul style="list-style-type: none"> • Importance of ethical entrepreneurs • Value attitude and motivation required by an entrepreneur • Difference between an employee and entrepreneur • Importance of intra preneurship in an organisation 	AI MI ID	NCERT based questions and questions from other reference books which will include case study questions Case study of a business which will be discussed by the students
JULY (24 days)	1st Fortnight	UNIT 3: Entrepreneurial Journey	Meaning of entrepreneurial journey	<ul style="list-style-type: none"> • Understanding the meaning of Business plan • Identify various personality types for starting any venture • Understanding the role of society, family and friends in the growth of an entrepreneur 	AI MI ID	NCERT based questions and questions from other reference books which will include case study questions
	2nd Fortnight	UNIT 3CONTD...		<ul style="list-style-type: none"> • Difference between feasibility study and business plan • Reasons for success and failure of business plan 		Project work on a topic suggested by CBSE

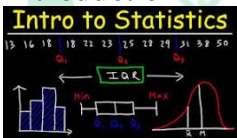

				<ul style="list-style-type: none"> • Activities in a business venture 		
AUGUST (23 days)	1st Fortnight	UNIT 4: Entrepreneurship as Innovation and Problem solving	Why entrepreneurs are important for the society	<ul style="list-style-type: none"> • Understanding the role of entrepreneurs as problem solvers in a society • Appreciate the role of innovations in entrepreneurial ventures • Explain the concept and importance of social entrepreneurs • Difference between internal and external risks 	AI MI ID	NCERT based questions and questions from other reference books which will include case study questions
	2nd Fortnight	Unit 4 contd...		<ul style="list-style-type: none"> • The role played by technology in creation of new forms of business • Different barriers of entrepreneurship • Support available for entrepreneurship • Meaning of business incubator 	AI MI ID	Various long, medium and short questions would be discussed. Few questions would also be given for homework.
SEPTEMBER 23 DAYS				<ul style="list-style-type: none"> • REVISION • MID TERM EXAMS 		





OCTOBER 20 DAYS	1st Fortnight	Unit 5: Concept of Market	Meaning and types of markets	<ul style="list-style-type: none"> • Understanding the concept of market and its evolution over the time • Understanding the meaning and concept e-business and e-commerce its role in the modern day business community • Analyze the market environment at micro and macro 		NCERT based questions and questions from other reference books which will include case study questions
	2nd Fortnight	Unit 5 contd...		<ul style="list-style-type: none"> • Techniques of market research and the instruments used in the same. • Understanding the strategy of market expansion and development • Elements of trade and commerce • 4 P's of marketing • Role and importance of price 		NCERT based questions and questions from other reference books which will include case study questions Numerical based question on trading on equity
NOVEMBER (22 days)	1st Fortnight	UNIT 6: Business finance and Arithmetic	Meaning of Business Finance and making a capital structure	<ul style="list-style-type: none"> • Understanding the importance and technique of 	AI MI ID	Various long, medium and short questions would be discussed. Few questions would




				<p>preparing a cash register</p> <ul style="list-style-type: none"> • Understanding the concept of cash inflow and outflow • Understanding the meaning of different type of cost • Calculation of per unit cost of a product • Taxes 		also be given for homework.
	2nd fortnight	Unit 7: Resource Mobilization	<p>Meaning and management of various resources of a business</p>	<ul style="list-style-type: none"> • Identification of different types of resources • Understanding the selection process of Human resource • Role and important of mentor • Fixed and working capital • Factor affecting fixed and working capital • Different sources of finance • Classification of business and industry 		<p>Various long, medium and short questions would be discussed. Few questions would also be given for homework.</p>


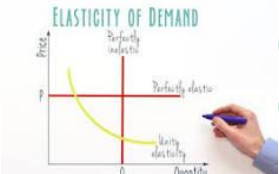
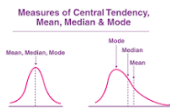
DECEMBER (25 days)				<ul style="list-style-type: none"> ● SYLLABUS COMPLETE ● REVISION 	
JANUARY 17 DAYS				REVISION AND PRACTICAL	
FEBRUARY 23 DAYS				REVISION AND FINAL EXAMS	
March 17 DAYS				FINAL EXAMS	


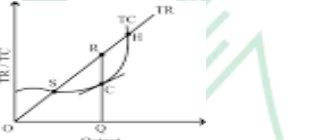

CLASS: XI SUBJECT- ECONOMICS

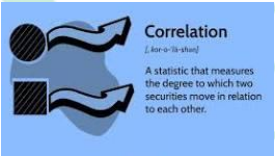
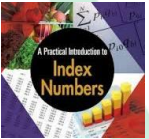
MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (23 Days)	1 st -15 th APRIL	UNIT 1 (Statistics) Introduction 	What is Economics? Meaning, scope, functions and importance of statistics in Economics	AI- MI- Intrapersonal Logical Mathematics ID-	EL- Ice breaking Activities. BL- https://youtu.be/uqEKroQ0UpY
	16 th -30 th APRIL	UNIT-2 (Statistics) Collection of Data 	Collection of data - sources of data - primary and secondary; how basic data is collected with concepts of Sampling; methods of collecting data; some important	AI-- Make a flowchart of types of data and methods used MI- Intrapersonal Logical Mathematics ID- Integration with Business studies	EL- Collecting Data from neighborhood of any five houses related to their age group and make table on the basis of it BL- https://youtu.be/0LklWXCOawE?s=i=ASnZFDYQnceJkScn

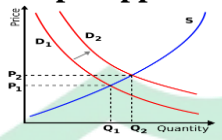
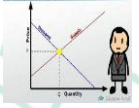
			sources of secondary data: Census of India and National Sample Survey Organisation.		
MAY (25Days)	1st-15th MAY	UNIT-2 (Statistics) (continued) Organisation of Data 	Organisation of Data: Meaning and types of variables; Frequency Distribution.	AI- Draw Bar diagram MI- Interpersonal: Intrapersonal: Verbal-Linguistic ID- Integration with Mathematics	EL- Problem solving, Numerical Practice BL- https://youtu.be/-gKFLoN49FE https://youtu.be/sE3TAb3IuKc
	16th-31st MAY	Presentation of data 	Presentation of Data: Tabular Presentation and Diagrammatic Presentation of Data: (i) Geometric forms (bar diagrams and pie diagrams), (ii) Frequency diagrams (histogram, polygon and Ogive) and (iii) Arithmetic line graphs (time series graph).	AI- Draw Pie chart  MI- Interpersonal: Intrapersonal: Verbal-Linguistic ID- Integration with Mathematics	EL- Problem solving. BL- https://youtu.be/a94Lu5ogb84
JUNE	SUMMER BREAK				
JULY (26 Days)	1st-15th JULY	Unit 4: Microeconomics Introduction 	Meaning of microeconomics and macroeconomics; positive and normative economics What is an economy? Central problems of an economy: what,	AI- Chart on Central Problems of an economy. MI- Interpersonal: Intrapersonal, Verbal-Linguistic	EL- Independent reading, Blackboard practice of curves. Graph BL- https://youtu.be/8JYP_wU1JTU

			how and for whom to produce; concepts of production possibility frontier and opportunity cost.	ID- Integration with Entrepreneurship	
16th-31st JULY	Unit 5: Microeconomics Consumer's Equilibrium  Consumer Equilibrium <small>Dr. C.V. Jansal Dada</small> What are the properties of indifference curve?  <small>www.educaps.com</small>	Consumer's equilibrium - meaning of utility, marginal utility, law of diminishing marginal utility, conditions of consumer's equilibrium using marginal utility analysis. Indifference curve analysis of consumer's equilibrium-the consumer's budget (budget set and budget line), preferences of the consumer (indifference curve, indifference map) and conditions of consumer's equilibrium.	AI- Draw diagram of Properties of Indifference curve. MI- Interpersonal: Intrapersonal, Verbal-Linguistic ID- Integration with Business studies	EL- Independent reading, Blackboard practice of curves. Graph BL- https://youtu.be/JiJlZGqZXZk	
AUG (23 Days)	1st -15th AUG UNIT 5: Micro Economics 	Demand, market demand, determinants of demand, demand schedule, demand curve and its slope,	AI- Poster making in situations of demand. MI- Interpersonal, Logical Mathematics Visual Spatial	EL- Ask students to research and analyze real-world examples of how changes in determinants of demand have affected a specific industry or market.	

			movement along and shifts in the demand curve.	ID- Integration with Business studies	 BL- https://youtu.be/QvGLcCTXk9o?si=h3k8KbpLoc56iroH https://youtu.be/XYr8natwhuY?si=qbC1VX53paj-P5d7
	16 th -30 th AUG	Elasticity of demand 	Price elasticity of demand - factors affecting price elasticity of demand; measurement of price elasticity of demand – percentage-change method and total expenditure method.	AI- Draw diagram of degrees of Price elasticity of demand. MI- Interpersonal, Logical Mathematics Visual Spatial ID-Mathematics	EL- Numerical Practice BL-
SEPT (23Days)	1 st 2 nd	MID- TERM EXAMINATION			
OCT (20 Days)	1 st -15 th OCT	UNIT-3 (Statistics) Statistical Tools and Interpretation 	Measures of Central Tendency Arithmetic Mean, Median and Mode.	AI- Make a colorful formula book. MI- Logical Mathematics Visual Spatial. ID- Integration with Mathematics	EL- Practice numerical on Blackboard Make a collage of formula of Central Tendency. BL- https://youtu.be/4lgVhniXaJ4
	16 th -31 st OCT	UNIT-6 (Micro Economics) Producer Behaviour and Supply	Meaning of Production Function – Short-Run and Long-Run Total Product,	AI- Draw diagram of cases of Relationship of cost.	EL- Make a collage on relationship of Cost. Discussion on relationships of Cost by flip classroom.

			<p>Average Product and Marginal Product. Returns to a Factor <u>Cost</u>: Short run costs - total cost, total fixed cost, total variable cost; Average cost; Average fixed cost, average variable cost and marginal cost-meaning and their relationships. <u>Revenue</u> - total, average and marginal revenue - meaning and their relationship.</p>	<p>MI- Logical Mathematics Visual Spatial</p> <p>ID- Integration with Business studies</p>	<p>Board practice of relationships of Cost. Group discussion on Case study of Explicit and Implicit cost</p> <p>BL- https://youtu.be/Exf63JjFEs</p>
<p>NOV (22 Days)</p>	<p>1st -15th NOV</p>	<p>UNIT-6 (Micro Economics) (continued) Producer Behaviour</p> 	<p><u>Producer's equilibrium</u>-meaning and its conditions in terms of marginal revenue-marginal cost.</p>	<p>AI-Chart making of Law of variable proportion</p> <p>MI- Intrapersonal, Verbal-Linguistic</p> <p>ID-Geometry</p>	<p>EL- Practice of Diagrams with schedule.</p> <p>BL-</p>
	<p>16th -30th NOV</p>	<p>UNIT-6 (Micro Economics) (continued) Theory of Supply</p> 	<p><u>Supply</u>, market supply, determinants of supply, supply schedule, supply curve and its slope, movements along and shifts in supply curve.</p>	<p>AI- Draw diagram of cases of Increase and Decrease in Supply</p> <p>MI- Logical Mathematics Visual Spatial: Intrapersonal:</p> <p>ID-</p>	<p>EL- Graphing, Quiz, Group discussion</p> <p>BL- https://youtu.be/nDX7pnsY0Bk?si=1hwC2Y9WaOtz-RSZ</p>

<p>DEC (25 Days)</p>	<p>1st -15th DEC</p>	<p>UNIT-6 (Micro Economics) (continued) Theory of Supply</p> <p>Unit-3 (Statistics) (continued)</p> <p>Correlation</p> 	<p><u>Price elasticity of supply</u>; measurement of price elasticity of supply - percentage-change method.</p> <p>Correlation: Meaning and properties, scatter diagram; Measures of correlation – Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation.</p>	<p>AI-Role play of Producer</p> <p>MI- Logical Mathematics Visual Spatial: Intrapersonal</p> <p>ID- Integration with Mathematics.</p> <p>AI-Draw the scattered diagram of degrees of Correlation.</p> <p>MI- Logical Mathematics Interpersonal: Intrapersonal</p> <p>ID-</p>	<p>EL- Blackboard practice of Numerical.</p> <p>BL-</p> <p>EL- Draw colorful scattered diagram</p> <p>BL- https://youtu.be/ep-Mm4VjC_0</p>
	<p>16th -31st DEC</p>	<p>Unit-3 (Statistics) (continued)</p> <p>Index Number</p>  <p>UNIT -7 (Micro Economics)</p>	<p>Introduction to Index Numbers: Meaning, types - wholesale price index, consumer price index and index of industrial production, uses of index numbers. Inflation and index numbers. Perfect competition - Features; Determination of</p>	<p>AI- Draw colorful tables of price index.</p> <p>MI- Logical Mathematics Interpersonal: Intrapersonal:</p> <p>ID-Mathematics</p>	<p>EL- Make a Collage on types of Index number.</p> <p>BL-</p>


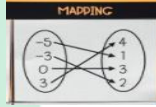

		Forms of Market and Price Determination under Perfect Competition with simple applications. 	market equilibrium and effects of shifts in demand and supply. Simple Applications of Demand and Supply: Price ceiling, price floor.	AI- Make diagrams of Perfect competition and its tools. MI- Interpersonal, Verbal-Linguistic: 	EL- Dramatizations on price ceiling and flooring. BL- https://youtu.be/DRUcsMqD90I
JAN (17 Days)	1st -15th JAN 16th -31st JAN	REVISION & PROJECT WORK REVISION			
FEB (23 Days)	1st 2nd	REVISION, Final Practical Exam			
MAR (17)	1st 2nd	TERM EXAMINATION			

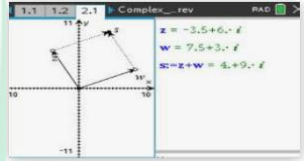
Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Ch-1,2-Statistics	
CT2	Ch-3,4-Statistics	
Mid Term	Ch-Introduction (Concept of Economics and Significance of Statistics in Economics), Collection of data and Census and sample methods of data collection (Ch-2&3), Organisation of data, Presentation of Data (Ch- 5 to 8), Introduction of Economics and Economy (Central problems of an economy)	

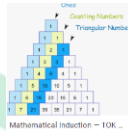
	(Ch- 1&2), Consumer's Equilibrium (Utility Analysis and Indifference Curve Analysis) (Ch- 3 & 4) , Theory of Demand (Ch -5)	
CT3	Measures of Central Tendency -Arithmetic Mean and Median, <u>Production Function</u> – Short-Run and Long-Run Total Product, Average Product and Marginal Product. Returns to a Factor	
CT4	Ch- Measures of Central Tendency - Mode, CH- Cost; Short run costs - total cost, total fixed cost, total variable cost; Average cost; Average fixed cost, average variable cost and marginal cost-meaning and their relationships. <u>Revenue</u> - total, average and marginal revenue - meaning and their relationship.	
Final Term	COMPLETE SYLLABUS OF CLASS XI	

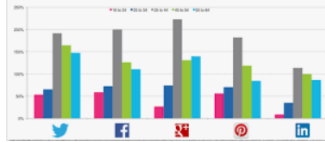
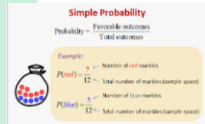
SUBJECT: MATHEMATICS (041)

MONTH	FORTNIGHT	LESSON/UNIT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL LEARNING & BLENDED LEARNING
April (23Days)	I and II Fortnight	UNIT 1	SETS	<p>Sets and their representation.</p> <ul style="list-style-type: none"> . Power sets, Universal set, Venn diagram, Subsets, Intersection and union sets and compliment sets. .Properties of sets. 	<p>MI: Venn Diagrams using real-life examples</p>	 <p>BL: https://youtu.be/DoY8zTS1Aog?si=hBBSJQAIisNydMcg</p>
Mays (25 days)	I Fortnight	UNIT I	RELATIONS AND FUNCTIONS	<ul style="list-style-type: none"> .ordered pairs .cartesian product of sets .definition of relation and pictorial diagrams .domain, Range and co-domain of a relation .Types of functions .Real valued, signum, exponential, log, greatest integers and modulus functions 	<p>MI: Mapping real-world relations to functions</p>	<p>One activity based on concern Topic Question Practice from R.D. Sharma BL:https://youtu.be/vCFGbDoFaHc?si=EWg6mR5TbQqpPluy</p> 
	II Fortnight	UNIT I	Trigonometric Functions		<p>MI: Logical & Mathematical ID: Applications in physics and navigation</p>	<p>One activity based on concern topic</p>  <p>BL:https://youtu.be/ZidNRERZvpQ?si=Z5jADQ2MgUKHfprx</p>


				<ul style="list-style-type: none"> .Measurement of angles .Trigonometric functions .Trigonometrical ratio of compound angles .Transformation of formula's .Trigonometrical functions of multiple angles .Trigonometrical equations .sine and cosine formula's 		
July (26 days)	I Fortnight	Unit II	<p>COMPLEX NUMBER AND QUADRATIC EQUATION</p> <p>LINEAR INEQUALITIES</p>	<ul style="list-style-type: none"> .Introduction of complex number .The modulus and conjugate of a complex number .Quadratic equations <p>Introduction of inequalities</p> <p>Word Problems based on linear inequalities of one variable and two variables</p>	<p>MI: Connections with electrical circuits</p> <p>MI: Business and economics applications</p> <p>MI: Probability applications</p> <p>MI : Connection with algebraic expressions</p>	<p>one activity based on concern topic & Question Practice from R.D. Sharma</p> <p>BL:https://youtu.be/EsG0uPqdatk?si=eTJyfPooj6zU0ZRT</p>  <p>Classroom Activities: Complex Numbe...</p>
	II Fortnight	Unit II				

			<p>PERMUTATIONS AND COMBINATIONS, BINOMIAL THEOREM</p>	<p>.Introduction .Fundamental principal of counting. .Introduction .Binomial theorem for positive integral indices .Expansion of Algebraical function</p>		<p>BL:https://youtu.be/P - c9D6mjGA?si=c6y_gSSxmntKuc tQ Hands-on activity with real-life counting problems</p> <p>BL: https://youtu.be/UqcHVvaSyxHA?si=9s35_IkerKChDtYp</p>
August (23 Days)	I and II Fortnight	UNIT III	STRAIGHT LINES	<p>.Slope of a line .various forms of equation of straight lines .General equation of straight line .Distance of point Line.</p>	MI : Navigation and road mapping	<p>BL : https://youtu.be/5iK6lDaypA4?si=3DySSpvz8R95LvNb</p> <p>One activity based on the concern topic & Question Practice from R.D. Sharma</p>
September (23 Days)		REVISION		Mid-term Examination		

October (20 Days)	I Fortnight	Unit III	CONIC SECTION	<ul style="list-style-type: none"> .. Introduction .Section of a cone .Circle .Parabola .Ellipse .Hyperbola 	MI : Real-life structures and engineering	BL: https://youtu.be/TZ8-8f5Q5xM?si=VY6VzyPDIE1fC3N-
	II Fortnight	Unit III	Sequence and series	<ul style="list-style-type: none"> G.P Sum of infinite G.P + Arithmetic Mean + Geometric Mean 	ID: Science & Engineering field MI: Stock market applications	 <p>one activity based on concern topic & Question Practice from R.D. Sharma</p> BL: https://youtu.be/03lzfHWjhXc?si=GvvHwtyBg7beGngT
November (22 Days)	I Fortnight	UNIT IV	LIMITS AND DERIVATIVES	<ul style="list-style-type: none"> .Introduction .Def of derivative .Limits .Limits of trigonometric function .Derivatives 	MI : Physics applications	BL: https://youtu.be/ZrCz-bj_oa4?si=ENO1eQR-5_iPejTa
	II Fortnight	UNIT V	INTRODUCTION TO THREE DIMENSIONAL GEOMETRY	<ul style="list-style-type: none"> Co-ordinate axes and coordinate plane in 3D .Distance between two points .Section formula 	MI : Astronomy and 3D design	BL: https://youtu.be/b36H7G2ufsU?si=trsONGZ9I1e74JJH
December (25 Days)	I Fortnight	UNIT VI	STATISTICS	<ul style="list-style-type: none"> .Measures of dispersion .Range 	MI : Data analysis and prediction models	

				<ul style="list-style-type: none"> .Mean deviation about mean and median .Variance and S.D .Analysis of frequency distributions 		<p>One activity based on concern topic Question Practice from R.D. Sharma</p> 
	II Fortnight		PROBABILITY	<ul style="list-style-type: none"> .Introduction .Random experiments .Events .Axiomatic approach to probability .Independent and non-independent events 	MI: Games and risk assessment	<p>BL: https://youtu.be/6XGbWuQFCrI?s=i=c_PSaVC8poh30x_7</p>  <p>One activity based on concern topic</p>
<p>January(17-Days)</p> <p>Feb.(23-Days)</p> <p>March(17)</p>	<p>Repetitions of Trigonometry+ Sets</p> <p>I Fortnight+ II Fortnight</p> <p>Trigonometry+ Sets</p>	<p>Revision For Final Examination 2026- 27</p> <p>Final term examination -2026 - 27</p> <p>Final term examination -2026 - 27</p> <p>Practical</p>				

TEST	SYLLABUS	DATE
CT1	CH: Sets CH: Relations and Functions CH: Introduction to Trigonometry	DD.MM.YY
CT2	CH: Sequence and Series CH: Number and Quadratic equations CH: Linear inequalities	
Mid Term September (23 Days)	CH- 1- Sets CH- 2- Relations & Functions CH-3 -Introduction to Trigonometry CH-4 - Complex Number and Quadratic equations CH 5 – Permutations and Combinations Ch 6 - Binomial Theorem CH-7 - Linear inequalities Ch -8 Straight Lines	DD.MM.YY
Annual Examination	FullSyllabus	
January	REVISION & worksheets will be given for each Chapter to practice	DD.MM.YY
February:	REVISION of Important topics	DD.MM.YY
March:	Annual Examination	DD.MM.YY

Sample Question Paper for Final Term and Mid Term examination	
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SUBJECT-ARTIFICIAL INTELLIGENCE (843)

MO NTH	FORTN IGH T	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APR IL (23)	1st -15th APRIL	Communicati on Skills-III	Methods of communication – Verbal, Non-verbal, Visual, Communication styles (assertive, aggressive, passive-aggressive, submissive)	AI: AI-assisted communication tools MI: Verbal-Linguistic, Visual-Spatial, Logical-Mathematical ID: English	EL: Writing pros and cons of communication methods, Observing communication styles, Role plays BL: Online learning modules https://www.youtube.com/watch?v=O3loIV3Z9MQ https://www.youtube.com/watch?v=IEUjZiO5vmg
	16th-30 APRIL	AI Introduction	AI for everyone, History of AI, Machine Learning, Structured vs. Unstructured Data, Neural Networks, Jobs in AI	AI: AI Fundamentals MI: Logical Thinking, Technological Awareness ID: Computer Science	EL: Exploring AI applications, Identifying AI vs. non-AI products BL: https://www.youtube.com/watch?v=qYNweeDHiyU https://www.youtube.com/watch?v=qetBBjZJ5i4
MA Y (25 Days)	1^s -15 MAY	AI Applications & Methodologie s	AI in NLP, CV, Chatbots, Weather Prediction, Recommender Systems, AI & Society	AI: AI Use Cases MI: Analytical Thinking, Pattern Recognition ID: IT, Business Studies	EL: AI-based problem-solving, Case studies on AI systems BL: AI in real-life industries https://www.youtube.com/watch?v=I794OrppOVc ,

		Self-Management Skills-III	Grooming, Teamwork, Time Management	AI: AI-assisted Productivity Tools MI: Interpersonal Skills, Emotional Intelligence ID: Psychology	https://www.youtube.com/watch?v=QaZXkcT1N1s EL: Role-play on teamwork, Creating personal grooming checklist BL: Time management tools https://www.youtube.com/watch?v=ElvD0CIcoXw https://www.youtube.com/watch?v=iONDebHX9qk
	16 th – 31 st May	AI Ethics & Bias Awareness	AI Issues, AI Bias, Ethical AI Decision Making	AI: AI & Ethics MI: Logical Reasoning, Ethical Thinking ID: Social Science	EL: Identifying AI Bias in datasets, Ethical AI case studies BL: AI bias simulation activities https://www.youtube.com/watch?v=e_tHRjGMCuvk https://www.youtube.com/watch?v=NgaW_p7gsRc
JUNE	REVISION and Activities (if any class)				
JULY (26 Days)	1 st -15 JULY	Maths for AI	Matrices, Set Theory, Statistics, Graphs, Regression, Linear Equations	AI: AI & Mathematics MI: Logical-Mathematical ID: Data Science	EL: Applying math in AI, Representing data in graphs BL: Hands-on exercises with AI datasets https://www.youtube.com/watch?v=twa_9-o1J44 https://www.youtube.com/watch?v=7ArmBVF2dCs
	16 th -31 JULY	ICT Skills	Word Processing, Document Editing, Formatting, Page Layout	AI: AI-powered Writing Tools MI: Digital Literacy ID: IT	EL: Creating documents, Formatting assignments BL: Online document editing tools

AUG (23 Days)	1st -15 AUG	Storytelling & AI	Importance of Storytelling, Data-Driven Storytelling, Audience Engagement	AI: AI for Creativity MI: Creative Thinking, Communication Skills I D: English, Humanities	EL: Creating blogs/videos, Using AI for storytelling BL: AI-based content creation tools- https://www.getblend.com/blog/10-best-ai-tools-to-use-for-content-creation/ https://www.youtube.com/watch?v=9y_7wTBgzNc
	16th -30 AUG	Entrepreneurial Skills	Values & Attitudes of Entrepreneurs, Risk-Taking, Innovation	AI: AI for Business MI: Business Intelligence, Analytical Thinking ID: Commerce	EL: Case studies of entrepreneurs, Group brainstorming sessions BL: Online entrepreneurial courses https://www.youtube.com/watch?v=l0fxmi9TJ9E https://www.youtube.com/watch?v=E2HpwIIRpTY
SEP T (23)	1st 2nd	MID- TERM EXAMINATION			
OCT (20 Days)	1st -15th OCT	Critical & Creative Thinking	Structured Data, Data Representation, Statistical Analysis	AI: AI Data Processing MI: Logical Reasoning, Data Interpretation ID: Statistics	EL: Exploring statistical models, AI-generated insights BL: Online data visualization tools- https://www.visme.co/data-visualization-tools/ https://www.youtube.com/watch?v=4ovFkX0XEZI
	16th -30th OCT	Green Skills	Green Economy, Sustainability, Role of AI in Green Tech	AI: AI & Sustainability MI: Environmental Awareness ID: Science	EL: Researching green initiatives, Creating awareness posters BL: AI applications in climate change- https://www.weforum.org/stories/2024/02/ai-combat-climate-change/ https://www.youtube.com/watch?v=n--cekHxrsE ,

					https://www.youtube.com/watch?v=tP18-zKJtGM
NOV (22 Days)	1st -15th NOV	Regression	Correlation, Data Prediction, Regression Models	AI: Machine Learning & Regression MI: Statistical Thinking, Data Analysis ID: Mathematics	EL: Hands-on regression models, Predicting trends using AI BL: Data Science exercises https://www.youtube.com/watch?v=T Rk6uCJoJ2o https://www.youtube.com/watch?v=T JKOLsS21vg
	16th -30 NOV	Classification & Clustering	Supervised Learning, Logistic Regression, Clustering Algorithms	AI: AI Classification Models MI: Analytical Thinking, Data Categorization ID: AI Algorithms	EL: AI model training, Clustering exercises BL: Online machine learning platforms https://www.youtube.com/watch?v=E0Hmnixke2g https://www.youtube.com/watch?v=U9OEVgKmXcA
DEC (25 Days)	1st -15 DEC	AI Capstone Project	Hands-on AI Project	AI: AI Project Development MI: Problem-Solving, Teamwork ID: Interdisciplinary	EL: AI Innovation Challenge, Project-based learning BL: AI Hackathons, Portfolio Creation- https://www.youtube.com/watch?v=85Kgoll254M https://www.youtube.com/watch?v=AKCH-5MiYVU
	16th -31st DEC	AI Capstone Project	Hands-on AI Project	AI: AI Project Development MI: Problem-Solving, Teamwork ID: Interdisciplinary	EL: AI Innovation Challenge, Project-based learning BL: AI Hackathons, Portfolio Creation https://cbseacademic.nic.in/web_material/Curriculum25/publication/srsec/843_AI_Student_HandbookXI.pdf
JAN	1st -15th			AI-	EL-

(17 Days)	JAN			MI- ID-	BL-
	16 th -31 st JAN			AI- MI- ID-	EL- BL-
FEB (23 Days)	1 st	REVISION, Final Practical Exam & PROJECT WORK			
	2 nd				
MAR (17)	1 st	TERM EXAMINATION			
	2 nd				

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Section-A -Unit-1 Section B- Unit-1	DD.MM.YY
CT2	Section-A -Unit-2 Section B- Unit-2	DD.MM.YY
Mid Term	Section-A- Unit 1,2, 3 Section B- Unit 1, 2,4 Practical- Python Programming, Section-B- Unit-3	DD.MM.YY
CT3	Section-A -Unit-4, Section-A Unit-5	DD.MM.YY
CT4	Section-A -Unit-5, Section-A Unit-6,8	DD.MM.YY

Final Term	Theory- Section-A -Unit-1,2,3,4,5, Section-B- Unit-1,2,4,5, 8 Practical- Python Programming, Section-B- Unit-3,6,7,9,10	DD.MM.YY
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SUBJECT-COMPUTER SCIENCE

MONT H	FORTNIG HT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (21)	1st -15th APRIL	Basic computer organisation Types of software	<ul style="list-style-type: none"> • Introduction to Computer System, hardware, software, input device, output device, CPU • memory (primary, cache and secondary), units of memory (bit, byte, KB, MB, GB, TB, PB) • System software (Operating systems, system utilities, device drivers) 	MI: Verbal-Linguistic Bodily-Kinesthetic Visual-Spatial	BL: https://www.youtube.com/watch?v=HEjPop-aK_w https://www.youtube.com/watch?v=-6w-MHjwzT0 EL: Ppt for describing functions of OS BL: https://www.youtube.com/watch?v=bpKG5dOwhmY

	<p>16th-30 APRIL</p>	<p>Operating System (OS)</p> <p>Boolean logic</p>	<ul style="list-style-type: none"> • programming tools and language translators (assembler, compiler, and interpreter), application software • functions of the operating system OS user interface • NOT, AND, OR, NAND, NOR, XOR, NOT • truth tables • De Morgan's laws • Logic circuits 	<p>MI:</p> <p>Verbal-Linguistic</p> <p>Bodily-Kinesthetic</p>	
<p>MAY (24 Days)</p>	<p>1st-25 MAY</p>	<p>Number System</p> <p>Encoding Schemes Introduction to Problem solving</p>	<ul style="list-style-type: none"> • Binary, Octal, Decimal and Hexadecimal number system • conversion between number systems. ASCII, ISCII and Unicode. • Steps for Problem-solving (Analyzing the problem, developing an algorithm, 	<p>ID: Physics</p> <p>MI:</p> <p>Logical-Mathematical</p> <p>Interpersonal</p> <p>Verbal-Linguistic</p>	<p>EL: CONVERSIONS</p> <ul style="list-style-type: none"> • Binary to other base • Decimal to other base • Octal to binary • Hexato binary • Memory unit conversions • Truth table designing • Designing circuits <p>Proofing the boolean expressions</p>

		<p>Familiarization With The Basics Of Python Programming</p> <p>Knowledge Of Data Types</p>	<p>coding, testing, and debugging)</p> <ul style="list-style-type: none"> • representation of algorithms using flowchart and pseudocode, decomposition • Introduction to Python • Features of Python • execution modes: interactive mode and script mode • Python character set • Python tokens(keyword, identifier, literal, operator, punctuator) • variables, concept of l-value and r-value • use of comments • Number(integer, floating point, complex) • boolean • sequence(string, list, tuple) • None Mapping(dictionary), mutable and 	
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			immutable data types.		
JUNE	REVISION				
JULY (26 Days)	1st-15 JULY	<p>Operators and their precedence</p> <p>Expressions, statement, type conversion, and input/output:</p> <p>Errors</p>	<ul style="list-style-type: none"> • arithmetic operators, relational operators, logical operators, assignment operators, augmented assignment operators • identity operators (is, is not), membership operators (in not in) • precedence of operators, expression • evaluation of an expression • type-conversion (explicit and implicit conversion) • accepting data as input from the console and displaying output. syntax errors, logical errors, 	<p>MI: Logical-Mathematical</p> <p>Interpersonal</p> <p>Visual-Spatial</p> <p>Verbal-Linguistic</p>	<p>EL: Making simple non conditional programs.</p> <p>BL: https://www.youtube.com/watch?v=mQamOwiW3iM</p> <p>https://www.youtube.com/watch?v=-wDaVLkKOiU</p>

			and run-time errors		
	16th-31 JULY	Conditional Statements Iterative Statement	<ul style="list-style-type: none"> • If, if-else, if-elif-else • for loop, range() while loop, flowcharts, break and continue statements, nested loops 	MI: Logical-Mathematical Interpersonal	EL: Programming on primarily testing, and factorials. Simple programs: e.g.: absolute value, sort 3 numbers, and divisibility. Programs based on pattern printing, calculation of simple and compound interests, finding the factorial of a positive number etc.
AUG (23 Days)	1st -15 AUG	Strings	<ul style="list-style-type: none"> • introduction, string operations (concatenation, repetition, membership and slicing) • traversing a string using loops built-in functions/methods -len(), capitalize(), title(), lower(), upper(), count(), find(), index(), endswith(), startswith(), isalnum(), isalpha(), isdigit(), islower(), isupper(), isspace(), lstrip(),rstrip(), strip(),		EL: String based programs on character, word and line in a sentence. Programs using predefined functions and without using predefined functions. BL: https://www.youtube.com/watch?v=BEMoUK9BBIA

			replace(), join(), partition(), split()		
	16th -30 AUG	Lists	<ul style="list-style-type: none"> • introduction, indexing • list operations - (concatenation, repetition, membership and slicing) • traversing a list using loops • built-in functions/methods –len(), list(), append(), extend(), insert(), count(), index(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum(); nested lists 	MI: Logical-Mathematical Interpersonal Visual-Spatial	EL: Nested lists; finding the maximum, minimum, mean of numeric values stored in a list; linear search on list of numbers and counting the frequency of elements in a list
SEPT (23)	1st	MID- TERM EXAMINATION			
	2nd				
OCT (20 Days)	1st -15th OCT	Tuples	<ul style="list-style-type: none"> • introduction, indexing, tuple operations (concatenation, repetition, membership and slicing) • built-in functions/methods – len(), tuple(), 	MI: Logical-Mathematical Interpersonal Verbal-Linguistic	EL: finding the minimum, maximum, mean of values stored in a tuple; linear search on a tuple of numbers, counting the frequency of elements in a tuple count the number of times a character appears in a given string

		Dictionary	<p>count(), index(), sorted(), min(), max(), sum(); tuple assignment, nested tuple</p> <ul style="list-style-type: none"> • introduction, accessing items in a dictionary using keys • mutability of a dictionary (adding a new term, modifying an existing item) <p>traversing a dictionary, built-in functions/methods – len(), dict(), keys(), values(), items(), get(), update(), del, clear(), fromkeys(), copy(), pop(), popitem(), setdefault(), max(), min(), sorted()</p>		using a dictionary, create a dictionary with names of employees, their salary and access them.
16th -30th OCT	Introduction to Python modules	Importing module using 'import' and using from statement, importing math module (pi, e, sqrt(), ceil(),	<p>MI: Logical-Mathematical</p> <p>Verbal-Linguistic</p> <p>Bodily-Kinesthetic</p>	<p>EL: Making programs for applying different sorting operations on the data. Solving output based questions using random module.</p> <p>BL:</p>	

			<p>floor(), pow(), fabs(), sin(), cos(), tan()); random module (random(), randint(), randrange()), statistics module (mean(), median(), mode()).</p>		
<p>NOV (22 Days)</p>	<p>1st -15th NOV</p>	<p>Digital Footprints Digital Society and Netizen Data Protection</p>	<ul style="list-style-type: none"> • Introduction • net etiquettes, communication etiquettes, social media etiquettes <p>Intellectual property rights (copyright, patent, trademark), violation of IPR (plagiarism, copyright infringement, trademark infringement), open source software and licensing (Creative Commons, GPL and Apache)</p>	<p>MI: Verbal-Linguistic Bodily-Kinesthetic Visual-Spatial</p>	<p>EL: Presentation on different categories of attacks and viruses.</p> <p>BL: https://www.youtube.com/watch?v=z5nc9MDbvkw</p> <p>https://www.youtube.com/watch?v=n8mbzU0X2nQ</p>

	<p>16th -30 NOV</p>	<p>Cyber Crime</p> <p>Cyber safety</p> <p>Malware: E-waste management: Information Technology Act (IT Act) Technology and society:</p>	<ul style="list-style-type: none"> • definition, hacking, eavesdropping, phishing and fraud emails, ransomware, cyber trolls, cyber bullying • safely browsing the web, identity protection, confidentiality • viruses, trojans, adware • proper disposal of used electronic gadgets <p>Gender and disability issues while teaching and using computers</p>	<p>MI:</p> <p>Verbal-Linguistic</p> <p>Bodily-Kinesthetic</p> <p>Visual-Spatial</p>	
<p>DEC (25 Days)</p>	<p>REVISION</p>				
<p>JAN (17 Days)</p>	<p>REVISION</p>				
<p>FEB (23 Days)</p>	<p>REVISION, Final Practical Exam & PROJECT WORK</p>				
<p>MAR (17)</p>	<p>TERM EXAMINATION</p>				

SUBJECT-PAINTING (049)

MON TH	FORTNIG HT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRI L (23 days)	1 st -15 th APRIL	Pre-historic Rock Paintings	Introduction to Pre-historic art, Bhimbetka caves and paintings	MI: Verbal-linguistic, Visual-spatial, Bodily-kinesthetic, Logical-Mathematical	EL: Learning about pre-historic color-making methods and Bhimbetka cave paintings, still life painting using geometric shapes, light & shadow study. BL: https://www.youtube.com/watch?v=RrXd40xk7Sg&ab_channel=JyotsnaPippal
	16 th -30 APRIL	Art of Indus Valley Civilization	Introduction to Indus Valley Civilization, sculptures, city planning, artifacts	MI: Verbal-linguistic, Visual-spatial, Bodily-kinesthetic, Logical-Mathematical	EL: Study of Indus Valley artifacts and sculptures, understanding urban planning techniques
MAY (25 days)	1 st -15 MAY	Buddhist, Jain, and Hindu Art	Introduction to Mauryan, Shunga, Kushana, and Gupta dynasties, Gandhara and Mathura schools of art, sculptures	MI: Verbal-linguistic, Visual-spatial, Bodily-kinesthetic, Naturalistic, Logical-Mathematical	EL: Learning about foreground, middle ground, and background, perspective drawing in landscape paintings. BL: https://www.youtube.com/watch?v=HulluCiwJXw&ab_channel=DECIPHERIAS
JUNE	REVISION (if any class)				

JULY (26 days)	1st-15 JULY	Ajanta Caves	Introduction to Ajanta caves, techniques, types of caves, characteristics, paintings	MI: Verbal-linguistic, Visual-spatial, Bodily-kinesthetic, Naturalistic	EL: Learning about color techniques used in Ajanta, study of cave paintings and sculptures
	16th-31 JULY	Temple Sculptures	Artistic aspects of Indian temples, bronze sculptures, temple architecture	MI: Verbal-linguistic, Visual-spatial, Bodily-kinesthetic, Logical-Mathematical	EL: Study of temple structures and sculptures, learning about Indian metal casting methods, human figure drawing with proportions, acrylic painting on canvas. BL: https://www.youtube.com/watch?v=d9fQaurzUfQ&ab_channel=yadneshnivaalkar
AUG (23 days)	1st-15 AUG	Indo-Islamic Architecture	Introduction to Indo-Islamic architecture, description of famous monuments	MI: Verbal-linguistic, Visual-spatial, Bodily-kinesthetic, Logical-Mathematical	EL: Study of Indo-Islamic architectural structures, analysis of design principles in famous monuments
	16th-30 AUG	Flower & Canvas Painting	Realistic flower painting, study of plant structures	MI: Bodily-kinesthetic, Naturalistic	EL: Learning about different types of flowers, realistic painting techniques, final canvas painting of flowers
SEPT (23 days)	1st	MID- TERM EXAMINATION			
	2nd				

OCT (20 Days)	1st -15th OCT		Revision Practical preparati on		
	16th -30th OCT		Revision Practical preparati on		
NOV (22 Days)	1st -15th NOV		Revision Practical preparati on	AI- MI- ID-	EL- BL-
	16th -30 NOV		Revision Practical preparati on	AI- MI- ID-	EL- BL-
DEC (25 Days)	1st -15 DEC		Revision Practical preparati on	AI- MI- ID-	EL- BL-
	16th -31st DEC		Revision Practical preparati on	AI- MI- ID-	EL- BL-
JAN (17 Days)	1st -15th JAN		Revisio n	AI- MI-	EL- BL-

		Practical preparation	ID-	
	16 th -31 st JAN	Revision Practical preparation	AI- MI- ID-	EL- BL-
FEB (23 Days)	1st 2nd	REVISION, Final Practical Exam & PROJECT WORK		
MAR (17)	1st 2nd			
TERM EXAMINATION				

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Unit- 1	DD.MM.YY
CT2	Unit- 2	DD.MM.YY
Mid Term	Unit 1&2	DD.MM.YY
CT3	Unit- 3	DD.MM.YY
CT4	Unit- 1,2&3	DD.MM.YY
Final Term	Unit- 1, 2, and 3 (Theory), landscape(Practical)	DD.MM.YY

SUBJECT: PHYSICAL EDUCATION (048)

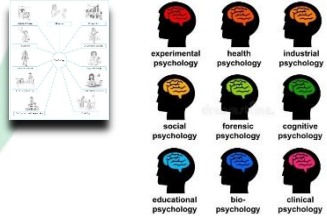
MONTH	FORTNIGHT	UNIT	TOPICS	SUBTOPICS	INTEGRATED APPROACH	EXPERIMENTAL AND BLEND LEARNING
April (23 Days)	I Fortnight	UNIT-1 Changing Trends and career in Physical Education	*Physical Education * Development of Physical Education *Changing trends in sports	*Meaning & Definition *Aim & Objective of physical education *Traditional * Modern	ID: HISTORY OF SPORTS CAREER COUNSELLING MI: Visual Spatial Verbal Linguistic Interpersonal	EL: GROUP DISCUSSION ON SCOPE OF PHYSICAL EDUCATION KHELO INDIA PROGRAM FOR ORGANISIZING TOURNAMENT BL: https://www.youtube.com/watch?v=w_7kchV90Aw
	II Fortnight		*Career option in Physical Education *Khelo INDIA & Fit INDIA program	*Different Skill related in different careers *Importance of khelo INDIA		
May 25 Days)	I Fortnight	UNIT-2 Olympic Value Education	*Olympism *Olympic value education * Ancient and Modern Olympic * Olympic symbols *Olympic movement structure	*Ancient & Modern Olympic * Paralympics & Special Olympics *Function of IOC	ID: HISTORY OF SPORTS GENERAL KNOWLEDGE CURRENT AFFAIRS MI: Linguistic Visual Spatial Interpersonal Naturalistic	EL: DISCUSSION AND AUDIO VISUAL LEARNING VISIT TO MAHARANA SPORTS COLLEGE BL: https://www.youtube.com/watch?v=WbYUC0jBbO4 https://www.youtube.com/watch?v=btWIF0LignA
	II Fortnight	Unit-3 Yoga	*Yoga *Introduction of astanga yoga *Yogik Kriyas * Pranayama & its Types * Active life style & stress	*Meaning &Importance *Yama, Niyam, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi,	ID: SPORTS PSYCHOLOGY MI: Naturalistic Interpersonal Intrapersonal Bodily Kinesthetic	EL: VISIT TO SLUM AREA FOR COMPARING VARIOUS LIFE STILES LIFE SKILLS FOR SPORTS TED TALK ON SPORTS PSYCHOLOGY BL: https://www.youtube.com/watch?v=4Lxj5FEpEG4


			management through yoga	*Sukhasana, Tadasana, Padamasana, * Yognidra.		
July (26Days)	I Fortnight	Unit-4 Physical Education & Sports For CWSN	*Concept of Disability *Types of disability * Disability etiquettes	*Aims & objectives of adaptive physical education *Special Olympic Bharat, Paralympics, Deaflympics.	ID: PSYCHOLOGY MI: Interpersonal Verbal Linguistic	EL: Audio- visual learning GROUP DISCUSSION ON NEEDS OF SPECIAL CHILDREN BL: https://www.youtube.com/watch?v=BjuhGad1gOc
	II Fortnight		*Adaptive Phy Edu *Role of various professional	*Counsellor, Occupational therapist, Physiotherapist, Physical education teacher, Speech therapist		
August (23Days)	I Fortnight	Unit-5 Physical Fitness, Wellness & Life Style	* Wellness Health & Phy. Fitness *Components of Wellness Health & Phy. Fitness	*Meaning & Importance of Physical fitness, Wellness & Life style *Speed, Strength, Endurance, Flexibility	MI: Naturalistic Visual Spatial Interpersonal Bodily Kinesthetic	EL: DEMONSTRATION OF YOGA ASANAS PPT BY STUDENTS IN GROUP BL: https://youtu.be/s2NQhpFGIOg
	II Fortnight		*Traditional sports & Regional sports *Leadership through physical activity & sports	*PRICE		


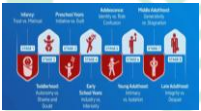
			*Introduction to First Aid			
September (23Days)	I Fortnight	Unit-6 Test, Measurement & Evaluation	*Definition of Test Measurement & evaluation * Importance of Test Measurement & evaluation * Calculation of Body Waist-Hip Ratio, Skinfold Measurement *Somato Types *Measurements of health-related fitness	*Meaning & Importance *Endomorphy, Mesomorphy & Ectomorphy	ID: SPORTS PSYCHOLOGY MI: Naturalistic Bodily Kinesthetic Intrapersonal	EL: PRACTICAL WORK VISIT TO MALDEVTA FARMS BL: https://www.youtube.com/watch?v=vNLzyFYTs4 https://www.youtube.com/watch?v=vlpKyLkIDDY
	II Fortnight	Unit-7 Fundamentals of Anatomy, Physiology in Sports	*Anatomy * Physiology *Functions of skeletal System, Classification Of bones *Properties & Functions of Muscles *Circulatory system and heart *Respiratory system	*Importance of Anatomy, Physiology in sports *Types of bones * Different functions of Muscles	ID: RESEARCH METHODS MI: Bodily Kinesthetic Visual Spatial Verbal Linguistic Mathematical Logical Intrapersonal	EL: PRACTICAL WORK
October (20 Days)		Unit-8 Fundamentals of Kinesiology & Biomechanics in Sports	* Kinesiology and Biomechanics in Sports *Kinetics & kinematics * Types of Body Movement *Axis & Planes	*Meaning & Importance *- Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation *Concept and its application	AI: FINE ARTS ID: BIOLOGY MI: Visual Spatial Bodily Kinesthetic	EL: STUDENTS WILL PREPARE CHARTS FOR DIAGRAMS RELATED TO HUMAN ANATOMY BL: https://www.youtube.com/watch?v=SwHjwO7BnsI

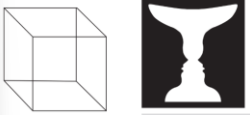
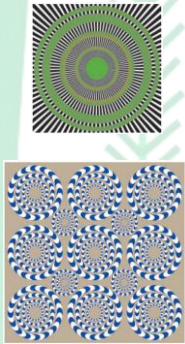
				in body movement		
November (22 Days)		Unit-9 Psychology & Sports	*Psychology in Phy. Edu. *Different Stages of Development *Adolescent Problems & their Management *Team Cohesion and Sports *Introduction to Psychological Attributes:	*Meaning & Importance Of Sports Psychology *Different stages of Psychology	ID: PSYCHOLOGY MI: Visual Spatial Verbal Linguistic Interpersonal	EL: DISCUSSION AND AUDIO VISUAL BL: https://www.youtube.com/watch?v=SwHjwO7BnsI
December (25 Days)	I Fortnight	Unit-10 Training and Doping in Sports	*Sports training *Principles of sports training *Training Load *Warming-up, Limbering down	*Meaning & definition of sports training *Different principles of sports training *Importance of warm-up& limbering down	ID: MEDICINE TRAINING AND DEVELOPMENT MI: Visual Spatial Verbal Linguistic Interpersonal	EL: AUDIO VISUAL LEARNING DISCUSSION ON DISADVANTAGES OF DOPING VIDEO ON TRAINING IN SPORTS BL: https://www.youtube.com/watch?v=6eMxsXCekvY
	II Fortnight		* Skill, Technique, Tactics & Strategies *Doping and its disadvantages			
January	REVISION					
February	Final Exams					


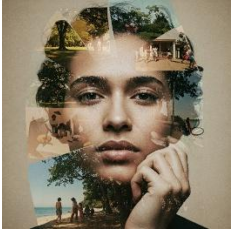
SUBJECT - PSYCHOLOGY



MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (23)	6 th -15 th APRIL	Ch. 1: "What is Psychology?"	<ul style="list-style-type: none"> • Definition, Nature of Psychology. • Mainstream Conceptions of Psychology. • Historical Evolution 	<p>AI- Create visual timelines of psychology's history</p> <p>MI- Linguistic: Write essays on psychology's evolution</p> <p>Logical-Mathematical: Analyze key milestones in psychology's development</p> <p>ID- Use Bloom's Taxonomy to structure lessons from basic understanding to critical analysis</p>	<p>EL- Conduct interviews to explore perceptions of psychology</p> <p>BL- Combine online lectures with classroom discussions C:\Users\HP\Downloads\What is Psychology.pptx Brief History of Psychology</p>
	16 th -30 th APRIL		<ul style="list-style-type: none"> • Branches of Psychology • Psychology and other disciplines. • Application of Psychology in everyday life. 	<p>AI- Design posters depicting different psychology branches</p> <p>MI- Spatial: Create mind maps of psychology branches</p> <p>Interpersonal: Group discussions on interdisciplinary applications</p> <p>ID- Develop case studies showing psychology's</p>	<p>EL: Role-play scenarios demonstrating psychology in everyday situations</p> <p>BL: Utilize multimedia presentations alongside traditional teaching methods</p> 


				application in various fields	
MAY (25 Days)	1st-15th MAY	Chapter-2: “Methods of Enquiry in 	<ul style="list-style-type: none"> • Goals of Psychological Enquiry: Steps, Alternative Paradigms • Nature of Psychological Data • Methods in Psychology 	AI- Illustrate research methods through infographics MI- Logical-Mathematical: Design simple experiments Intrapersonal: Reflect on personal biases in research ID- Plan lessons that guide students through the research process step-by-step	EL- Conduct simple observational studies in real-world settings BL- Use virtual labs to simulate experiments complemented by hands-on activities AI Integration (Visual Learning): <ul style="list-style-type: none"> • Infographics on research methods (using Canva, MindMeister, or AI-generated visuals). • Example: A flowchart showing how psychologists move from a research question to results.
	16th-31st May		<ul style="list-style-type: none"> • Observational, experimental, correlational, Survey • Psychological Testing, case study. • Analysis of data • Limitations, Ethical Issues. 	AI- Create charts summarizing data analysis techniques MI- Naturalistic: Analyze data from environmental studies Existential: Debate ethical dilemmas in research	EL- Analyze real datasets and discuss ethical implications. BL- Blend online tutorials on data analysis with classroom ethical debates. Research Methods in Psychology

				ID- Incorporate ethical case studies into the curriculum	
JUNE	REVISION and Activities (if any class)				
JULY (26 Days)	1st -15th JULY	Chapter-3: “Human Development” 	<ul style="list-style-type: none"> • Meaning of Development • Factors influencing development • Context of Development 	AI- Develop life stage collages MI- Bodily-Kinesthetic: Act out developmental stages Interpersonal: Peer interviews about developmental experiences ID- Use scaffolding to build on prior knowledge about human growth	EL- Observe and document developmental behaviors in various age groups BL- Integrate online documentaries with in-class analysis What is Human Development?
	16th-31st JULY		<ul style="list-style-type: none"> • Developmental Stages. • Infancy, childhood, • Adolescence, adulthood • Old age 	AI- Create a timeline mural of developmental stages MI- Musical: Compose songs representing each life stage Intrapersonal: Journal personal growth experiences ID- Design modules focusing on characteristics of each developmental stage	EL- Engage in community service to interact with different age groups BL- Use online case studies to supplement experiential learning Stages of Development by Erik Piaget's Theory of Cognitive Development Ecological Systems

AUG (23 Days)	1st -15th AUG	Chapter-4: “Sensory, 	<ul style="list-style-type: none"> • Introduction and knowing the world. • Nature of Stimulus, Sensory Modalities • Senses • Attentional Processes • Perceptual Processes • Principles of Perceptual Organisation 	AI- Draw 2D and 3D figures to understand Dimensions. MI- Spatial Logical-Mathematical: Solve puzzles related to perception ID- Develop interactive lessons on sensory experiences	EL- Participate in experiments demonstrating perceptual phenomena BL- Combine virtual reality experiences with hands-on activities Monkey Business Illusion
	16th -30th AUG		<ul style="list-style-type: none"> • Perception of Space, Depth and Distance • Monocular Cues and Binocular Cues • Perceptual Constancies, Illusions • Socio-Cultural Influences on Perception 	MI- Naturalistic: Explore how environment affects perception Interpersonal: Discuss cultural differences in perception ID- Plan lessons incorporating cross-cultural studies on perception	EL- Simulate depth perception using virtual tools BL- Blend online cross-cultural studies with classroom experiments
SEPT (23)	1st 2nd	MID- TERM EXAMINATION Revision			
OCT (20 Days)	1st -15th OCT	Chapter-5: “Learning”	<ul style="list-style-type: none"> • Nature • Theories (Classical , Operant, Observati 	AI- Demonstrate conditioning through role-play MI- Musical: Create mnemonic songs	EL- Practice learned behaviors through real-life applications BL- Pavlov’s Classical Conditioning

			<ul style="list-style-type: none"> onal, Verbal, Skill) • Factors • Learning Disabilities 	<p>Logical-Mathematical: Apply algorithms in learning scenarios</p> <p>ID- Structure lessons to compare different learning theories</p>	<p><u>Skinner's Operant Conditioning</u></p> 
16 th -30 th OCT	<p>Chapter-6: "Human Memory"</p> 	<ul style="list-style-type: none"> • Nature • Models • Types: Sensory, Short-term and Longterm Memories • Types of Long-term Memory Declarative and Procedural, Episodic and Semantic • Nature and Causes of Forgetting 	<p>AI- Design memory aids like flashcards</p> <p>MI- Linguistic: Storytelling to enhance memory</p> <p>Spatial: Visualize memory processes through diagrams</p> <p>ID- Implement memory games and activities to reinforce concepts</p>	<p>EL- Apply mnemonic devices in daily study routines</p> <p>BL- Incorporate videos that train memory skills alongside traditional methods</p> <p><u>Chunking: Learning Technique for Better Memory</u></p>	

<p>NOV (22 Days)</p>	<p>1st -15th NOV</p>		<ul style="list-style-type: none"> • Forgetting due to Trace Decay, Interference and Retrieval Failure • Enhancing Memory • Mnemonics using Images and Organization 	<p>AI- Group projects: posters making on Enhancing Memory.</p> <p>MI- Linguistic, Spatial, Logical, Interpersonal.</p> <p>ID- Implement memory games and activities to reinforce concepts</p>	<p>EL- Reflection and discussion on past experiences related to memory failure and forgetting.</p> <p>BL- How To Improve Your Memory</p>
	<p>16th -30th NOV</p>	<p>Chapter-7: “Thinking”</p> 	<ul style="list-style-type: none"> • Nature • Processes of Thinking • Problem Solving, Reasoning • Decision-making, Creative Thinking • Thought and Language Development 	<p>AI- Solve real-world problems through group brainstorming</p> <p>MI- Logical-Mathematical: Engage in puzzles and strategy games</p> <p>Interpersonal: Collaborative projects</p> <p>ID- Design thinking workshops to enhance problem-solving skills</p>	<p>EL- Participate in debates and discussions to practice reasoning</p> <p>BL- Use online simulations to practice decision-making Decision making process</p>

			<ul style="list-style-type: none"> • Language Use 		
DEC (25 Days)	1 st -15 th DEC	Chapter-8: “Motivation and Emotion” 	<ul style="list-style-type: none"> • Nature of Motivation • Types of Motives • Biological Motives • Psychological Motives • Maslow’s Hierarchy of Needs • Nature of Emotions 	<p>AI- Create emotion wheels to identify and express feelings</p> <p>MI- Intrapersonal: Reflect on personal motivations</p> <p>Musical: Analyze songs conveying different emotions</p> <p>ID- Develop modules on emotional intelligence and regulation</p>	<p>EL- Role-play to understand and manage emotions</p> <p>BL- Utilize online platforms for self-assessment and emotional regulation tools How to manage your emotions</p>
	16 th -31 st DEC		<ul style="list-style-type: none"> • Culture and Emotional Expression • Culture and Emotional Labelling • Managing Negative Emotions 	<p>MI- Interpersonal - Group discussions on how different cultures express emotions.</p> <p>ID- Introduce step-by-step approaches to gratitude journaling and positive self-talk. Design structured lessons on emotional regulation techniques like mindfulness and cognitive reframing.</p>	<p>EL- Practice guided relaxation or deep-breathing exercises, Engage in random acts of kindness and reflect on the experience,</p> <p>BL- Watch documentaries or real-life interviews showcasing cultural differences in emotions, Use digital gratitude diaries or online happiness programs for daily practice.</p>

			<ul style="list-style-type: none"> Enhancing Positive Emotions 		How Emotions Differ Across Cultures
JAN (17 Days)	1st -15th JAN		Revision and Practical Applications	Review of Key Concepts, Application in Real-Life Scenarios	
	16th -31st JAN		Final Assessments and Project Work	Evaluations, Presentations, Practical Demonstrations	
FEB (23 Days)	1st	REVISION, Final Practical Exam & PROJECT WORK			
	2nd				
MAR (17)	1st	TERM EXAMINATION			
	2nd				

TEST	SYLLABUS	DATE
CT1	Ch-1,2	DD.MM.YY
CT2	Ch-3,4	DD.MM.YY
Mid Term	Ch-1,2,3,4 (practical)	DD.MM.YY
CT3	Ch-5,6	DD.MM.YY
CT4	Ch-7,8	DD.MM.YY
Final Term	Ch-1,2,3,4,5,6,7,8 (Theory), Psychological Tests (Practical)	DD.MM.YY

SUBJECT-LEGAL STUDIES

MON TH	FORTNIG HT	TOPIC	CONTENT	INTEGRATEDAPPRO ACH	EXPERIENTIAL & BLENDEDLEARNING
APRI L (23)	1 st -15 th APRIL	UNIT 1- INTRODUCTI ON TO POLITICAL INSTITUTION Ch.1- Concept of State	1- What is a State? 2- The concept of State and Article 12 of the Indian Constitution 3- What is Government? 4- Emergence of the State from Society 5- Definition of State 6- Theories on the Origin of State 7- Elements of a State 8- Role of a State	AI- 1- Create a poster or collage representing different forms of states (Democracy, Monarchy, etc.). 2- Role-play: Students enact leaders of different political systems. MI- 1- Linguistic: Debate on "Is democracy the best form of government?" 2- Logical-Mathematical: Compare governance models using a Venn Diagram. ID- 1- Step-wise breakdown of concepts (Definition → Elements → Types of States). 2- Use real-world examples of states.	EL- Conduct a classroom vote to understand democracy in action. BL- 1- Online videos on the evolution of states + class discussion. https://study.com/academy/lesson/video/state-as-a-concept-definition-development-size.html

		<p>Ch.2- Forms and Organs of Government</p> <p>1- Introduction to the Organs of Government 2- Forms of Government i- Monarchy ii- Aristocracy iii- Dictatorship iv- Democracy 3- Main organs of Government and its functions i- General Functions of Legislature as Organ of Government ii- General Functions of Executive as Organ of Government iii- General Functions of Judiciary as an Organ of the Government</p>	<p>AI- Sketch or chart of the three organs of government.</p> <p>MI- 1- Bodily-Kinesthetic: Enact a parliamentary session in class. 2- Musical: Create a short rap/song about the Legislature, Executive, and Judiciary.</p> <p>ID- Use mind maps and case studies to explain concepts.</p>	<p>EL- Mock Government: Assign students roles (President, MP & Minister) and conduct a decision-making session.</p> <p>BL- 1- Watch recorded parliamentary debates online + analyze them in class https://www.youtube.com/watch?v=X1fvHjSRc58</p>
16 th -30 APRIL	<p>Ch.3- Separation of Powers</p>	<p>1- Concept of Separation of Powers 2- Historical Background and Evolution of Montesquieu's Doctrine of Separation of Powers i- Montesquieu's Doctrine of Separation of Powers ii- Basic Features of the Doctrine Separation of Powers as Enunciated by Montesquieu iii- Checks and Balances of Power iv- Impact of the Doctrine</p>	<p>AI- Storyboard showing separation of powers in real-life scenarios.</p> <p>MI- Interpersonal: Panel discussion on the effectiveness of checks and balances.</p> <p>ID- Use real constitutional case studies to explain how separation of powers works.</p>	<p>EL- Judicial Review Activity: Assign a case and let students decide if laws violate the Constitution.</p> <p>BL- Online documentary on Montesquieu's theory + classroom discussion. https://www.youtube.com/watch?v=TL8Hyx1L_8c</p>

			<p>3- Evaluation of The Doctrine of Separation of Powers Key Benefits and Advantages of The i- Doctrine of Separation of Powers ii- Defects of the Doctrine</p> <p>4- Separation of Powers In Practice i- Separation of Powers in Britain ii- Separation of Powers in the United States of America iii- Separation of Powers in India</p>		<p>https://www.youtube.com/watch?v=G5dQ63IZMBo</p>
<p>MAY (25Days)</p>	<p>1st-15 MAY</p>	<p>UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION</p> <p>Ch.1- Salient Features of The Constitution of India</p>	<p>1- Definition of the term Constitution 2- Historical Perspective of Indian Constitution 3- Salient Features of The Constitution of India i- A Modern Constitution ii- Longest written Constitution iii- Preamble to the Constitution iv- Fundamental Rights; Directive Principles of State Policy; Fundamental Duties</p>	<p>AI- Collage making of key features (e.g., Fundamental Rights, Federalism).</p> <p>MI- Linguistic: Write an essay on how Indian Constitution balances power.</p> <p>ID- Compare Indian Constitution with others using tables.</p>	<p>EL- Constitution Drafting: Students create a mini-constitution for a mock country.</p> <p>BL- Interactive Constitution of India website + classroom quiz.</p> <p>https://www.youtube.com/watch?v=2K9GsKHczZs</p>

			<p>v- Constitutional Provision for Amendment of the Indian Constitution</p> <p>vi- Adult Suffrage</p> <p>vii- Single Citizenship</p> <p>viii- Independent Judiciary</p> <p>ix- Emergency Provisions</p> <p>x- Federal in form Unitary in character</p> <p>xi- Division of Power- Centre- State Relations</p> <p>xii- Schedules to the Constitution</p>		
		Ch.2- Administrative law	<p>1- Background</p> <p>2- Administrative Law and Constitutional Law: Key Differences</p> <p>3- Reasons for Growth, Development and Study of Administrative law</p> <p>4- Types of Administrative Actions</p> <p>5- Fundamental Principle of Administrative Law: Rule of Law</p> <p>6- Droit System</p>	<p>AI- Design flowcharts of administrative processes.</p> <p>MI- Logical-Mathematical: Case analysis of RTI Act, PILs.</p> <p>ID- Step-wise approach: Evolution → Key Features → Case Studies.</p>	<p>EL- Filing RTI Simulation: Students draft an RTI application.</p> <p>BL- Online resources on landmark administrative law cases.</p> <p>https://study.com/academy/lesson/video/administrative-law-objectives-functions-roles.html</p>
JUNE	REVISION and Activities (if any class)				
JULY (26 Days)	1st -15 JULY	UNIT 1II- JURISPRUDE NCE-	<p>1- Introduction</p> <p>2- Historical Perspective</p> <p>3- Schools of Law</p>	<p>AI- Create a timeline of the evolution of legal systems.</p>	<p>EL- Visit a Court: Observe legal proceedings.</p>

		<p>NATURE AND SOURCES OF LAW</p> <p>Ch.1- Jurisprudence, Nature and Meaning of Law</p>	<p>4- Function and Purpose of Law</p>	<p>MI- Intrapersonal: Reflective journal on "Why do we need laws?"</p> <p>ID- Connect legal principles with daily life scenarios.</p>	<p>BL- Virtual court tour videos + analysis.</p> <p>https://www.youtube.com/watch?v=KdSe0s385aI</p>
		<p>Ch.2- Classification of Laws</p>	<p>1- Classification of Law based on Subject matter 2- Classification of Law based on Scope of Law 3- Classification of Law based on Jurisdiction</p>	<p>AI- Infographic on different types of laws (Civil, Criminal, etc.).</p> <p>MI- Logical-Mathematical: Compare real legal cases in different categories.</p> <p>ID- Categorize laws through flowcharts.</p>	<p>EL- Case Study Method: Students research real-life legal cases.</p> <p>BL- Online interactive modules on legal classifications.</p> <p>https://www.youtube.com/watch?v=am-brmj8TqQ</p>
	<p>16th-31 JULY</p>	<p>Ch.3- Sources of Law</p>	<p>1- Where does law come from? 2- Custom as a source of Law 3- Importance of Custom as a source of Law in India 4- Judicial Precedent as a Source of Law 5- Legislation as a Source of Law</p>	<p>AI- Provide examples of experiential learning initiatives that focus on case law, such as moot court competitions or case analysis workshops.</p> <p>MI- Spatial intelligence- It can be used to facilitate learning and understanding of Sources</p>	<p>EL- Investigate how mock trials and moot courts use experiential learning to teach Sources of Law, such as through appellate advocacy or trial advocacy exercises.</p> <p>BL- https://study.com/academy/lesson/video/primary-secondary-sources-of-law.html</p>

				<p>of Law, such as through visualizing and mapping legal concepts, principles, and relationships.</p> <p>ID- Discuss how historical analysis can inform our understanding of Sources of Law, such as through examining the historical development of statutes, cases, and treaties.</p>	
AUG (23 Days)	1st -15 AUG	Ch.4- Law Reform	<p>1- Need for Law Reform 2- Law Reforms in India 3- Recent Law Reforms in Independent India</p>	<p>AI- Provide an overview of the importance of law reforms in promoting deep understanding and practical application of legal concepts</p> <p>MI- Logical-mathematical intelligence- It can be used to facilitate learning and understanding of Sources of Law, such as through analyzing and applying legal principles, rules, and concepts.</p> <p>ID-</p>	<p>EL- Discuss how law reform projects use experiential learning to teach Sources of Law, such as through statutory interpretation or regulatory drafting exercises.</p> <p>BL- https://www.youtube.com/watch?v=8AlpZXa7fvg</p>

			Provide examples of how historical analysis can be integrated into teaching and learning Sources of Law, such as through historical case studies or legislative history research.	
16 th -30 AUG	Ch.5- Cyber Laws, Safety and Security in India	1- Introduction 2- Why do we need Cyber Laws 3- What is Cyber Law? 4- What is Cyber safety and Security? 5- What is cyber Crime? 6- Categories of Cyber Crime 7- Cyber law in India 8- Scope and Extent of The Information and Technology Act, 2000(IT Act) 9- What was Section 66A of IT Act, 2000?	AI- 1. Poster Making: Create infographics on "Internet Safety Tips" or "Cybercrime Awareness." 2. Role-Playing: Enact a cybercrime courtroom scenario (e.g., a hacker on trial). 3. Cartoon Strips: Design a comic illustrating phishing scams or social media fraud. MI- 1. Linguistic (Verbal)- Write an essay on "The Role of IT Act in Preventing Cyber Crimes." 2. Logical-Mathematical- Analyze cybercrime statistics and trends in India. ID-	EL- 1. Simulated Cyber Investigation: Students take on roles (Cyber Law Expert, Hacker, Investigator) and solve a mock cybercrime case. 2. Cybersecurity Awareness Campaigns: Conduct workshops on online fraud and digital privacy. 3. Practical Cyber Safety Measures: Teach students how to use two-factor authentication, VPNs, and anti-malware tools. BL- 1. Use platforms like Coursera or YouTube for learning about cyber ethics and IT laws. 2. Virtual Reality (VR) Courtrooms: Experience a virtual cybercrime trial. 3. Cybersecurity Simulations:

				<p>1. Law + Technology: Study how AI is used in cyber law enforcement.</p> <p>2. Law + Ethics: Debate on "Right to Privacy vs. National Security."</p> <p>3. Law + Business: Understand cyber laws related to e-commerce and digital fraud.</p>	<p>Interactive hacking prevention games.</p> <p>https://www.youtube.com/watch?v=KZw2jzfaHIs</p>
SEPT (23)	1 st	MID- TERM EXAMINATION			
	2 nd				
OCT (20 Days)	1 st -15th OCT	<p>UNIT 1V- INDIAN JUDICIARY</p> <p>Ch.1- Judiciary: Constitutional, Civil and Criminal Courts and Processes</p>	<p>1- Introduction: Establishment of the Supreme Court and High Courts</p> <p>2- Constitution, Roles and Impartiality</p> <p>i- Independence and Impartiality of the Supreme Court</p> <p>ii- Structure and Hierarchy of the Courts in India</p> <p>iii- The civil process and functioning of Civil courts</p> <p>3- The Civil Court Structure</p> <p>i- Common legal terminology</p> <p>ii- Types of jurisdiction</p> <p>iii- Res subjudice and Res judicata in code of civil procedure 1908</p>	<p>AI- Sketch courtroom layouts.</p> <p>MI- Bodily-Kinesthetic: Mock trial for a civil/criminal case.</p> <p>ID- Explain court structures step-by-step.</p>	<p>EL- Court Visit: Observe proceedings and interact with legal professionals.</p> <p>BL- Virtual case simulations + class debates</p> <p>https://www.youtube.com/watch?v=ISO62iIofL4</p>

			<p>4- Structure and Functioning of Criminal Courts in India</p> <p>i- Types of Offences</p> <p>ii- Criminal Investigations and First Information Report (FIR)</p> <p>iii- Criminal Process- Investigation and Prosecution</p> <p>iv- Doctrine of autrefois acquit and autrefois convict (i.e. previously acquitted and previously convicted)</p> <p>v- Function and Role of Police</p> <p>5- Other courts in India</p> <p>i- Family Courts</p> <p>ii- Administrative Tribunals</p>		
	16 th -30 th OCT	Ch.1- Judiciary: Constitutional, Civil and Criminal Courts and Processes	Continue...	Continue...	Continue...
NOV (22 Days)	1 st -15 th NOV	UNIT V- FAMILY JUSTICE SYSTEM Ch.1- Institutional Framework;	<p>1- Nature of Family law in India</p> <p>2- Human rights and gender perspective</p> <p>3- Institutional framework- family Courts</p> <p>4- Role of women in the creation of family courts</p>	<p>AI- Poster on marriage laws in different religions.</p> <p>MI- Interpersonal: Group discussion on gender equality in marriage laws.</p>	<p>EL: Mock Mediation: Students resolve a family dispute legally.</p> <p>BL- Online lectures on family law + interactive Q&A.</p>

		Marriage and Divorce	5- Role of lawyers and Counselors in Family courts 6- Role of Counselors and gender issues 7- Marriage and Divorce	ID- Timeline of legal reforms in marriage laws.	https://www.youtube.com/watch?v=InfThmDkHgY
	16th -30 NOV	Ch.2- Child Rights	1- Child Rights 2- Right to Education 3- Right to Health 4- Right to Shelter 5- Child Labour 6- Sexual Abuse 7- Juvenile Justice	AI- Create awareness campaign posters on child rights. MI- Intrapersonal: Reflective essay on child protection laws. ID- Real case studies of child rights violations.	EL- Role-Play: Legal arguments for child adoption cases. BL- Online UNICEF reports on child rights. https://www.youtube.com/watch?v=TafvHxXFzUM
		Ch.3- Adoption	1- Adoption 2- Minor custody and Guardianship	AI- Create awareness campaign posters on child rights. MI- Intrapersonal: Reflective essay on child protection laws. ID- Real case studies of child rights violations.	EL- Role-Play: Legal arguments for child adoption cases. BL- Online UNICEF reports on child rights. https://www.youtube.com/watch?v=B0bND5BES0w
DEC (25 Days)	1st -15 DEC	Ch.4- Property, Succession and Inheritance	1- Concept of Property: Joint Family Property and Separate Property	AI- Family tree project on inheritance laws.	EL- Legal Will Drafting: Students draft a basic will.

			<p>2- Inheritance and Succession 3- Intestate Succession 4- Rules relating to Intestate Succession 5- Testamentary Succession</p>	<p>MI- Logical-Mathematical: Compare property division in Hindu and Muslim laws.</p> <p>ID- Stepwise approach: Legal definitions → Rights → Case Studies.</p>	<p>BL- Virtual law firm workshops on property laws.</p> <p>https://www.youtube.com/watch?v=UcUhmF3XvHU</p>
	16 th -31 st DEC	Ch.5- Prevention of Violence against Women	<p>1- What is Domestic abuse/violence? 2- International legal framework 3- Laws in India on prevention of violence against women</p>	<p>AI- Create campaign posters on legal protections for women.</p> <p>MI- Interpersonal: Group discussion on legal reforms needed for women's safety.</p> <p>ID- Use Nirbhaya & others case to explain legal precedents.</p>	<p>EL- Legal Aid Awareness: Create legal help guides for victims.</p> <p>BL- Government websites + class analysis of legal acts.</p> <p>https://www.unwomen.org/en/digital-library/videos/2013/07/csw-57-elimination-and-prevention-of-all-forms-of-violence-against-women-and-girls</p>
JAN (17 Days)	1 st -15 th JAN	REVISION WITH SAMPLE PAPERS			
	16 th -31 st JAN	REVISION, FINAL PRACTICAL EXAM & PROJECT WORK			
FEB (23 Days)	1 st 2 nd	REVISION WITH SAMPLE PAPERS & FINAL TERM EXAMINATION			
MAR	1 st	FINAL TERM EXAMINATION			



(17)	2 nd	
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Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION	DD.MM.YY
CT2	UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION	DD.MM.YY
Mid Term	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION UNIT 1II- JURISPRUDENCE- NATURE AND SOURCES OF LAW	DD.MM.YY
CT3	UNIT 1V- INDIAN JUDICIARY	DD.MM.YY
CT4	UNIT V- FAMILY JUSTICE SYSTEM	DD.MM.YY
Final Term	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION UNIT 1II- JURISPRUDENCE- NATURE AND SOURCES OF LAW UNIT 1V- INDIAN JUDICIARY UNIT V- FAMILY JUSTICE SYSTEM	DD.MM.YY



विषय – हिंदी


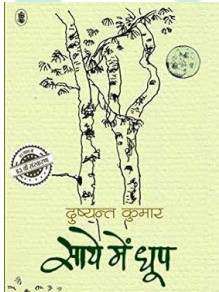
माह	पाक्षिक	प्रकरण	विषय वस्तु	समन्वित दृष्टिकोण	अनुभवात्मक एवं मिश्रित शिक्षण
अप्रैल (23)	1 st -15 th अप्रैल	पाठ : नमक का दारोगा  पाठ : जनसंचार, पत्रकारिता  जनसंचार माध्यम	ईमानदारी बनाम भ्रष्टाचार सामाजिक व्यवस्था, नैतिकता, कर्तव्यनिष्ठा, और व्यक्ति के चरित्र की परीक्षा	<ul style="list-style-type: none"> • सामाजिक विज्ञान: उस समय के सामाजिक और आर्थिक ढांचे का चित्रण, जिसमें भ्रष्टाचार और अनैतिकता व्याप्त थी। • नैतिक शिक्षा: ईमानदारी और कर्तव्यनिष्ठा के महत्व पर बल, जो विद्यार्थियों को नैतिक मूल्यों को आत्मसात करने के लिए प्रेरित करता है। 	<ul style="list-style-type: none"> • भूमिका निर्वहन (Role Play): छात्र कहानी के पात्रों की भूमिका निभाकर उनके चरित्र और मनोभाव को समझ सकते हैं। • विचार-विमर्श (Group Discussion): कहानी के नैतिक पक्षों पर चर्चा और वाद-विवाद का आयोजन, जैसे "ईमानदारी का मूल्य"। <p>कहानी का एनिमेटेड संस्करण या नाट्य रूपांतरण दिखाकर छात्रों की रुचि और समझ को बढ़ाना।</p>
	16 th -30 अप्रैल	पाठ : कबीर  पाठ : मीरा  मीरा - पद	<ul style="list-style-type: none"> • आत्मज्ञान और मन की शुद्धता • द्वैत और अद्वैत का विचार • प्रेम, सद्भाव, और मानवता का संदेश • मूर्ति पूजा और पाखंड का खंडन 	<ul style="list-style-type: none"> • धर्म और दर्शन: <ul style="list-style-type: none"> • उनके पद अद्वैत वेदांत और सूफी विचारधारा का संगम हैं। • वे हिंदू-मुस्लिम एकता और सांप्रदायिक 	<ul style="list-style-type: none"> • सुनना और गाना (Music and Singing): <ul style="list-style-type: none"> • कबीर के पदों को भजन या गीत के रूप में गाकर शिक्षण को प्रभावी और रुचिकर बनाया जा सकता है। • छात्र स्वयं इन पदों को संगीतबद्ध कर सकते


				<p>सौहार्द का संदेश देते हैं।</p> <ul style="list-style-type: none"> • सामाजिक विज्ञान : <ul style="list-style-type: none"> • जाति-प्रथा, पाखंड, और सामाजिक कुरीतियों के खिलाफ उनका दृष्टिकोण उस समय के सामाजिक ढांचे को समझने में सहायक है। 	<p>हैं, जिससे उनकी रचनात्मकता और सांस्कृतिक समझ विकसित होगी।</p> <p>सृजनात्मक लेखन (Creative Writing):</p> <ul style="list-style-type: none"> • कबीर के दोहों पर आधारित लेख, निबंध, या कविता लेखन से भाषा कौशल और साहित्यिक समझ को प्रोत्साहन।
मई (25 Days)	1 st -15 मई	<p>पाठ : मियाँ नसीरुद्दीन</p>  <p>मियाँ नसीरुद्दीन</p> <p>पाठ : अपू के साथ ढाई साल</p> 	<ul style="list-style-type: none"> • मानव स्वभाव की कमजोरियों को उजागर करना (जैसे लोभ, अहंकार, और मूर्खता) • बुद्धिमत्ता और व्यावहारिक ज्ञान का महत्व • हास्य और व्यंग्य का सांस्कृतिक और सामाजिक संदर्भ • तर्कशीलता और समझदारी से समस्याओं का समाधान 	<ul style="list-style-type: none"> • सामाजिक विज्ञान: <ul style="list-style-type: none"> • कहानियाँ उस समय के सामाजिक ढांचे, रीति-रिवाजों, और मान्यताओं को दर्शाती हैं। • समाज में प्रचलित अंधविश्वास, जात-पात, और भेदभाव पर व्यंग्य किया गया है, जिससे 	<ul style="list-style-type: none"> • विचार-विमर्श (Group Discussion): <ul style="list-style-type: none"> • "हास्य और व्यंग्य का समाज पर प्रभाव" जैसे विषयों पर चर्चा करवाई जा सकती है। • कहानियों में निहित संदेशों पर विद्यार्थियों से उनकी राय और विचार पूछे जा सकते हैं। • सृजनात्मक लेखन (Creative Writing):

			<p>उस युग के सामाजिक परिवेश को समझा जा सकता है।</p> <ul style="list-style-type: none"> • नैतिक शिक्षा: <ul style="list-style-type: none"> • ईमानदारी, समझदारी, और व्यावहारिक ज्ञान के महत्व पर बल दिया गया है। • ये कहानियाँ बच्चों में नैतिक मूल्यों और सही-गलत की पहचान विकसित करने में सहायक होती हैं। 	<ul style="list-style-type: none"> • मियां नसीरुद्दीन के पात्र को केंद्र में रखकर स्वयं की कल्पना से नई कहानियाँ लिखने को प्रोत्साहित किया जा सकता है। • व्यंग्यात्मक लेखन या हास्य कविता का अभ्यास कराकर भाषा और साहित्यिक कौशल को निखारा जा सकता है।
16 th -31 मई	<p>पाठ : घर की याद</p>  <p>पाठ : अनुच्छेद लेखन</p>	<ul style="list-style-type: none"> • प्रवास के कारण उत्पन्न अकेलापन और उदासी • अपने परिवार, माता-पिता, और गांव की स्मृतियाँ • बाल्यकाल की खुशियाँ और सरल जीवन की यादें 	<ul style="list-style-type: none"> • भाषा: सरल और भावनात्मक शब्दावली, जिसमें अलंकार और छंद का सुंदर प्रयोग है। 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> • कविता का भावपूर्ण वाचन कराकर विद्यार्थियों को कविता की संवेदनशीलता और



		<p style="text-align: center;"><u>अनुच्छेद लेखन</u> <u>समय का महत्व</u></p> <p>समय अनमोल है। समय किसी की प्रतीक्षा नहीं करता है। अगर समय रुक जाए पता कौन, तो वह फिर दुबारा नहीं आता। समय रुक-रुकता उपहार है जो हर किसी के पास होता है, लेकिन जो व्यक्ति समय</p>	<ul style="list-style-type: none"> • समय और दूरी के कारण होने वाले भावनात्मक उतार-चढ़ाव 	<p>उपमाओं और रूपकों के माध्यम से स्मृतियों को जीवंत बनाया गया है, जिससे भाषा शिक्षण के लिए यह कविता उपयुक्त है।</p> <p>नैतिक शिक्षा: परिवार, माता-पिता, और बचपन के मूल्यों का महत्व समझाया जा सकता है।</p> <p>कविता में प्रस्तुत भावनात्मक संबंधों से विद्यार्थियों में संवेदनशीलता और मानवीय मूल्यों का विकास होता है।</p>	<p>भावनात्मकता को महसूस करने का अवसर दिया जा सकता है।</p> <ul style="list-style-type: none"> • विद्यार्थियों से कविता में निहित भावनाओं पर चर्चा और उनके अनुभव साझा करने को प्रेरित किया जा सकता है। <p>सृजनात्मक लेखन (Creative Writing):</p> <ul style="list-style-type: none"> • "घर की याद" पर निबंध, पत्र लेखन (जैसे - अपने माता-पिता को घर की याद आने पर पत्र लिखना) या कविता लेखन। • चित्रकला के माध्यम से कविता में वर्णित दृश्यों को चित्रित करने की गतिविधि कराई जा सकती है।
जून	ग्रीष्मकालीन अवकाश				


<p>जुलाई (26 Days)</p>	<p>1st-15 जुलाई</p>	<p>पाठ : विदाई संभाषण</p>  <p>पाठ : चंपा काले अक्षर नहीं चीन्हती</p>  <p>पाठ : पत्र लेखन</p>	<ul style="list-style-type: none"> • मुख्य विषय: विदाई और स्मृतियाँ (हास्य और व्यंग्य के साथ) • उप विषय: हास्य-व्यंग्य के माध्यम से सामाजिक संदर्भों की अभिव्यक्ति जीवन के परिवर्तनशील स्वभाव और विदाई के क्षणों का चित्रण संबंधों की गरिमा और भविष्य के लिए शुभकामनाएँ विदाई के क्षणों में सकारात्मक दृष्टिकोण और प्रेरणा 	<ul style="list-style-type: none"> • सामाजिक विज्ञान: <ul style="list-style-type: none"> • सामाजिक परिस्थितियों और मानवीय संबंधों पर व्यंग्य के माध्यम से उस समय के सामाजिक परिवेश को समझा जा सकता है। • सामाजिक परंपराओं, रीति-रिवाजों, और विदाई के सांस्कृतिक पहलुओं पर चर्चा की जा सकती है। • नैतिक शिक्षा: <ul style="list-style-type: none"> • हास्य और व्यंग्य के माध्यम से सकारात्मक दृष्टिकोण 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> • विद्यार्थियों को भाषण के व्यंग्यात्मक और हास्यपूर्ण अंशों का भावपूर्ण वाचन करने को प्रोत्साहित किया जा सकता है। • उच्चारण, स्वर, और गति पर विशेष ध्यान देते हुए संवाद अदायगी का अभ्यास कराया जा सकता है। <p>संगीत और कविता:</p> <ul style="list-style-type: none"> • विदाई के क्षणों को हास्य और कविता के रूप में प्रस्तुत करने का अभ्यास। • हास्य कविताओं या शायरियों को संगीतबद्ध कर संगीतमय प्रस्तुति दी जा सकती है।
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				<p>अपनाने की शिक्षा।</p> <ul style="list-style-type: none"> जीवन के परिवर्तनशील स्वभाव को स्वीकार करते हुए नए अवसरों को आत्मसात करने का संदेश। 	
16 th -31 जुलाई	<p>पाठ : गलता लोहा</p> <p>गलता लोहा</p>  <p>पाठ : गजल</p>  <p>पाठ : स्ववृत्त लेखन, रोजगार संबंधी आवेदन</p>	<ul style="list-style-type: none"> मुख्य विषय: सामाजिक असमानता और संघर्ष उप विषय: <ul style="list-style-type: none"> आर्थिक विषमता और शोषण मेहनतकश लोगों का संघर्ष और धैर्य परिवर्तन और आत्मनिर्माण की प्रक्रिया समाज में व्याप्त भेदभाव और अन्याय 	<ul style="list-style-type: none"> सामाजिक विज्ञान: <ul style="list-style-type: none"> सामाजिक असमानता, आर्थिक विषमता, और श्रमिक वर्ग के संघर्षों पर चर्चा। औद्योगिकीकरण और शोषण के ऐतिहासिक और सामाजिक पहलुओं की समझ विकसित करना। सामाजिक सुधार और समानता की दिशा में आंदोलन और 	<ul style="list-style-type: none"> भूमिका निर्वहन (Role Play): <ul style="list-style-type: none"> श्रमिकों और शोषण करने वालों के बीच के संवादों को मंच पर नाट्य रूप में प्रस्तुत करना। पात्रों की मनोदशा और संघर्ष को सजीव करने के लिए हाव-भाव और संवाद शैली का प्रदर्शन। विचार-विमर्श (Group Discussion): <ul style="list-style-type: none"> "सामाजिक असमानता और आर्थिक विषमता" पर समूह चर्चा करवाई जा सकती है। 	

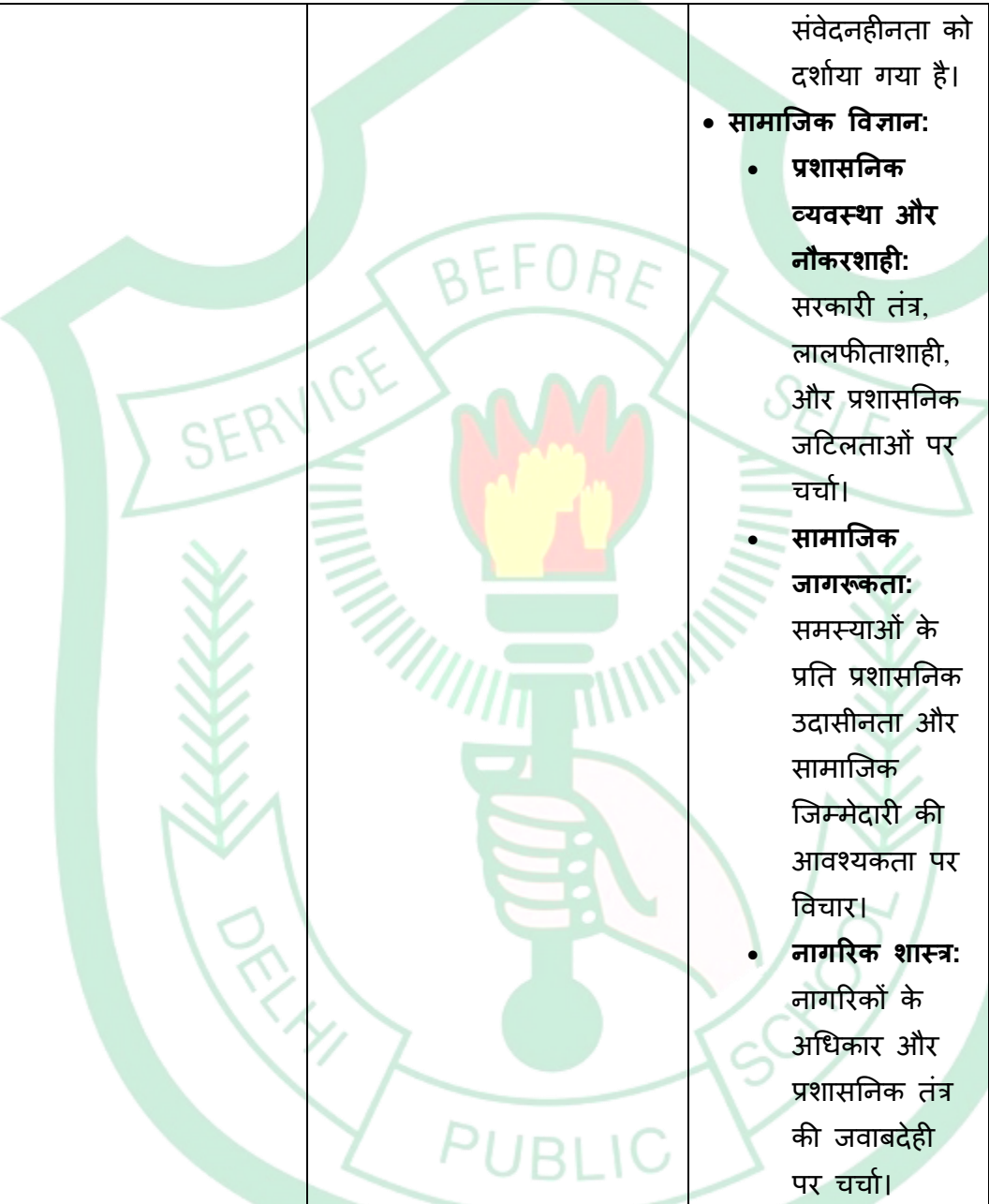
				<p>विचारधाराओं का अध्ययन।</p> <ul style="list-style-type: none"> • नैतिक शिक्षा: <ul style="list-style-type: none"> • धैर्य, संघर्ष, और आत्मनिर्माण की प्रेरणा। • सामाजिक न्याय, समानता, और मानवीय गरिमा के मूल्यों को आत्मसात करना। • भेदभाव और शोषण के खिलाफ संवेदनशीलता और जागरूकता का विकास। 	<ul style="list-style-type: none"> • विद्यार्थियों को अपने विचार और अनुभव साझा करने के लिए प्रेरित किया जा सकता है, जैसे - श्रमिकों के अधिकार और संघर्ष।
अगस्त (23 Days)	1 st -15 अगस्त	<p>पाठ : भारतीय गायिकाओं में बेजोड़ : लता मंगेशकर</p>  <p>पाठ : राजस्थान की रजत बूँदें</p>	<ul style="list-style-type: none"> • मुख्य विषय: लता मंगेशकर का जीवन और संगीत यात्रा • उप विषय: <ul style="list-style-type: none"> • बचपन और प्रारंभिक संघर्ष • भारतीय सिनेमा में उनका योगदान और सफलता की कहानी 	<ul style="list-style-type: none"> • संगीत: <ul style="list-style-type: none"> • भारतीय शास्त्रीय संगीत और फिल्मी संगीत में लता मंगेशकर के योगदान का अध्ययन। 	<p>संगीत प्रस्तुति (Musical Performance):</p> <ul style="list-style-type: none"> • विद्यार्थियों को लता मंगेशकर के गीतों को गाकर उनकी गायकी की शैली को समझने और अपनाने का

			<ul style="list-style-type: none"> • गायन की विशिष्टताएँ और संगीत शैली • महान संगीतकारों के साथ काम करने के अनुभव • पुरस्कार, सम्मान, और उनकी संगीत धरोहर 	<ul style="list-style-type: none"> • राग, ताल, और सुरों की शुद्धता की समझ विकसित करने के लिए उनके गीतों का विश्लेषण। • भारतीय संगीत के विकास और बदलाव में उनके योगदान पर चर्चा। <p>• सामाजिक विज्ञान:</p> <ul style="list-style-type: none"> • भारतीय समाज और सिनेमा पर लता मंगेशकर के गीतों का प्रभाव। • सांस्कृतिक एकता और राष्ट्रीय चेतना को जागृत करने 	<p>अवसर प्रदान किया जा सकता है।</p> <ul style="list-style-type: none"> • शास्त्रीय और फिल्मी संगीत में उनके द्वारा प्रयोग किए गए रागों और तालों का अभ्यास। <p>• मल्टीमीडिया और दृश्य सामग्री:</p> <ul style="list-style-type: none"> • लता मंगेशकर के जीवन पर आधारित वृत्तचित्र, वीडियो, या साक्षात्कार दिखाए जा सकते हैं। • उनके प्रसिद्ध गीतों के वीडियो क्लिप दिखाकर संगीत की विविधता और शैली को समझाया जा सकता है।
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				में उनकी भूमिका।	
16 th -30 अगस्त	<p>पाठ : रजनी</p>  <p>पाठ : हे! भूख मत मचल हे मेरे जूही के फूल जैसे ईश्वर</p> 	<ul style="list-style-type: none"> • मुख्य विषय: सामाजिक चेतना और नारी सशक्तिकरण • उप विषय: <ul style="list-style-type: none"> • रूढ़िवादिता और अंधविश्वास के खिलाफ संघर्ष • सामाजिक सुधार और समानता का संदेश • नारी अधिकार और सशक्तिकरण • सकारात्मक सोच और आत्मनिर्भरता • समाज में बदलाव लाने की प्रेरणा 	<ul style="list-style-type: none"> • सामाजिक विज्ञान: <ul style="list-style-type: none"> • सामाजिक सुधार आंदोलन: राजा राममोहन राय, सावित्रीबाई फुले, और महात्मा ज्योतिबा फुले जैसे सुधारकों के कार्यों का अध्ययन। • नारी सशक्तिकरण: नारी अधिकारों और समानता के लिए किए गए ऐतिहासिक संघर्षों पर चर्चा। • आधुनिक समाज में नारी की भूमिका: समाज में महिलाओं के योगदान, चुनौतियों, और 	<ul style="list-style-type: none"> • समूह परियोजनाएँ (Group Projects): <ul style="list-style-type: none"> • सामाजिक जागरूकता अभियान: अंधविश्वास, भेदभाव, और लैंगिक असमानता के खिलाफ जागरूकता अभियान। • प्रोजेक्ट वर्क: "नारी सशक्तिकरण के ऐतिहासिक पहलू" पर शोध और प्रस्तुति। • वास्तविक जीवन अनुभव (Real-Life Experiences): <ul style="list-style-type: none"> • समाज में व्याप्त रूढ़ियों और अंधविश्वासों के उदाहरण देकर उनके कारणों और समाधान पर चर्चा। • सकारात्मक सोच और साहसिक व्यक्तित्व के 	

				<p>उनकी भूमिका पर विचार।</p> <ul style="list-style-type: none"> • संविधान और कानून: भारतीय संविधान में नारी सशक्तिकरण और समानता के अधिकारों का अध्ययन। • नैतिक शिक्षा: <ul style="list-style-type: none"> • साहस, आत्मनिर्भरता, और सकारात्मक सोच की प्रेरणा। • समानता, सामाजिक न्याय, और संवेदनशीलता को आत्मसात करना। • कुरीतियों और अंधविश्वासों के खिलाफ जागरूकता और तार्किक 	<p>उदाहरणों को साझा करके प्रेरित करना।</p> <ul style="list-style-type: none"> • नारी सशक्तिकरण से जुड़े सामाजिक कार्यकर्ताओं से मुलाकात या उनके अनुभवों को सुनना। <p>विचार-विमर्श (Group Discussion):</p> <ul style="list-style-type: none"> • समाज में बदलाव की आवश्यकता: "सामाजिक सुधार और नारी सशक्तिकरण" पर चर्चा। • अंधविश्वास बनाम तर्क: "अंधविश्वास और तर्कसंगत सोच" पर विचार-विमर्श।
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				दृष्टिकोण विकसित करना।	
सितंबर (23 Days)	1 st 2 nd	अर्द्धवार्षिक परीक्षा			
अक्टूबर (20 Days)	1 st -15 th अक्टूबर	<p>पाठ : जामुन का पेड़</p>  <p>पाठ : भारत माता</p> 	<ul style="list-style-type: none"> • मुख्य विषय: प्रशासनिक अव्यवस्था और नौकरशाही की जटिलता • उप विषय: <ul style="list-style-type: none"> • मानवीय संवेदनाओं की अनदेखी और प्रशासनिक उदासीनता • हास्य-व्यंग्य के माध्यम से सामाजिक और प्रशासनिक बुराइयों पर कटाक्ष • समस्या समाधान में जटिलता और जिम्मेदारी के टाल-मटोल का चित्रण • मानवीय मूल्यों और सहानुभूति की आवश्यकता 	<ul style="list-style-type: none"> • भाषा: <ul style="list-style-type: none"> • हास्य-व्यंग्य की शैली में सरल और रोचक भाषा का प्रयोग, जो पाठ को मनोरंजक और प्रभावी बनाता है। • संवादात्मक शैली और घटनाओं का रोचक वर्णन, जिससे पाठकों में उत्सुकता और हास्य उत्पन्न होता है। • रूपक और प्रतीकों का प्रयोग करके नौकरशाही की जटिलताओं और 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> • हास्य-व्यंग्य वाले संवादों का भाव-पाठ, जिससे पाठ का हास्यपूर्ण और व्यंग्यात्मक पक्ष उभरकर सामने आए। • प्रशासनिक जटिलताओं को दर्शाने वाले अंशों को स्वरों और हाव-भाव के साथ प्रस्तुत करना। <p>विचार-विमर्श (Group Discussion):</p> <ul style="list-style-type: none"> • प्रशासनिक जटिलता और समाधान: "नौकरशाही की जटिलता और समाधान" पर चर्चा।

				<p>संवेदनहीनता को दर्शाया गया है।</p> <ul style="list-style-type: none"> • सामाजिक विज्ञान: <ul style="list-style-type: none"> • प्रशासनिक व्यवस्था और नौकरशाही: सरकारी तंत्र, लालफीताशाही, और प्रशासनिक जटिलताओं पर चर्चा। • सामाजिक जागरूकता: समस्याओं के प्रति प्रशासनिक उदासीनता और सामाजिक जिम्मेदारी की आवश्यकता पर विचार। • नागरिक शास्त्र: नागरिकों के अधिकार और प्रशासनिक तंत्र की जवाबदेही पर चर्चा। 	<ul style="list-style-type: none"> • सामाजिक जिम्मेदारी: "प्रशासनिक अव्यवस्था और नागरिकों की भूमिका" पर विचार-विमर्श। • सृजनात्मक लेखन (Creative Writing): <ul style="list-style-type: none"> • पत्र लेखन: "अधिकारी को पत्र" लिखकर प्रशासनिक जटिलता और समाधान के सुझाव। • कहानी लेखन: "यदि जामुन का पेड़ फिर से गिरता..." पर कल्पनात्मक कहानी।
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				<ul style="list-style-type: none"> समकालीन परिप्रेक्ष्य: आधुनिक समय में सरकारी तंत्र और प्रशासनिक प्रक्रियाओं की समीक्षा। 	
16 th -30 th अक्टूबर	<p>पाठ : सबसे खतरनाक</p>  <p>पाठ : आओ मिलकर बचाएँ</p> 	<ul style="list-style-type: none"> मुख्य विषय: सामाजिक चेतना और संवेदनशीलता का महत्व उप विषय: <ul style="list-style-type: none"> संवेदनहीनता और विचारशून्यता के खतरों पर चेतावनी स्वतंत्र सोच और अभिव्यक्ति की आज़ादी का महत्व अन्याय और अत्याचार के प्रति विरोध और प्रतिरोध की आवश्यकता सामाजिक असमानता, शोषण, और तानाशाही के खिलाफ चेतना मानवीय मूल्यों और संवेदनशीलता को बनाए रखने का आह्वान 	<p>भाषा:</p> <ul style="list-style-type: none"> प्रतीकात्मक और रूपक शैली में सशक्त और गूढ़ भाषा का प्रयोग, जो पाठकों को विचारमग्न करती है। कविता में सरल लेकिन गहन शब्दों का प्रयोग, जो सामाजिक चेतना और विचारशून्यता के खतरों को दर्शाते हैं। व्यंग्यात्मक और चिंतनशील भाषा, जो पाठकों 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> कविता के गहन और चिंतनशील अंशों का भाव-पाठ, जिससे सामाजिक चेतना और संवेदनशीलता उभरकर सामने आए। प्रतीकों और रूपकों के माध्यम से कविता की गहराई को समझने के लिए स्वरों और हाव-भाव का प्रयोग। <p>वास्तविक जीवन अनुभव (Real-Life Experiences):</p> <ul style="list-style-type: none"> समाज में व्याप्त असमानता और 	

				<p>को आत्ममंथन करने के लिए प्रेरित करती है।</p> <p>कला एवं नाटक:</p> <ul style="list-style-type: none"> • कविता के प्रतीकों और रूपकों को दृश्य-चित्रण के माध्यम से समझाना। • संवादों और घटनाओं का नाट्य रूपांतरण, जो सामाजिक चेतना और विचारशून्यता के खतरों को दर्शाता है। • कविता के भावनात्मक अंशों को संगीत, नृत्य, और नाटक के माध्यम से प्रस्तुत करना। 	<p>अन्याय के उदाहरण देकर उनके कारणों और समाधान पर चर्चा।</p> <ul style="list-style-type: none"> • सकारात्मक सोच, स्वतंत्र विचार, और सामाजिक परिवर्तन के लिए प्रेरणादायक व्यक्तियों के अनुभव साझा करना। • सामाजिक जागरूकता बढ़ाने के लिए स्थानीय सामाजिक कार्यकर्ताओं या पत्रकारों से संवाद।
नवंबर	1 st -15 th नवंबर	पाठ : डायरी लिखने की कला,	• मुख्य विषय:	साहित्य:	व्यक्तिगत डायरी लेखन (Personal Diary Writing):

(22 Days)

कथा-पटकथा



पाठ : आलो-आँधरि



• डायरी लेखन की कला और महत्व

• उप विषय:

- डायरी का अर्थ, स्वरूप, और उद्देश्य
- डायरी लेखन की शैली, भाषा, और संरचना
- डायरी में भावनाओं, विचारों, और अनुभवों की अभिव्यक्ति
- प्रसिद्ध व्यक्तियों की डायरियों के उदाहरण और उनका प्रभाव

• साहित्यिक विधा के रूप में

डायरी: साहित्य में डायरी लेखन को एक महत्वपूर्ण विधा माना गया है।

- डायरी लेखन में कल्पनाशीलता, संवेदनशीलता, और आत्म-अभिव्यक्ति का समावेश।

• प्रसिद्ध लेखकों की डायरियाँ: महादेवी वर्मा, शिवानी, और अन्ना फ्रैंक की डायरियों का अध्ययन।

• इतिहास और समाजशास्त्र:

- इतिहास में डायरियों का महत्व और उनका ऐतिहासिक


विद्यार्थियों को नियमित रूप से अपनी व्यक्तिगत डायरी लिखने के लिए प्रेरित करना।

• आत्म-अभिव्यक्ति के लिए स्वतंत्रता: उन्हें बिना किसी बाध्यता के अपने विचारों और भावनाओं को व्यक्त करने की छूट देना।

• गोपनीयता और ईमानदारी का महत्व: उन्हें यह समझाना कि डायरी व्यक्तिगत होती है और इसमें ईमानदारी से लिखना चाहिए।

• पठन-पाठन (Reading and Analysis):

- प्रसिद्ध डायरियों का अध्ययन: अन्ना फ्रैंक की डायरी, महादेवी वर्मा की डायरी, और अन्य साहित्यिक डायरियों का अध्ययन।
- विचारों की तुलना: विभिन्न लेखकों की

			<p>घटनाओं पर प्रभाव।</p> <ul style="list-style-type: none"> • महात्मा गांधी और पंडित नेहरू की डायरियों से तत्कालीन समाज और राजनीति की झलक। 	<p>डायरियों में व्यक्त विचारों की तुलना और विश्लेषण।</p> <ul style="list-style-type: none"> • चित्रण और कला (Visual Representation): <ul style="list-style-type: none"> • डायरी के पृष्ठों को चित्रों, स्केच, और डूडल से सजाने की कला। • विजुअल डायरी: विचारों और भावनाओं को चित्रों और रंगों के माध्यम से व्यक्त करना।
16 th -30 नवंबर	<p>पाठ : भारतीय कलाएँ</p> <p><small>Class 11 हिंदी अनावार्य वितान 1</small></p> 	<ul style="list-style-type: none"> • मुख्य विषय: <ul style="list-style-type: none"> • भारतीय कला और संस्कृति की विविधता • उप विषय: <ul style="list-style-type: none"> • संगीत: भारतीय शास्त्रीय संगीत (हिंदुस्तानी और कर्नाटक), लोक संगीत, और आधुनिक संगीत शैलियाँ। 	<ul style="list-style-type: none"> • इतिहास और समाजशास्त्र: <ul style="list-style-type: none"> • भारतीय कला का ऐतिहासिक विकास और सांस्कृतिक विरासत। • सिन्धु घाटी सभ्यता की कला से लेकर मुगल काल की चित्रकला और ब्रिटिश राज के प्रभाव तक का अध्ययन। 	<ul style="list-style-type: none"> • प्रायोगिक कला कार्यशाला (Art Workshop): <ul style="list-style-type: none"> • पारंपरिक चित्रकला: मधुबनी, वाल्मी, या पतचित्र शैली में चित्र बनाना। • हस्तकला और शिल्प: विद्यार्थियों को मिट्टी, कपड़े, या लकड़ी से हस्तशिल्प बनाने का अनुभव देना। • मूर्तिकला और स्थापत्य कला: मिट्टी या प्लास्टर ऑफ पेरिस से मूर्ति या मॉडल बनाना।

				<ul style="list-style-type: none"> • सामाजिक और धार्मिक प्रभाव: भारतीय कला पर बौद्ध, जैन, हिंदू, और इस्लामिक प्रभाव। • भूगोल: <ul style="list-style-type: none"> • भौगोलिक विविधता का प्रभाव: भारत के विभिन्न क्षेत्रों में उपलब्ध प्राकृतिक संसाधनों के अनुसार कला रूपों में भिन्नता। • क्षेत्रीय कला शैलियाँ: पाटचित्र (ओडिशा), मधुबनी (बिहार), फड़ चित्रकला (राजस्थान), और पिचवाई (राजस्थान)। 	<ul style="list-style-type: none"> • संगीत और नृत्य अनुभव (Music and Dance Experience): <ul style="list-style-type: none"> • शास्त्रीय संगीत कार्यशाला: भारतीय शास्त्रीय संगीत के राग और ताल सिखाना। • शास्त्रीय नृत्य प्रदर्शन: भरतनाट्यम, कथक, या कुचिपुड़ी की प्रस्तुति और प्रशिक्षण। • लोकनृत्य कार्यशाला: भांगड़ा, घूमर, गरबा, या बिहू का अभ्यास। • मल्टीमीडिया और तकनीकी साधन (Multimedia and Technology): <ul style="list-style-type: none"> • डिजिटल आर्ट: टैबलेट या कंप्यूटर पर डिजिटल पेंटिंग और ग्राफिक डिज़ाइन बनाना। • वर्चुअल टूर: राष्ट्रीय संग्रहालय, किला, और सांस्कृतिक स्थलों का वर्चुअल भ्रमण। • प्रदर्शन और आयोजन (Exhibition and Event):
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			<ul style="list-style-type: none"> • कला प्रदर्शनी: विद्यार्थियों द्वारा बनाई गई कलाकृतियों की प्रदर्शनी। • सांस्कृतिक उत्सव: भारतीय शास्त्रीय संगीत, नृत्य, और लोक कलाओं का मंचन। • फ्यूज़न कला प्रदर्शन: पारंपरिक और आधुनिक कला रूपों का संयोजन। • समूह परियोजनाएँ (Group Projects): <ul style="list-style-type: none"> • अंतर-सांस्कृतिक तुलना: भारतीय और विश्व की अन्य कलाओं के बीच तुलना और अध्ययन। • कला रूपों पर शोध: विभिन्न भारतीय कला रूपों पर शोध और प्रस्तुति। • प्रसिद्ध कलाकारों पर प्रोजेक्ट: राजा रवि वर्मा, एम.एफ. हुसैन, अमृता शेरगिल पर अध्ययन।
दिसंबर	1 st -15	पुनरावृत्ति कार्य	

(25 Days)	दिसंबर	
	16 th -31 st दिसंबर	पुनरावृत्ति कार्य
जनवरी (17 Days)	1 st -15 th जनवरी	शीतकालीन अवकाश एवं पुनरावृत्ति कार्य
	16 th -31 st जनवरी	पुनरावृत्ति कार्य
फरवरी (23 Days)	1 st	पुनरावृत्ति कार्य एवं वार्षिक परीक्षा
	2 nd	
मार्च (17)	1 st	वार्षिक परीक्षा
	2 nd	

इकाई परीक्षा, अर्द्धवार्षिक एवं वार्षिक परीक्षा पाठ्यक्रम

इकाई	पाठ्यक्रम	दिनांक
प्रथम इकाई	अपठित गद्यांश पठित पद्यांश रचनात्मक लेख गद्य – नमक का दरोगा काव्य – कबीर के दोहे	DD.MM.YY
द्वितीय इकाई	अपठित गद्यांश पठित पद्यांश औपचारिक पत्र गद्य – मियां नसीरुद्दीन काव्य – मीरा के पद	DD.MM.YY
अर्द्धवार्षिक परीक्षा	अपठित गद्यांश, पद्यांश पठित गद्यांश, पद्यांश गद्य – नमक का दरोगा, मियाँ नसीरुद्दीन, अपू के साथ ढाई साल, विदाई-संभाषण, गलता लोहा, रजनी	DD.MM.YY

	<p>काव्य – कबीर के दोहे, मीरा के पद, घर की याद, चंपा काले अच्छर नहीं चीन्हती, गज़ल, हे भूख मत मचल</p> <p>वितान – भारतीय गायिकाओं में बेजोड़ –लता मंगेशकर, राजस्थान की रज़त बूँदें</p> <p>अभिव्यक्ति और माध्यम – जनसंचार माध्यम, पत्रकारिता के विविध आयाम, कार्यालयी लेखन की प्रक्रिया, स्ववृत्त लेखन और रोज़गार संबंधी आवेदन</p>	
तृतीय इकाई	<p>पठित गद्यांश</p> <p>अपठित पद्यांश</p> <p>रचनात्मक लेख</p> <p>गद्य – अपू के साथ ढ़ाई साल</p> <p>काव्य – घर की याद</p>	DD.MM.YY
चतुर्थ इकाई	<p>पठित गद्यांश</p> <p>अपठित पद्यांश</p> <p>औपचारिक पत्र</p> <p>गद्य – विदाई–संभाषण</p> <p>काव्य – चंपा काले अच्छर नहीं चीन्हती</p>	DD.MM.YY
वार्षिक परीक्षा	<p>आरोह (गद्य) – नमक का दरोगा, मियाँ नसीरुद्दीन, अपू के साथ ढ़ाई साल, विदाई–संभाषण, गलता लोहा, रजनी, जामुन का पेड़, भारत माता</p> <p>आरोह (काव्य) – कबीर के दोहे, मीरा के पद, घर की याद, चंपा काले अच्छर नहीं चीन्हती, गज़ल, हे भूख मत मचल, सबसे खतरनाक, आओ मिलकर बचाएँ</p> <p>वितान – भारतीय गायिकाओं में बेजोड़ –लता मंगेशकर, राजस्थान की रज़त बूँदें, आलो–आँधरि, भारतीय कलाएँ</p> <p>अभिव्यक्ति और माध्यम – जनसंचार माध्यम, पत्रकारिता के विविध आयाम, डायरी लिखने की कला, कथा–पटकथा, कार्यालयी लेखन की प्रक्रिया, स्ववृत्त लेखन और रोज़गार संबंधी आवेदन</p>	DD.MM.YY



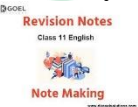


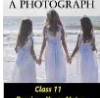
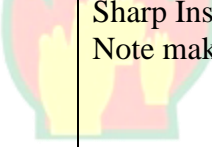



DELHI PUBLIC SCHOOL DEHRADUN







SYLLABUS BIFURCATION - SESSION 2026-27




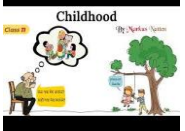



HUMANITIES STREAM CLASS: XI


SUBJECT- ENGLISH CORE (301)



MONTH		LITERATURE	WRITING SKILLS	READING SKILLS	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
April (21 Days)	I-Fortnight	Orientation Overview of English Curriculum	Note- Making and Summary Writing 	Comprehension passage 	ID: Introduction to different approaches	EL: Ice breaking Activities BL: Sample Papers Display www.cbse.nic.in
	II-Fortnight	1. The Portrait of a Lady  2. The Photograph 		Sharp Insight Note making 	AI: Preparation of a portrait (painting) MI: Visual Spatial ID: integration with painting	EL : Prepare a portrait& preparing a Family Photos collage Interview with grandparents Cherish some special moments BL: PPT https://www.slideshare.net/cafe91delhi/garoghian
May (24 Days)	I-Fortnight	1. The Summer of The Beautiful White Horse 	<ul style="list-style-type: none"> • Revision of Grammar • Poster 	<ul style="list-style-type: none"> • Unseen Comprehension Passage 		Write a poem on nature EL: Discussion, Anecdotes BL: www.cbse.nic.in
	II-Fortnight	2. The Laburnum Top 				
June				Summer Break		
July (26 Days)	I-Fortnight	1. We're Not Afraid to Die: If We Can All be Together	Note-Making and			BL: www.cbse.nic.in

			Summary Writing			
	II-Fortnight	2.The Voice of the Rain 	<ul style="list-style-type: none"> Speech 	<ul style="list-style-type: none"> Case Based Unseen Passage 		
August (23 Days)	I-Fortnight	The Address The Address 	<ul style="list-style-type: none"> Poster  Note-Making and Summary Writing 	Unseen Comprehension Passage Compacta	MI: Spatial ID: Integration with History	BL: www.cbse.nic.in
	II-Fortnight	Discovering Tut: The Saga Continues 	<ul style="list-style-type: none"> Debate Writing  Integrated Grammar 		MI: Naturalistic ID: Integration with Painting	EL: Nature walk, Collect Items BL: A short movie on sea voyage
September (23 Days)	I-Fortnight	Revision and Mid Term Examination	Note making and summarizing			BL: www.cbse.nic.in
	II-Fortnight	Mid Term Examination	<ul style="list-style-type: none"> Revision of writing skills 	Compacta Unseen Comprehension Passage	MI: Linguistic & Interpersonal ID: History	EL: BL: https://www.youtube.com/watch?v=pttHSJCl4Ks EL: Characterization Matrix on Agha Shahid Ali

October (20 Days)	I-Fortnight	1.Father to Son  2.Mother's Day 	<ul style="list-style-type: none"> Advertisement (To Let, For Sale) 	Compacta Unseen Comprehension Passage	MI: Linguistic 	EL: EL: concept mapping
	II-Fortnight	1.Childhood 	<ul style="list-style-type: none"> Advertisement (Lost, Missing Situation Wanted/Vacant Etc.) 		MI: Interpersonal, Linguistic & Intra personal ID: Performing art	EL: Prepare a poster on 'How I see myself' BL: Video of collected posters
Nov (22 Days)	I-Fortnight	1.The Adventure 	<ul style="list-style-type: none"> Report (Newspaper) Integrated Grammar Speech 	Unseen Comprehension Passage	MI: Naturalist ID: Geography MI: Intrapersonal ID: Moral Education	EL: Plantation EL: Speech on 'Mother' https://www.youtube.com/watch?v=C15NXPb67QE
	II-Fortnight	1.The Tale of Melon City  2.Birth 	<ul style="list-style-type: none"> Debate Writing Note making and summarizing 		MI: Linguistic	

Dec (25 Days)	I-Fortnight	1.Silk Road 	<ul style="list-style-type: none"> • Advertisement 	Unseen Comprehension Passage	AI: Draw silk road route MI: Spatial & Linguistic ID: History	EL : Draw route of silk road-group activity https://en.wikipedia.org/wiki/Silk_Road EL: Article on world peace
	II-Fortnight		<ul style="list-style-type: none"> • Debate • Speech 		MI: Linguistic ID: History	EL: Prepare a video on mummy’s tomb found around the world EL: Video prepared by students https://www.youtube.com/watch?v=KyjQJBDD5V4
Jan (17 days)			Revision & Practical exam	Unseen Comprehension Passage		
Feb (23 days)			Annual Examination			
March (17 days)			Annual Examination			


Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	<ul style="list-style-type: none"> • Comprehension Passage (Discursive) • Poster • Integrated grammar • The portrait of a lady • The Photograph • The summer of white beautiful horse 	DD.MM.YY
CT2	<ul style="list-style-type: none"> • Note making • Classified advertisement • Integrated grammar • We’re not afraid..... • The laburnum top • The Address 	DD.MM.YY
Mid Term	<ul style="list-style-type: none"> • Comprehension Passage (Discursive/ Descriptive and Case Based) 	DD.MM.YY

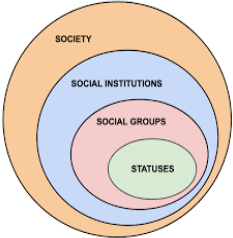
	<ul style="list-style-type: none"> Note making Poster Speech Classified advertisement Integrated grammar F: Ch 1,2,3, Poem 1,2,3; Vistas: Ch 1,2 	
CT-3	<ul style="list-style-type: none"> Comprehension Passage (Discursive) Debate Integrated grammar Mother's Day Father to son Childhood 	DD.MM.YY
CT-4	<ul style="list-style-type: none"> Comprehension Passage (Case based) Advertisement Integrated grammar The Adventure Birth The Tale of melon city 	DD.MM.YY
ANNUAL EXAM	FULL SYLLABUS	DD.MM.YY


SUBJECT-SOCIOLOGY


MON TH	FORTNI GHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRI L (23)	1 st -15 th APRIL	BOOK 1	Sociology, Society and its relationship with other	AI- Create an info graphic (using an info graphic creator tool or website tool) showcasing the main parts of each of the three	EL-: Functionalism, Conflict Theory, and Symbolic Interactionism. As a class or in groups, identify a sociological research topic. Ask a question about this topic. Formulate a hypothesis.

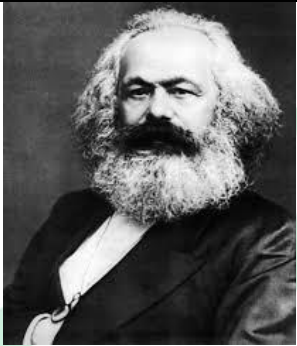
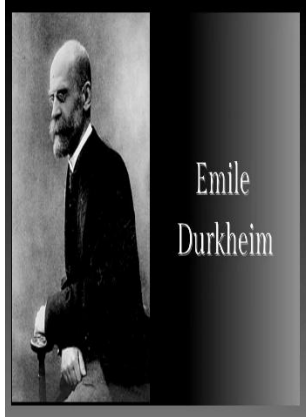
		Ch. 1: Sociology and society 	Social Sciences Individuals and collectivities. Plural Perspectives	major sociological theories, MI- Visual Spatial (Inter Disciplinary) ID- Political science	Create 10 closed-ended survey questions addressing your hypothesis BL- https://www.youtube.com/watch?v=Ot-zIQSqv7k
	16 th -30 APRIL	Ch. 1:Sociology and society	Emergence. Nature and Scope Relationship to other Social Science disciplines	AI- Students, working in groups, are asked to analyze the effects of globalization. MI- Interpersonal (Peer Teaching) Logical Mathematical (Problem Solving) ID- Assign essays that analyze the emergence, nature, and scope of sociology.	EL : They are then asked to connect theories of social change to the process of globalization. Organize debates on topics related to the relationship between sociology and other social science disciplines. BL- https://www.youtube.com/watch?v=L33RvPHetik
MAY (25 Days)	1 ^s -15 MAY	Ch- 2:Terms, concepts and their use in Sociology	Social Groups and Society 8.Social Stratification	<ul style="list-style-type: none"> AI- Have you ever experienced culture shock? Describe a time you experienced culture shock. What was surprising to you? How did you react to the surprise? How did you overcome your culture shock? 	<ul style="list-style-type: none"> EL- Imagine knowing nothing about human life in the India. Pick an aspect of life that seems mundane and normal to you, and explain it to someone who is experiencing culture shock. BL- https://www.internationalstudentinsurance.com/explained/mental-


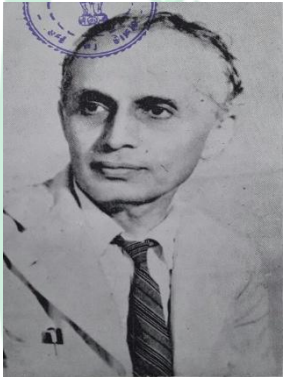
	<p>16-31 MAY</p>	<p>Ch-2:Terms, concepts and their use in Sociology</p>	<p>Status and Role Society & Social Control</p>	<p>MI- Intra Personal (Personal Response) Visual Spatial (Mapping Stories)</p> <p>ID- Organize debates on topics related to social groups and society, or social stratification.</p> <ul style="list-style-type: none"> AI- How do sociologists and psychologists view the world differently? Give an original example to illustrate your point. <p>MI-Intra Personal (Inter-Disciplinary) Visual Spatial</p> <p>ID- Provide students with case studies that illustrate the complexities of social roles and statuses, or the consequences of social control.</p>	<p>health/culture-shock/what-is-culture-shock.php</p> <p>EL- How do sociologists and psychologists view the world differently? Give an original example to illustrate your point.</p> <p>BL- https://www.youtube.com/watch?v=WHj7oo1FUNo</p>
<p>JUNE</p>	<p>SUMMER VACATION /HOLIDAY HOME WORK</p>				

<p>JULY (26 Days)</p>	<p>1st -15 JULY</p>	<p>Ch-3:Understanding Social Institutions</p>	<p>Family, Marriage and Kinship</p> <p>Work & Economic Life</p> <p>Political Institutions</p>	<p>AI- After reading about George Ritzer’s concept of the McDonaldization of society, think of another example besides fast food where you see this concept being applied. For this discussion you will</p> <p>MI- Verbal Linguistic (Non Fiction Reading) Intra Personal</p> <p>ID- History and Political science</p>	<p>EL- Describe your example. Apply the four characteristics of McDonaldization to your example. Include inserted photos, links, and resources to help illustrate your example.</p> <p>Provide students with data on family structures, marriage rates, and kinship systems, and ask them to analyze and interpret the data.</p> <p>BL- https://courses.lumenlearning.com/alamo-sociology/chapter/reading-the-mcdonaldization-of-society/</p>
	<p>16th-31 JULY</p>	<p>Ch-3:Understanding Social Institutions</p> 	<p>Religion as a Social Institution</p> <p>Education as a Social Institution</p>	<p>AI- Analyze the complex ways religious beliefs, practices, and symbols manifest in a society, including exploring the power dynamics, social cohesion, and cultural meanings embedded within religious art forms across different communities and historical periods.</p> <p>MI- Intra Personal</p> <p>ID- Provide students with case studies that illustrate the complexities of</p>	<p>EL- Visit a local mosque, synagogue, church, or temple: Observe the architecture, rituals, and social interactions during a service.</p> <p>compare religious celebrations across different cultures:</p> <p>Analyze the social significance of holidays like Ramadan, Christmas, or Diwali.</p> <p>BL- https://courses.lumenlearning.com/ala</p>

				religion and education as social institutions.	mo-sociology/chapter/reading-the-mcdonaldization-of-society/
AUG (23 Days)	1st -15 AUG	Ch-4: Culture and Socialization 	Defining Culture Dimension of Culture	AI- students can learn about the art, music, and traditions of other cultures. MI- Logical Mathematical Experimenting) ID- History and Political science	EL- What is panoptic surveillance? Besides prison, where else do we find this? Why does it exist? Describe two original examples. Ask students to assess their own understanding of sociological concepts related to religion and education. BL- https://courses.lumenlearning.com/alamo-sociology/chapter/reading-the-mcdonaldization-of-society
	16th -30 AUG	Ch-4: Culture and Socialization	Socialization: Agencies of Socialisation And Revision	AI- students can learn about the art, music, and traditions of other cultures. MI- Logical Mathematical Experimenting) ID- Encourage students to work on personal projects that explore their own interests and passions related to socialization.	EL- Why does it exist? Describe two original examples. BL- https://courses.lumenlearning.com/alamo-sociology/chapter/reading-the-mcdonaldization-of-society
SEPT (23)	1st 2nd	MID- TERM EXAMINATION			
OCT (20 Days)	1st -15th OCT	BOOK 2 Ch-1: Social Change and Social Order in Rural and Urban Society	Social Change: Types; Causes and	AI- What do you do when you hear someone tell a racist joke? What social responsibility do you think we have to	EL- How much do you think we value the elderly in Indian society? How are our ideas about what and who is considered “old” changing? What is driving the change in our conceptions of age?

			<p>Consequences Social Order: Domination , Authority and Law; Contestation, Crime and Violence Village, Town and City: Changes in Rural and Urban Society</p>	<p>speak up or stand up when we see or hear racist behavior or talk?</p> <p>MI- Verbal Linguistic (Reserching)</p> <p>Verbal Linguistic (Retelling)</p> <p>ID- Economics and History</p>	<p>Facilitate group discussions on topics related to rural-urban society, including migration, urbanization, and community development.</p> <p>BL- https://www.youtube.com/watch?v=yEMneKKHQFE</p>
	16 th -30 th OCT	Ch-1: Social Change and Social Order in Rural and Urban Society	<p>Contestation, Crime and Violence Village, Town and City: Changes in Rural and Urban Society</p>	<p>AI- Create a poster or info graphic illustrating different forms of contestation (e.g., protests, boycotts, civil disobedience).</p> <p>MI- Verbal Linguistic (Reserching)</p> <p>ID- Legal studies and Political science</p>	<p>EL- Read some cases from newspaper and survey of police stations or NGO's for different type of cases of crime.</p> <p>BL- https://www.youtube.com/watch?v=yEMneKKHQFE</p>
NOV (22 Days)	1 st -15 th NOV	Ch-2:Introducing Western Sociologists	The context of sociology	AI- You read in your text about the woman who lives	EL- Describe the group's philosophy on money and how they replace money in their economic system.

			Karl marx on class conflict	without money. Find another example of a group that lives without money. MI- Intra Personal (Personal Response) ID- ENGLISH	Provide links to sources where possible, and insert relevant pictures and video clips into your post. Why do you think some Indians have such a fascination with royal families and, British officials and monarchies? BL- https://youtu.be/W0GFSUu5UzA?si=KhH4_NFMgAcRWQIz
16th -30 NOV	Ch-2:Introducing Western Sociologists		Emile Durkheim: Division of Labour Max Weber: Interpretive Sociology, Ideal Type & Bureaucracy	AI- Why do you think some Indians have such a fascination with royal families and, British officials and monarchies? MI- Intra Personal (Personal Response) Verbal Linguistic (Retelling) ID- Economics and anthropology	EL- You read in your text about the woman who lives without money. Find another example of a group that lives without money. Describe the group's philosophy on money and how they replace money in their economic system. Provide links to sources where possible, and insert relevant pictures and video clips into your post. You will understand the concepts of early sociologist with the help of other sociologist. Describe the various theories and point of views of Karl Marx and Emile Durkheim. Provide resources and links for better understanding. BL- https://youtu.be/yBsEoQqUlbk?si=zzBwCeNS0QnqsKVp

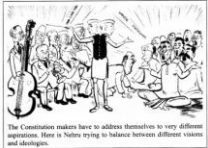


DEC (25 Days)	1 st -15 DEC	Ch-3:Indian Sociologist 	Early anthropologist turned to sociologist. G.S Ghurye	AI- Create a timeline illustrating Ghurye's life, highlighting his transition from anthropology to sociology. MI- MI-Intra Personal (Personal Response) ID- Economics and Anthropology	EL- You read about the starting of sociology in India and social issues related with indian concept of sociology. Explanation of Ghurye concept of caste and race. BL- https://youtu.be/7w8qTTTX1FU?si=jt_EGg6hwV4r9Kwx
	16 th -31 st DEC	Ch-3:Indian Sociologist 	D.P Mukherjee .A.R Desai	AI- Create a portrait or illustration of D.P. Mukherjee, highlighting his contributions to Indian sociology. Create a graphic novel illustrating Desai's work on social movements and political sociology. MI- Intra Personal (Personal Response) ID- ENGLISH	EL- What do you think by welfare state by D.P Mukherjee? How can we measure criteria for welfare state? Describe the concept of tradition and change. BL- https://youtu.be/7w8qTTTX1FU?si=f2MsG2pQDwauD7vJ
JAN	1 st -15 th JAN			REVISION	BOOK-1

(17 Days)	16 th -31 st JAN		REVISION INTERNAL ASSESSMENT	/	BOOK-2
FEB (23 Days)	1 st	REVISION, Final Term Exams			
	2 nd				
MAR (17)	1 st	FINAL TERM EXAMINATION			
	2 nd				

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	(BOOK-1) Ch-1	DD.MM.YY
CT2	Ch-2,3	DD.MM.YY
Mid Term	Ch-1,2,3,4	DD.MM.YY
CT3	(BOOK-2) Ch-1,2	DD.MM.YY
CT4	Ch-3	DD.MM.YY
Final Term	COMPLETE SYLLABUS	DD.MM.YY

CLASS: XI SUBJECT-POLITICAL SCIENCE

MON TH	FORTNI GHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRI L (22)	1 st -15 th APRIL	<p>Ch.1- Constitution: Why and How</p>  <p>The Constitution makers have to address themselves to very different opinions. Here is 'how' trying to balance between different values and ideologies.</p>  <p>YOU ARE ASKING TO JOIN EUROPE. WE ASK YOU TO JOIN US. YOU ARE ASKING TO JOIN US. WE ASK YOU TO JOIN EUROPE. YOU ARE ASKING TO JOIN US. WE ASK YOU TO JOIN EUROPE.</p> <p>The writing of the new Indian constitution after the collapse of Gandhi's dream saw a lot of conflict between different ethnic groups in the country. What do these different people stand for? Compare the conflict depicted here with that depicted in earlier cartoons for the European Union and India.</p> 	<p>1- What is a Constitution? 2- Why do we need a Constitution? 3- Who can decide which rules are the best to suite for a society? 4- Functions of Constitution: 5- Fundamental identity of a people. 6- Mode of promulgation- In many countries constitutions remain defunct why? 7- Indian Constitution overview- Provision of the Constitution- Balanced Institutional Design 8- How was the Indian Constitution made?- Cabinet Mission Plan, Objective Resolution & Borrowed Constitution</p>	<p>AI- Make a list of Amendment made so far. Make a collage of countries from which the important provisions derived in Indian Constitution</p> <p>MI- Inter Personal (Brain Storming)/ Group Work)</p> <ol style="list-style-type: none"> 1. Constitutional literacy programs that use music, art, or drama to engage learners. 2. Role-plays or simulations that allow learners to engage with the Constitution in a practical way. 3. Debates or discussions that encourage learners to engage with different perspectives on the Constitution. 4. Reflective journaling or self-assessment activities that encourage learners to reflect on their own values and beliefs in relation to the Constitution. <p>ID-</p> <ol style="list-style-type: none"> 1. Discuss how different disciplines, such as law, politics, history, sociology, economics, 	<p>EL-:</p> <ol style="list-style-type: none"> 1. Provide an overview of the Indian Constitution, including its history, structure, and key provisions. 2. Explain the significance of the Constitution in shaping Indian democracy and governance. 3. Mock Parliament or legislative assembly simulations, Constitutional literacy programs or workshops & Participation in constitutional debates or essay competitions. <p>BL-</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=WtzYS2L90sI 2. https://www.youtube.com/watch?v=fFBPFvX18sA

			<p>and philosophy, can contribute to a deeper understanding of the Indian Constitution.</p> <p>2. Provide examples of how an interdisciplinary approach can be applied to specific aspects of the Constitution, such as:</p> <ul style="list-style-type: none"> i. Law and Politics: Analyzing the constitutional provisions related to the separation of powers and the role of the judiciary. ii. History and Sociology: Examining the historical context of the Constitution's drafting and its impact on Indian society. iii. Economics and Philosophy: Discussing the constitutional provisions related to economic development and the principles of social justice. 		
		<p>Ch.2- Rights in the Indian Constitution</p>	<p>1- Bill of Rights 2- Fundamental Rights in the Indian Constitution 3- Ordinary Rights and Fundamental Rights-</p> <ul style="list-style-type: none"> i- Right to Equality ii- Right to Freedom iii- Right against Exploitation iv- Right to Freedom of Religion v- Educational & Cultural Rights 	<p>AI- Prepare the list of Fundamental Rights and provide a comprehensive understanding of Rights in the Indian Constitution by highlighting the diverse ways in which individuals can engage with and understand these rights.</p> <p>MI- Linguistic Intelligence: Analyzing the language and terminology used in the Constitution to understand the Right to Freedom of Speech and Expression. 2. Logical-Mathematical Intelligence: Understanding the</p>	<p>EL:</p> <ol style="list-style-type: none"> 1. Mock trials: Conducting mock trials to understand the Right to a Fair Trial and the Right to Constitutional Remedies. 2. Role-plays: Engaging in role-plays to understand the Right to Equality and the Right to Freedom from Discrimination. 3. Community-based projects: Participating in community-based projects to understand the Right to Life and the Right to Livelihood.

			<p>vi- Right to Constitutional Remedies</p> <p>4- Preventive detention</p> <p>5- Rights of Accused</p> <p>6- Freedom of faith and worship</p> <p>7- Writs-</p> <p>i- Habeas Corpus</p> <p>ii- Mandamus</p> <p>iii- Certiorary</p> <p>iv- Prohibition</p> <p>v- Qou Warranto</p>	<p>logical structure and mathematical concepts underlying the Right to Equality and the Right to Life.</p> <p>3. Spatial Intelligence: Visualizing the geographic and spatial implications of the Right to Freedom of Movement and Residence.</p> <p>4. Bodily-Kinesthetic Intelligence: Engaging in role-plays or simulations to understand the practical applications of the Right to Life and Personal Liberty.</p> <p>5. Intrapersonal Intelligence: Reflecting on personal values and beliefs in relation to the Right to Freedom of Religion and the Right to Cultural and Educational Rights.</p> <p>ID-</p> <p>1. Discuss how different disciplines, such as law, sociology, philosophy, economics, and psychology, can contribute to a deeper understanding of Rights in the Indian Constitution.</p> <p>2. Provide examples of how an interdisciplinary approach can be applied to specific rights, such as:</p> <p>i. Law and Sociology: Analyzing the impact of the Right to Equality on social justice and equality.</p> <p>ii. Philosophy and Ethics: Examining the moral and</p>	<p>4. Debates and discussions: Engaging in debates and discussions to understand the Right to Freedom of Speech and Expression.</p> <p>5. Service-learning programs: Participating in service-learning programs that focus on promoting and protecting Rights in the Indian Constitution.</p> <p>BL-</p> <p>1. https://www.youtube.com/watch?v=gVT1fCyLRo</p> <p>2. https://www.youtube.com/watch?v=l2fN9pbpa_s</p>
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			<p>philosophical foundations of the Right to Life and Personal Liberty.</p> <p>iii. Economics and Public Policy: Evaluating the economic implications of the Right to Work and the Right to Education.</p> <p>iv. Psychology and Social Work: Understanding the psychological and social implications of the Right to Freedom of Speech and Expression.</p>	
16 th -30 APRIL	Ch.3- Election and Representation	<p>1- Election System in India</p> <p>i- First Past the Post System</p> <p>ii- Proportional Representation</p> <p>2- Comparison of FPTP and PR system of election</p> <p>3- Why did India adopt the FPTP system?</p> <p>4- Why not PR System?</p> <p>5- Why FPTP System?</p> <p>6- Reservation of Constituencies</p> <p>7- Universal franchise and right to contest</p> <p>8- Independent Election</p>	<p>AI-</p> <p>1. Impact on Elections: Discuss how to analyze voter behavior, create personalized campaign messages, and even translate speeches into multiple languages, as seen in India's 2019 elections</p> <p>2. Misinformation: Examine the risks of spreading false information, manipulating voter opinions, and potentially undermining the electoral process.</p> <p>3. Representation: Investigate how can representatives in analyzing constituent data, identifying key issues, and developing targeted policies.</p> <p>4. Critical Perspectives: Discuss the challenges and limitations of elections, including bias, accountability, and regulation.</p> <p>MI-</p>	<p>EL:</p> <p>1. Election Processes: Students can participate in mock elections, voting simulations, or even organize a school election to understand the intricacies of the electoral process.</p> <p>2. Campaigning and Representation: Experiential learning initiatives like role-playing, debating, or creating campaign materials can help students understand the perspectives of candidates, voters, and representatives.</p> <p>3. Civic Engagement: Encourage students to participate in community-based projects, volunteer for local campaigns, or engage in activism to develop a deeper understanding of the relationship between citizens and their representative.</p>

			<p>Commission: Article 324 9- Functions of Election Commission</p>	<p>1. Understanding Voters' Intelligences: Analyze how different intelligences, such as linguistic, logical-mathematical, or spatial, can affect voters' decision-making processes. For instance, voters with strong linguistic intelligence may be more swayed by campaign speeches and debates.</p> <p>2. Candidates' Intelligences: Examine how candidates' multiple intelligences can impact their campaign strategies and effectiveness. For example, a candidate with strong interpersonal intelligence may excel at building relationships with voters and stakeholders.</p> <p>3. Representation and Multiple Intelligences: Discuss how representatives with diverse intelligences can better serve their constituents. For instance, a representative with strong spatial intelligence may be more effective at understanding and addressing environmental issues.</p> <p>ID- Interdisciplinary Perspectives</p> <p>1. Political Science and Sociology: Analyze how social structures, institutions, and relationships influence voting behavior and representation.</p>	<p>BL-</p> <p>1. https://www.youtube.com/watch?v=jdr-DYX9Oic</p> <p>2. https://www.youtube.com/watch?v=NRARb0NneiU</p>
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				<p>2. Psychology and Behavioral Science: Examine how cognitive biases, emotions, and motivations affect voters' decisions and engagement in the electoral process.</p> <p>3. Economics and Public Policy: Investigate how economic systems, policies, and interests impact representation and the electoral process.</p> <p>4. Communication and Media Studies: Study how media representation, framing, and messaging influence public opinion and voting behavior.</p>	
<p>MAY (25Days)</p>	<p>1st-15 MAY</p>	<p>Ch.4- Executive</p>	<p>1- What is an Executive?</p> <p>2- Principal functions of the Executive</p> <p>3- What Are The Different Types of Executive?</p> <p>i- Presidential system</p> <p>ii- Semi-Presidential Executive</p> <p>iii- Parliamentary System</p> <p>4- Parliamentary Executive in India</p>	<p>AI-</p> <p>1. Predictive Analytics: Discuss how predictive analytics can help executives anticipate and prepare for potential crises, such as economic downturns or natural disasters.</p> <p>2. Decision Support Systems: Examine how decision support systems can provide executives with data-driven insights to inform policy decisions.</p> <p>3. Automated Process Optimization: Describe how can optimize administrative processes, such as budgeting, procurement, and personnel management.</p> <p>4. Cyber security: Discuss the role of enhancing executive branch</p>	<p>EL-</p> <p>1. Executive Decision-Making: Focus on developing critical thinking, problem-solving, and decision-making skills in the context of executive branch functions.</p> <p>2. Leadership and Management: Emphasize the importance of effective leadership, communication, and management in executive branch roles.</p> <p>3. Policy Development and Analysis: Provide opportunities for students to develop and analyze policies, considering the complexities of executive branch decision-making.</p>

			<p>Parliamentary Form- What & Why?</p> <p>5- Prime Minister and Council of Ministers</p> <p>6- Permanent Executive: Bureaucracy</p>	<p>cyber security, including threat detection, incident response, and predictive analytics.</p> <p>MI-</p> <ol style="list-style-type: none"> 1. Linguistic Intelligence: Analyze how executives use linguistic intelligence to craft compelling speeches, negotiate with stakeholders, and communicate policy decisions. 2. Logical-Mathematical Intelligence: Examine how executives apply logical-mathematical intelligence to analyze data, evaluate policy options, and make informed decisions. 3. Intrapersonal Intelligence: Examine how executives use intrapersonal intelligence to reflect on their own strengths, weaknesses, and motivations, and make informed decisions. <p>ID-</p> <ol style="list-style-type: none"> 1. Political Science and Public Administration: Analyze the executive branch's structure, functions, and relationships with other branches of government. 2. Economics and Public Policy: Investigate how economic systems, policies, and interests impact executive decision-making and governance. 	<p>4. Ethics and Accountability: Integrate discussions on ethics, accountability, and transparency in executive branch functions, highlighting the importance of responsible leadership.</p> <p>BL-</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=k6Wpo43HHPs 2. https://www.youtube.com/watch?v=xMhmNhNDVmA
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			3. Sociology and Organizational Theory: Study how social structures, institutions, and organizational cultures shape executive branch dynamics.	
		<p>Ch.5- Legislature</p> <p>1- Why do we need a Parliament? 2- Why Do We Need Two Houses of Parliament? 3- What Does the Parliament Do? 4- How Does the Parliament Make Laws? 5- How Does the Parliament Control the Executive and Itself? 6- Control of Executive and ensuring its accountability 7- Special Powers of Raiva Sabha</p>	<p>AI- 1- Diagrammatic representation of the Indian Parliament's structure. 2- Summarize the potential benefits and challenges of the legislative branch, highlighting the need for careful consideration of accountability, transparency, and cyber security risks.</p> <p>MI- 1. Linguistic Intelligence: Writing essays on legislative debates. 2. Logical-Mathematical Intelligence: Examine how legislators apply logical-mathematical intelligence to analyze data, evaluate policy options, and make informed decisions. 3. Spatial Intelligence: Discuss how legislators use spatial intelligence to understand geographic relationships, visualize complex systems, and make strategic decisions.</p> <p>ID- 1. Comparing bicameral and unicameral legislatures globally. 2. Successful Legislative Initiatives: Analyze interdisciplinary approaches used</p>	<p>EL-</p> <p>1. Mock parliamentary session 2. Presentations and Debates: Assess students' understanding through presentations, debates, or role-playing exercises that demonstrate their knowledge of legislative functions. 3. Case Study Analyses: Evaluate students' ability to analyze complex legislative challenges and develop effective solutions. 4. Self-Assessment and Peer Review: Encourage students to assess their own learning and provide constructive feedback to peers.</p> <p>BL-</p> <p>1. Virtual tours of the Indian Parliament. 2. https://www.youtube.com/watch?v=2ZPu0A3tDKs</p>

				<p>in successful legislative initiatives, such as the Affordable Care Act or the Americans with Disabilities Act.</p> <p>3. Legislative Decision-Making: Examine specific legislative decisions, such as the Tax Cuts and Jobs Act or the Dodd-Frank Wall Street Reform and Consumer Protection Act, to understand how interdisciplinary perspectives influenced decision-making.</p>	<p>3. https://www.youtube.com/watch?v=wwu0mFtocqs</p>
JUNE	REVISION and Activities (if any class)				
JULY (26 Days)	1st -15 JULY	Ch.6- Judiciary	<p>1- Why do we Need an Independent Judiciary?</p> <p>2- Independence of Judiciary</p> <p>3- Appointment & Removal of Judges</p> <p>4- Structure of Judiciary- Supreme Court- High Court- Distt./Session Court</p> <p>5- Jurisdiction of Supreme Court</p> <p>6- Judicial Activism- Public Interest Litigation</p>	<p>AI-</p> <p>1. Bias and Fairness: Discuss the risks of AI bias in judicial decision-making and the need for fairness and transparency mechanisms.</p> <p>2. Transparency and Explainability: Examine the importance of transparency and explainability in AI-driven judicial decision-making.</p> <p>3. Cyber security Risks: Highlight the potential cyber security risks associated with AI adoption in the judiciary.</p> <p>MI-</p> <p>1. Interpersonal Intelligence: Analyze how judges apply interpersonal intelligence to build</p>	<p>EL-</p> <p>1. Reflective Journaling: Encourage students to reflect on their experiential learning experiences, analyzing what they learned and how they can apply it in future contexts.</p> <p>2. Presentations and Debates: Assess students' understanding through presentations, debates, or mock trials that demonstrate their knowledge of judicial functions.</p> <p>3. Case Study Analyses: Evaluate students' ability to analyze complex judicial challenges and develop effective solutions.</p> <p>BL-</p>

			<p>(PIL) or Social Action Litigation (SAL) 7- Judiciary and Rights & Judiciary and Parliament</p>	<p>coalitions, negotiate with parties, and manage conflict. 2. Intrapersonal Intelligence: Examine how judges use intrapersonal intelligence to reflect on their own biases, motivations, and emotions, and make informed decisions. 3. Naturalistic Intelligence: Discuss how judges apply naturalistic intelligence to understand complex systems, navigate uncertainty, and make strategic decisions.</p> <p>ID-</p> <p>1. Successful Judges: Analyze the multiple intelligences of successful judges, such as Ruth Bader Ginsburg or Thurgood Marshall, to understand how they applied different types of intelligence to achieve their goals. 2. Judicial Decision-Making: Examine specific judicial decisions, such as Brown v. Board of Education or Roe v. Wade, to understand how multiple intelligences influenced decision-making. 3. Court Administration: Investigate how multiple intelligences can inform court administration, including case management, scheduling, and resource allocation.</p>	<p>1. https://www.youtube.com/watch?v=-U5YtelPhDw</p> <p>2. https://www.youtube.com/watch?v=7YG0JQPdBN8</p>
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		<p>Ch.7- Federalism</p>	<p>1- What is Federalism? 2- Federalism in Indian Constitution 3-Federalism With Strong Centre 4- The important provisions that create a strong central government 5- Conflict in India's Federal System i- Centre State Relations ii- Demands for Autonomy iii- Role of Governors and President's Rul iv- Interstate Conflicts 6- Special Provision- Jammu & Kashmir & North East</p>	<p>AI- 1- Make a list of state having special provision, Demand for autonomy & interstate conflicts 2- Summarize the importance of federalism, highlighting how different types of intelligence can influence the structure, functions, and relationships within a federal system of government. Provide recommendations for how policymakers, public administrators, and scholars can apply multiple intelligence principles to improve governance, policy outcomes, and intergovernmental relations.</p> <p>MI- 1. Linguistic Intelligence: Analyze how linguistic intelligence facilitates communication and cooperation among different levels of government, such as between federal, state, and local authorities. 2. Logical-Mathematical Intelligence: Examine how logical-mathematical intelligence informs the design and implementation of federal policies, such as fiscal federalism and intergovernmental grants.</p> <p>ID-</p>	<p>EL- 1. Federal Policy Initiatives: Analyze successful federal policy initiatives, such as the Affordable Care Act or the Clean Air Act, to understand how multiple intelligences influenced their development and implementation. 2. Intergovernmental Relations: Examine the dynamics of intergovernmental relations, such as federal-state-local partnerships or international agreements, to illustrate the role of multiple intelligences in facilitating cooperation and collaboration. 3. Regional Development: Investigate regional development initiatives, such as the Appalachian Regional Commission or the Delta Regional Authority, to understand how multiple intelligences inform economic development strategies and policy decisions.</p> <p>BL- 1. https://www.youtube.com/watch?v=T5GT0IH2uJg</p>
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16 th -31 JULY	Ch.8- Local Government	<p>1- What is local Government?</p> <p>i- Features of Local Government</p> <p>ii- Pros & Cons of Local Government</p> <p>2- Growth of Local Government in India</p> <p>3- Local Governments in Independent India</p> <p>4- 73rd and 74th Amendments</p> <p>5- Three Tier Structure</p>	<p>AI-</p> <p>1. Local Governance and Democracy: Analyze the concepts of local governance, democracy, and participation.</p> <p>2. Intergovernmental Relations: Examine the relationships between local government and other levels of government.</p> <p>MI-</p> <p>1. Intrapersonal Intelligence: Examine how local government officials use intrapersonal intelligence to reflect on their own strengths, weaknesses, and motivations, and make informed decisions</p> <p>2. Linguistic Intelligence: Analyze how local government officials use linguistic intelligence</p>	<p>EL-</p> <p>1. Successful Local Government Initiatives: Analyze successful local government initiatives, such as innovative public-private partnerships or community-led development projects.</p> <p>2. Local Government Reform and Innovation: Examine local government reform and innovation efforts, such as municipal restructuring or digital governance initiatives.</p> <p>3. Community-Led Development Projects: Investigate community-led development projects, such as community land trusts or cooperative housing initiatives.</p>	

			<p>to communicate effectively with citizens, stakeholders, and other government agencies.</p> <p>ID-</p> <ol style="list-style-type: none"> 1. Sociology and Community Development: Discuss the social and cultural dynamics that influence local government, including community engagement, social justice, and human services. 2. Environmental Studies and Sustainability: Examine the environmental aspects of local government, including sustainability initiatives, environmental policy, and natural resource management. 	<p>BL-</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=UePd2yPulFM 2. https://www.youtube.com/watch?v=6gDfhh1qYX4
		<p>Ch.9- Constitution as a Living Document</p> <ol style="list-style-type: none"> 1- Are Constitutions Static? 2- How to Amend the Constitution? <ol style="list-style-type: none"> i- Simple Majority ii-Special Majority iii-Ratification by States 3- Contents of amendment made so far 4- Why have there been so many Amendments? 5- Controversial Amendments- 42nd 	<p>AI-</p> <p>Summarize the importance of understanding the Constitution as a living document, highlighting how different types of changes/amendment can inform our interpretation and analysis of constitutional provisions. Provide recommendations for how educators, policymakers, and citizens can apply multiple intelligence principles to deepen their understanding of the Constitution and its role in American society.</p> <p>MI-</p> <ol style="list-style-type: none"> 1. Spatial Intelligence: Discuss how spatial intelligence can help 	<p>EL-</p> <ol style="list-style-type: none"> 1. Constitutional Conventions and Amendments: Examine the role of interdisciplinary approaches in constitutional conventions and the development of constitutional amendments. 2. Contemporary Constitutional Debates: Investigate contemporary debates and controversies related to the Constitution, such as gun control, healthcare reform, or immigration policy. <p>BL-</p>

			<p>Amendment: An Overview</p> <p>6- Basic Structure and Evolution of the Constitution</p>	<p>visualize the relationships between different constitutional provisions, such as the separation of powers or the system of checks and balances.</p> <p>2. Linguistic Intelligence: Analyze how linguistic intelligence can facilitate a deeper understanding of the Constitution's language, structure, and historical context.</p> <p>ID-</p> <p>1. Originalism vs. Living Constitutionalism: Examine the debate between originalist and living constitutionalist approaches to constitutional interpretation.</p> <p>2. Federalism and Separation of Powers: Analyze the Constitution's federal structure and the system of separation of powers, considering their implications for governance and policy-making.</p> <p>3. Individual Rights and Social Justice: Investigate the Constitution's provisions related to individual rights and social justice, considering their evolution and impact over time.</p>	<p>1. https://www.youtube.com/watch?v=mftan7zZXbU</p> <p>2. https://www.youtube.com/watch?v=s8MNIjv1U0</p>
AUG (23 Days)	1st -15 AUG	Ch.10- The Philosophy of the Constitution		<p>AI-</p> <p>1. Federalism and Decentralization: Examine how the systems can facilitate or hinder federalism and decentralization, highlighting the</p>	<p>EL-:</p> <p>1. Provide an overview of the Indian Constitution, including its history, structure, and key provisions.</p>

				<p>need for constitutional safeguards against powered centralization and control.</p> <p>2. Constitutional Evolution and Adaptation: Investigate how the systems can inform and shape constitutional evolution and adaptation, enabling or constraining the development of new constitutional norms and principles.</p> <p>MI- Inter Personal (Brain Storming)/ Group Work)</p> <ol style="list-style-type: none"> 1. Constitutional literacy programs that use music, art, or drama to engage learners. 2. Role-plays or simulations that allow learners to engage with the Constitution in a practical way. 3. Debates or discussions that encourage learners to engage with different perspectives on the Constitution. 4. Reflective journaling or self-assessment activities that encourage learners to reflect on their own values and beliefs in relation to the Constitution. <p>ID-</p> <ol style="list-style-type: none"> 1. Discuss how different disciplines, such as law, politics, history, sociology, economics, and philosophy, can contribute to 	<ol style="list-style-type: none"> 2. Explain the significance of the Constitution in shaping Indian democracy and governance. 3. Mock Parliament or legislative assembly simulations, Constitutional literacy programs or workshops & Participation in constitutional debates or essay competitions. <p>BL-</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=WtzYS2L90sI 2. https://www.youtube.com/watch?v=fFBPFvX18sA
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				<p>a deeper understanding of the Indian Constitution.</p> <p>2. Provide examples of how an interdisciplinary approach can be applied to specific aspects of the Constitution, such as:</p> <ul style="list-style-type: none"> i. Law and Politics: Analyzing the constitutional provisions related to the separation of powers and the role of the judiciary. ii. History and Sociology: Examining the historical context of the Constitution's drafting and its impact on Indian society. 	
16 th -30 AUG	Ch.1- Political Theory: An Introduction	<p>1- An Introduction</p> <p>2- What is Politics?</p> <p>3- What do we study in Political Theory?</p> <p>4- Putting Political Theory to Practice</p> <p>5- Why should we study Political Theory?</p>	<p>AI-</p> <p>The intersection of Art Intelligence and political theory presents a complex and multifaceted landscape. As Art Intelligence continues to transform politics and governance, it is essential to engage with the theoretical implications of these developments. By exploring the intersections of Art Intelligence, politics, and society, we can better understand the challenges and opportunities presented by Art Intelligence and develop more informed and nuanced responses to its impact on democratic systems.</p> <p>MI-</p> <p>1. Intrapersonal Intelligence and Leadership: Examine how</p>	<p>EL-</p> <p>1. Constructivist Learning Theory: Discuss how constructivist learning theory, which emphasizes the role of experience in shaping knowledge, can inform experiential learning approaches in political theory.</p> <p>2. Investigate how service-learning projects, such as volunteering for a political campaign or participating in a community organization, can facilitate experiential learning in political theory.</p> <p>BL-</p>	

				<p>intrapersonal intelligence informs leadership styles, decision-making processes, and personal growth.</p> <p>2. Naturalistic Intelligence and Environmental Policy: Investigate how naturalistic intelligence shapes environmental policy, sustainability initiatives, and ecological consciousness.</p> <p>ID-</p> <p>1. Philosophy and Ethics: Examine the foundational philosophical and ethical principles that underpin political theory, including justice, equality, and liberty.</p> <p>2. History and Context: Investigate the historical context of political theories and institutions, considering the impact of colonialism, imperialism, and other forms of power.</p> <p>3. Sociology and Anthropology: Analyze the social and cultural dynamics that shape political behavior, including identity, culture, and power relationships.</p>	<p>1. https://www.youtube.com/watch?v=Vh_ROkLfj0</p> <p>2. https://www.youtube.com/watch?v=4aSWKuX1M_I</p>
SEPT (23)	1st	MID- TERM EXAMINATION			
	2nd				
OCT (20 Days)	1st -15th OCT	Ch.2- Freedom	<p>1- The ideals of Freedom</p> <p>2- What is Freedom?</p>	AI-	EL-
				<p>1. Liberalism and Autonomy: Examine how liberal theories of autonomy and freedom can inform our understanding of the relationships between AI, autonomy, and freedom.</p>	<p>1. Investigate how cultural immersion and exchange programs can facilitate experiential learning about freedom in different cultural</p>

		<p>3- The Sources of Constraints 4- Why do we need Constraints 5- JS Mill-Harm Princilpe 6- Negative and Positive Liberty 7- Freedom of Expression</p>	<p>2. Critical Theory and Power Dynamics: Investigate how critical theories of power and oppression can help us understand the impact of AI on individual freedoms and social justice.</p> <p>MI-</p> <p>1. Logical-Mathematical Intelligence and Critical Thinking: Investigate how logical-mathematical intelligence facilitates critical thinking, problem-solving, and decision-making, ultimately enhancing individual autonomy and agency.</p> <p>2. Spatial Intelligence and Environmental Freedom: Discuss how spatial intelligence enables individuals to navigate and interact with their physical environment, influencing their sense of freedom & autonomy.</p> <p>ID-</p> <p>1. History and Context: Investigate the historical context of freedom, considering the impact of colonialism, imperialism, and other forms of power on individual and collective freedom.</p> <p>2. Sociology and Anthropology: Analyze the social and cultural dynamics that shape freedom, including the role of identity, culture, and power relationships.</p>	<p>contexts, highlighting the complexities of freedom and its relationship to cultural identity.</p> <p>2. Examine how reflective practice and journaling can facilitate experiential learning about freedom, enabling individuals to process their experiences, identify patterns, and develop a deeper understanding of the complexities of freedom.</p> <p>BL-</p> <p>1. https://www.youtube.com/watch?v=X4tsCc3kGa4</p> <p>2. https://www.youtube.com/watch?v=7sYH7nxF1J8</p>	
		<p>Ch.3- Equality</p> <p>1- Why does Equality Matter? 2- What is Equality?</p>	<p>AI-</p> <p>1. Examine how liberal theories of distributive justice can inform our understanding of equality and its relationship to economic systems and policies.</p>		<p>EL-</p> <p>1. Examine how social movements, such as the Civil Rights Movement or the Women's Suffrage Movement, have used interdisciplinary</p>

			<p>3- Equality of Opportunities</p> <p>4- Natural and Social Inequalities</p> <p>5- Three Dimensions of Equality-</p> <p>i- Political Equality</p> <p>ii- Economic Equality</p> <p>iii- Social Equality</p> <p>6- How can we promote Equality?</p> <p>i- Establishing Formal Equality</p> <p>ii- Equality Through Differential Treatment</p> <p>iii- Affirmative Action</p>	<p>2. Investigate how critical theories of power and oppression can help us understand the impact of social structures and institutions on equality and social justice.</p> <p>3. Discuss how intersectionality theory can inform our understanding of the complex relationships between identity, power, and equality</p> <p>MI-</p> <p>1. Spatial Intelligence and Environmental Design: Discuss how spatial intelligence can inform the design of inclusive and accessible environments, challenging existing power dynamics and promoting social justice.</p> <p>2. Naturalistic Intelligence and Environmental Sustainability: Investigate how naturalistic intelligence can inform environmental sustainability, challenge existing power dynamics, and promote social justice.</p> <p>ID-</p> <p>1. Philosophy and Ethics: Examine the foundational philosophical and ethical principles that underpin the concept of equality, including justice, fairness, and human rights.</p> <p>2. Economics and Public Policy: Examine the economic dimensions of equality, including the impact of economic systems, policies, and practices on income inequality, access to resources, and social mobility.</p> <p>3. Law and Human Rights: Discuss the legal frameworks and human rights</p>	<p>approaches to promote equality and challenge oppression.</p> <p>2. Investigate how policy initiatives and interventions, such as affirmative action or equal pay legislation, have been used to promote equality and address discrimination.</p> <p>3. Discuss how educational programs and initiatives have used interdisciplinary approaches to promote equality, empowerment, and social justice.</p> <p>BL-</p> <p>1. https://www.youtube.com/watch?v=IVG_JujepwQ</p> <p>2. https://www.youtube.com/watch?v=6OclV91kCQw</p>
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				instruments that promote and protect equality, including the role of international law, constitutional law, and anti-discrimination legislation.	
16 th -30 th OCT	Ch.4- Social Justice	<p>1- What is Justice?</p> <p>2- Principle of Social Justice</p> <p>i- Equal Treatment for Equals</p> <p>ii- Proportionate Justice</p> <p>iii- Recognition of Special Needs</p> <p>3- Just Distribution</p> <p>4- John Rawls: theory of Justice</p> <p>5- Pursuing Social Justice</p> <p>6- Free Markets versus State</p>	<p>AI-</p> <p>1. Economic Justice: Investigate how AI can be used to promote economic justice, including initiatives to address income inequality, worker rights, and access to education and job training.</p> <p>2. Environmental Justice: Examine how AI can be used to promote environmental justice, including initiatives to address climate change, pollution, and access to clean air and water.</p> <p>MI-</p> <p>Naturalistic Intelligence and Environmental Sustainability:</p> <p>Investigate how naturalistic intelligence can inform environmental sustainability initiatives, challenge existing power dynamics, and promote social justice.</p> <p>ID-</p> <p>Social Justice approaching complex social issues by drawing on knowledge and perspectives from multiple academic disciplines, like sociology, psychology, law, economics, history, and political science, to gain a holistic understanding and develop more effective solutions for systemic inequalities and injustices; essentially, collaborating across different fields to tackle social problems from various angles.</p>	<p>EL-</p> <p>1. Social Justice Education Programs: Examine social justice education programs that incorporate experiential learning, such as the Civil Rights Movement, the Women's Suffrage Movement, or contemporary social justice initiatives.</p> <p>2. Community-Based Initiatives: Investigate community-based initiatives that use experiential learning to promote social justice, such as community organizing, advocacy, or activism.</p> <p>3. Global Service Learning Programs: Discuss global service learning programs that incorporate experiential learning about social justice, such as international volunteer programs, study abroad initiatives, or global citizenship programs.</p> <p>BL-</p> <p>1. https://www.youtube.com/watch?v=DrSUVz4Gc8o</p>	

			Intervention		2. https://www.youtube.com/watch?v=M1fabvIY4vw
NOV (22 Days)	1st -15th NOV	Ch.5- Rights	<p>1- What are Rights? 2- Where do Rights come from? 3- Legal Rights and the State 4- Kinds of Rights i- Political Rights ii- Economic Rights iii- Cultural Rights 5- Rights and Responsibilities</p>	<p>AI- Prepare the list of Fundamental Rights and provide a comprehensive understanding of Rights in the Indian Constitution by highlighting the diverse ways in which individuals can engage with and understand these rights.</p> <p>MI- 1. Linguistic Intelligence: Analyzing the language and terminology used in the Constitution to understand the Right to Freedom of Speech and Expression. 2. Logical-Mathematical Intelligence: Understanding the logical structure and mathematical concepts underlying the Right to Equality and the Right to Life.</p> <p>ID- 1. Discuss how different disciplines, such as law, sociology, philosophy, economics, and psychology, can contribute to a deeper understanding of Rights in the Indian Constitution. 2. Provide examples of how an interdisciplinary approach can be applied to specific rights, such as: i. Law and Sociology: Analyzing the impact of the Right to Equality on social justice and equality. ii. Philosophy and Ethics: Examining the moral and philosophical foundations of the Right to Life and Personal Liberty.</p>	<p>EL: 1. Mock trials: Conducting mock trials to understand the Right to a Fair Trial and the Right to Constitutional Remedies. 2. Role-plays: Engaging in role-plays to understand the Right to Equality and the Right to Freedom from Discrimination. 3. Community-based projects: Participating in community-based projects to understand the Right to Life and the Right to Livelihood. 4. Debates and discussions: Engaging in debates and discussions to understand the Right to Freedom of Speech and Expression. 5. Service-learning programs: Participating in service-learning programs that focus on promoting and protecting Rights in the Indian Constitution.</p> <p>BL-</p>

			iii. Economics and Public Policy: Evaluating the economic implications of the Right to Work and the Right to Education.	<p>1. https://www.youtube.com/watch?v=_gvT1fCyLRo</p> <p>2. https://www.youtube.com/watch?v=l2fN9pbpa_s</p>
16 th -30 NOV	Ch.6- Citizenship	<p>1- Introduction</p> <p>2- Full and Equal Membership</p> <p>3- Equal Rights</p> <p>i- Slum Dwellers</p> <p>ii- Tribal People</p> <p>iii- Complex Equal Rights</p> <p>4- Citizen and Nation</p> <p>5- Universal Citizenship</p> <p>6- Global Citizenship</p>	<p>AI-</p> <p>1. Examine public art projects that promote civic engagement, such as murals, sculptures, or installations that address social issues or celebrate community heritage.</p> <p>2. Investigate art-based activism initiatives that promote social change, such as art protests, performances, or exhibitions that challenge social norms or promote human rights.</p> <p>3. Discuss community arts programs that promote civic engagement, such as art workshops, classes, or festivals that celebrate community diversity and promote social cohesion.</p> <p>MI-</p> <p>1. Intrapersonal Intelligence and Civic Reflection: Investigate how intrapersonal intelligence can facilitate civic reflection, enabling citizens to develop a deeper understanding of their values, beliefs, and civic identities.</p> <p>2. Naturalistic Intelligence and Environmental Citizenship: Examine how naturalistic intelligence can inform environmental citizenship, enabling citizens to develop a deeper</p>	<p>EL-</p> <p>1- Discuss how experiential learning initiatives can promote global citizenship and cultural competence, enabling learners to develop a deeper understanding of diverse cultures, histories, and perspectives.</p> <p>2- Examine how experiential learning initiatives can foster civic participation and activism, enabling learners to develop skills in advocacy, organizing, and leadership.</p> <p>3- Examine how reflective practice and civic identity can be developed through experiential learning initiatives, enabling learners to reflect on their values, beliefs, and actions as citizens.</p> <p>BL-</p> <p>1. https://www.youtube.com/watch?v=KK_MfN2k0qE</p>

				<p>understanding of environmental issues, promote sustainability, and advocate for environmental justice.</p> <p>ID- Integration of Social Sciences and Humanities: Examine how the social sciences (e.g., sociology, psychology, economics) and humanities (e.g., history, philosophy, literature) can be integrated to understand the complexities of citizenship.</p>	<p>2. https://www.youtube.com/watch?v=KxYNboWSCm8</p>
DEC (25 Days)	1 st -15 DEC	Ch.7- Nationalism	<p>1- Introducing Nationalism</p> <p>2- Nations and Nationalism</p> <p>i- Shared Beliefs</p> <p>ii- History</p> <p>iii- Territory</p> <p>iv- Shared Political Ideals</p>	<p>AI- 1. Examine how art can be used to promote national identity, cultural heritage, and patriotic sentiment. 2. Art as a Form of Resistance: Investigate how art can be used as a form of resistance to challenge nationalist ideologies, promote critical thinking, and foster reflection on the complexities of national identity. 3. Art and Cultural Heritage: Discuss how art can be used to promote cultural heritage, preserve national traditions, and celebrate diversity.</p> <p>MI- 1. Linguistic Intelligence and National Identity: Examine how linguistic intelligence can be used to promote national identity, cultural heritage, and patriotic sentiment through language, literature, and rhetoric. 2. Logical-Mathematical Intelligence and Nationalist Ideologies: Investigate how logical-mathematical intelligence can be used to challenge nationalist ideologies,</p>	<p>EL- 1. Investigate how social identity theory can inform our understanding of nationalism, emphasizing the importance of group identity, social norms, and intergroup relations. 2. Discuss how critical pedagogy can inform the use of multiple intelligence in promoting national identity and challenging nationalist ideologies, emphasizing the importance of critical thinking, reflection, and social justice.</p> <p>BL- 1. https://www.youtube.com/watch?v=fTnidV_mkWo</p> <p>2. https://www.youtube.com/watch?v=JVweyYde38I</p>

		<p>v- Common Political Identity</p> <p>3- National Self-Determination</p> <p>4- Nationalism and Pluralism</p> <p>5- Tagore's View on Nationalism</p>	<p>promote critical thinking, and foster reflection on the complexities of national identity.</p> <p>ID-</p> <p>1. Critical Theory and Nationalism: Investigate how critical theory can inform the study of nationalism, emphasizing the importance of critiquing power dynamics, inequality, and social justice.</p> <p>2. Postcolonial Theory and Nationalism: Discuss how postcolonial theory can inform the study of nationalism, emphasizing the importance of considering the legacy of colonialism and imperialism in shaping nationalist ideologies and movements.</p>	
16 th -31 st DEC	Ch.8- Secularism	<p>1- What is Secularism ?</p> <p>i- Inter-Religious Domination</p> <p>ii- Intra-Religious Domination</p>	<p>AI-</p> <p>1. Discuss & Investigate how secularism theory and critical pedagogy can inform our understanding of secular contexts, emphasizing the importance of critical thinking, reflection, and social justice.</p> <p>2. Discuss how to promote community engagement and social responsibility in secular contexts</p> <p>3. Examine how the initiatives can foster empathy, compassion, and civic engagement</p>	<p>EL-</p> <p>1. Examine how secular education systems use experiential learning to promote secular values, critical thinking, and community engagement.</p> <p>2. Investigate how secular community organizations use experiential learning to promote secular values, critical thinking, and community engagement.</p>

			<p>2- Secular State</p> <p>3- The Western Model of Secularism</p> <p>4- The Indian Model of Secularism</p> <p>5- Criticisms of Indian Secularism</p> <p>i- Anti-Religious</p> <p>ii- Western Import</p> <p>iii- Minoritism</p> <p>iv- Interventionist</p> <p>v- Vote Bank Politics</p> <p>vi- Impossible Project</p>	<p>MI- Spatial Intelligence and Secular Symbolism</p> <p>i-Discuss how spatial intelligence can be used to promote secular symbolism, challenge religious iconography, and foster critical thinking</p> <p>ii-Examine how secular movements use spatial intelligence to create a sense of shared values and community</p> <p>iii-Provide examples of how spatial intelligence has been used in secular contexts, such as the design of secular monuments or the creation of secular art</p> <p>ID-</p>	<p>3. Discuss how secular activism and advocacy initiatives use experiential learning to promote secular values, critical thinking, and community engagement.</p> <p>BL-</p> <p>1. https://www.youtube.com/watch?v=wRKKvs3naXY</p> <p>2. https://www.youtube.com/watch?app=desktop&v=t5ksBljK4cM&t=0s</p>
JAN (17 Days)	1 st -15 th JAN			<p>AI-</p> <p>MI-</p> <p>ID-</p> <p>AI-</p>	<p>EL-</p> <p>BL-</p>
	16 th -31 st JAN			<p>AI-</p>	<p>EL-</p>

				MI-	BL-
				ID-	
FEB (23 Days)	1st	REVISION, Final Practical Exam & PROJECT WORK			
	2nd				
MAR (17)	1st	TERM EXAMINATION			
	2nd				

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Ch.1-Constitution: Why and How Ch.2- Rights in the Indian Constitution	DD.MM.YY
CT2	Ch.3- Election and Representation Ch.4- Executive	DD.MM.YY
Mid Term	Ch.1-Constitution: Why and How Ch.2- Rights in the Indian Constitution Ch.3- Election and Representation Ch.4- Executive Ch.5- Legislature Ch.6- Judiciary Ch.7- Federalism Ch.8- Local Governments Ch.10- The Philosophy Of The Constitution	DD.MM.YY
CT3	Ch.9- Constitution As A Living Document Ch.1- Political Theory: An Introduction Ch. 2- Freedom	DD.MM.YY
CT4	Ch.3- Equality Ch.4- Social Justice Ch.5- Rights	DD.MM.YY

Final Term	<p style="text-align: center;">BOOK I</p> <p>Ch.1-Constitution: Why and How Ch.2- Rights in the Indian Constitution Ch.3- Election and Representation Ch.4- Executive Ch.5- Legislature Ch.6- Judiciary Ch.7- Federalism Ch.8- Local Governments Ch.9- Constitution As A Living Document Ch.10- The Philosophy Of The Constitution</p> <p style="text-align: center;">BOOK II</p> <p>Ch.1- Political Theory: An Introduction Ch. 2- Freedom Ch.3- Equality Ch.4- Social Justice Ch.5- Rights Ch.6- Citizenship Ch.7- Nationalism Ch.8- Secularism</p>	DD.MM.YY

SUBJECT-LEGAL STUDIES

MON TH	FORTNIG HT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (22)	1 st -15 th APRIL	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION Ch.1- Concept of State	1- What is a State? 2- The concept of State and Article 12 of the Indian Constitution 3- What is Government? 4- Emergence of the State from Society 5- Definition of State 6- Theories on the Origin of State 7- Elements of a State 8- Role of a State	AI- 1- Create a poster or collage representing different forms of states (Democracy, Monarchy, etc.). 2- Role-play: Students enact leaders of different political systems. MI- 1- Linguistic: Debate on "Is democracy the best form of government?" 2- Logical-Mathematical: Compare governance models using a Venn Diagram. ID- 1- Step-wise breakdown of concepts (Definition → Elements → Types of States). 2- Use real-world examples of states.	EL- Conduct a classroom vote to understand democracy in action. BL- 1- Online videos on the evolution of states + class discussion. https://study.com/academy/lesson/video/state-as-a-concept-definition-development-size.html

		<p>Ch.2- Forms and Organs of Government</p>	<p>1- Introduction to the Organs of Government 2- Forms of Government i- Monarchy ii- Aristocracy iii- Dictatorship iv- Democracy 3- Main organs of Government and its functions i- General Functions of Legislature as Organ of Government ii- General Functions of Executive as Organ of Government iii- General Functions of Judiciary as an Organ of the Government</p>	<p>AI- Sketch or chart of the three organs of government.</p> <p>MI- 1- Bodily-Kinesthetic: Enact a parliamentary session in class. 2- Musical: Create a short rap/song about the Legislature, Executive, and Judiciary.</p> <p>ID- Use mind maps and case studies to explain concepts.</p>	<p>EL- Mock Government: Assign students roles (President, MP & Minister) and conduct a decision-making session.</p> <p>BL- 1- Watch recorded parliamentary debates online + analyze them in class https://www.youtube.com/watch?v=X1fvHjSRc58</p>
<p>16th-30 APRIL</p>	<p>Ch.3- Separation of Powers</p>	<p>1- Concept of Separation of Powers 2- Historical Background and Evolution of Montesquieu's Doctrine of Separation of Powers i- Montesquieu's Doctrine of Separation of Powers ii- Basic Features of the Doctrine Separation of Powers</p>	<p>AI- Storyboard showing separation of powers in real-life scenarios.</p> <p>MI- Interpersonal: Panel discussion on the effectiveness of checks and balances.</p> <p>ID- Use real constitutional case studies to explain how separation of powers works.</p>	<p>EL- Judicial Review Activity: Assign a case and let students decide if laws violate the Constitution.</p> <p>BL- Online documentary on Montesquieu's theory + classroom discussion. https://www.youtube.com/watch?v=TL8HyxIL_8c</p>	

			<p>as Enunciated by Montesquieu</p> <p>iii- Checks and Balances of Power</p> <p>iv- Impact of the Doctrine</p> <p>3- Evaluation of The Doctrine of Separation of Powers</p> <p>Key Benefits and Advantages of The i- Doctrine of Separation of Powers</p> <p>ii- Defects of the Doctrine</p> <p>4- Separation of Powers In Practice</p> <p>i- Separation of Powers in Britain</p> <p>ii- Separation of Powers in the United States of America</p> <p>iii- Separation of Powers in India</p>		<p>https://www.youtube.com/watch?v=G5dQ63IZMBo</p>
<p>MAY (25Days)</p>	<p>1st-15 MAY</p>	<p>UNIT 11- BASIC FEATURES OF INDIAN CONSTITUTION</p> <p>Ch.1- Salient Features of The Constitution of India</p>	<p>1- Definition of the term Constitution</p> <p>2- Historical Perspective of Indian Constitution</p> <p>3- Salient Features of The Constitution of India</p> <p>i- A Modern Constitution</p>	<p>AI- Collage making of key features (e.g., Fundamental Rights, Federalism).</p> <p>MI- Linguistic: Write an essay on how Indian Constitution balances power.</p> <p>ID-</p>	<p>EL- Constitution Drafting: Students create a mini-constitution for a mock country.</p> <p>BL- Interactive Constitution of India website + classroom quiz.</p>

		ii- Longhiest written Constitution iii- Preamble to the Constitution iv- Fundamental Rights; Directive Principles of State Policy; Fundamental Duties v- Constitutional Provision for Amendment of the Indian Constitution vi- Adult Suffrage vii- Single Citizenship viii- Independent Judiciary ix- Emergency Provisions x- Federal in form Unitary in character xi- Division of Power- Centre- State Relations xii- Schedules to the Constitution	Compare Indian Constitution with others using tables.	https://www.youtube.com/watch?v=2K9GsKHczZs
	Ch.2- Administrative law	1- Background 2- Administrative Law and Constitutional Law: Key Differences 3- Reasons for Growth, Development and Study of Administrative law	AI- Design flowcharts of administrative processes. MI- Logical-Mathematical: Case analysis of RTI Act, PILs.	EL- Filing RTI Simulation: Students draft an RTI application. BL- Online resources on landmark administrative law cases.

			4- Types of Administrative Actions 5- Fundamental Principle of Administrative Law: Rule of Law 6- Droit System	ID- Step-wise approach: Evolution → Key Features → Case Studies.	https://study.com/academy/lesson/video/administrative-law-objectives-functions-roles.html
JUNE	REVISION and Activities (if any class)				
JULY (26 Days)	1st -15 JULY	UNIT III- JURISPRUDENCE- NATURE AND SOURCES OF LAW Ch.1- Jurisprudence, Nature and Meaning of Law	1- Introduction 2- Historical Perspective 3- Schools of Law 4- Function and Purpose of Law	AI- Create a timeline of the evolution of legal systems. MI- Intrapersonal: Reflective journal on "Why do we need laws?" ID- Connect legal principles with daily life scenarios.	EL- Visit a Court: Observe legal proceedings. BL- Virtual court tour videos + analysis. https://www.youtube.com/watch?v=KdSe0s385aI
		Ch.2- Classification of Laws	1- Classification of Law based on Subject matter 2- Classification of Law based on Scope of Law 3- Classification of Law based on Jurisdiction	AI- Infographic on different types of laws (Civil, Criminal, etc.). MI- Logical-Mathematical: Compare real legal cases in different categories. ID- Categorize laws through flowcharts.	EL- Case Study Method: Students research real-life legal cases. BL- Online interactive modules on legal classifications. https://www.youtube.com/watch?v=am-brmj8TqQ

	<p>16th-31 JULY</p>	<p>Ch.3- Sources of Law</p>	<p>1- Where does law come from? 2- Custom as a source of Law 3- Importance of Custom as a source of Law in India 4- Judicial Precedent as a Source of Law 5- Legislation as a Source of Law</p>	<p>AI- Provide examples of experiential learning initiatives that focus on case law, such as moot court competitions or case analysis workshops.</p> <p>MI- Spatial intelligence- It can be used to facilitate learning and understanding of Sources of Law, such as through visualizing and mapping legal concepts, principles, and relationships.</p> <p>ID- Discuss how historical analysis can inform our understanding of Sources of Law, such as through examining the historical development of statutes, cases, and treaties.</p>	<p>EL- Investigate how mock trials and moot courts use experiential learning to teach Sources of Law, such as through appellate advocacy or trial advocacy exercises.</p> <p>BL- https://study.com/academy/lesson/video/primary-secondary-sources-of-law.html</p>
<p>AUG (23 Days)</p>	<p>1st -15 AUG</p>	<p>Ch.4- Law Reform</p>	<p>1- Need for Law Reform 2- Law Reforms in India 3- Recent Law Reforms in Independent India</p>	<p>AI- Provide an overview of the importance of law reforms in promoting deep understanding and practical application of legal concepts</p> <p>MI- Logical-mathematical intelligence- It can be used to</p>	<p>EL- Discuss how law reform projects use experiential learning to teach Sources of Law, such as through statutory interpretation or regulatory drafting exercises.</p> <p>BL-</p>

			<p>facilitate learning and understanding of Sources of Law, such as through analyzing and applying legal principles, rules, and concepts.</p> <p>ID- Provide examples of how historical analysis can be integrated into teaching and learning Sources of Law, such as through historical case studies or legislative history research.</p>	<p>https://www.youtube.com/watch?v=8AlpZXa7fvg</p>
16 th -30 AUG	Ch.5- Cyber Laws, Safety and Security in India	<p>1- Introduction 2- Why do we need Cyber Laws 3- What is Cyber Law? 4- What is Cyber safety and Security? 5- What is cyber Crime? 6- Categories of Cyber Crime 7- Cyber law in India 8- Scope and Extent of The Information and Technology Act, 2000(IT Act) 9- What was Section 66A of IT Act, 2000?</p>	<p>AI- 1. Poster Making: Create infographics on "Internet Safety Tips" or "Cybercrime Awareness." 2. Role-Playing: Enact a cybercrime courtroom scenario (e.g., a hacker on trial). 3. Cartoon Strips: Design a comic illustrating phishing scams or social media fraud.</p> <p>MI- 1. Linguistic (Verbal)- Write an essay on "The Role of IT Act in Preventing Cyber Crimes."</p>	<p>EL- 1. Simulated Cyber Investigation: Students take on roles (Cyber Law Expert, Hacker, Investigator) and solve a mock cybercrime case. 2. Cybersecurity Awareness Campaigns: Conduct workshops on online fraud and digital privacy. 3. Practical Cyber Safety Measures: Teach students how to use two-factor authentication, VPNs, and anti-malware tools.</p> <p>BL-</p>

				<p>2. Logical-Mathematical- Analyze cybercrime statistics and trends in India.</p> <p>ID- 1. Law + Technology: Study how AI is used in cyber law enforcement. 2. Law + Ethics: Debate on "Right to Privacy vs. National Security." 3. Law + Business: Understand cyber laws related to e-commerce and digital fraud.</p>	<p>1. Use platforms like Coursera or YouTube for learning about cyber ethics and IT laws. 2. Virtual Reality (VR) Courtrooms: Experience a virtual cybercrime trial. 3. Cybersecurity Simulations: Interactive hacking prevention games.</p> <p>https://www.youtube.com/watch?v=KZw2jzfaHIs</p>
SEPT (23)	1 st	MID- TERM EXAMINATION			
	2 nd				
OCT (20 Days)	1 st -15th OCT	<p>UNIT IV- INDIAN JUDICIARY</p> <p>Ch.1- Judiciary: Constitutional, Civil and Criminal Courts and Processes</p>	<p>1- Introduction: Establishment of the Supreme Court and High Courts 2- Constitution, Roles and Impartiality i- Independence and Impartiality of the Supreme Court ii- Structure and Hierarchy of the Courts in India iii- The civil process and functioning of Civil courts 3- The Civil Court Structure i- Common legal terminology</p>	<p>AI- Sketch courtroom layouts.</p> <p>MI- Bodily-Kinesthetic: Mock trial for a civil/criminal case.</p> <p>ID- Explain court structures step-by-step.</p>	<p>EL- Court Visit: Observe proceedings and interact with legal professionals.</p> <p>BL- Virtual case simulations + class debates</p> <p>https://www.youtube.com/watch?v=ISO62iIofL4</p>

			ii- Types of jurisdiction iii- Res subjudice and Res judicata in code of civil procedure 1908 4- Structure and Functioning of Criminal Courts in India i- Types of Offences ii- Criminal Investigations and First Information Report (FIR) iii- Criminal Process- Investigation and Prosecution iv- Doctrine of autrefois acquit and autrefois convict (i.e. previously acquitted and previously convicted) v- Function and Role of Police 5- Other courts in India i- Family Courts ii- Administrative Tribunals		
	16 th -30 th OCT	Ch.1- Judiciary: Constitutional, Civil and	Continue...	Continue...	Continue...

		Criminal Courts and Processes			
NOV (22 Days)	1st -15th NOV	UNIT V- FAMILY JUSTICE SYSTEM Ch.1- Institutional Framework; Marriage and Divorce	1- Nature of Family law in India 2- Human rights and gender perspective 3- Institutional framework- family Courts 4- Role of women in the creation of family courts 5- Role of lawyers and Counselors in Family courts 6- Role of Counselors and gender issues 7- Marriage and Divorce	AI- Poster on marriage laws in different religions. MI- Interpersonal: Group discussion on gender equality in marriage laws. ID- Timeline of legal reforms in marriage laws.	EL: Mock Mediation: Students resolve a family dispute legally. BL- Online lectures on family law + interactive Q&A. https://www.youtube.com/watch?v=InfThmDkHgY
	16th -30 NOV	Ch.2- Child Rights	1- Child Rights 2- Right to Education 3- Right to Health 4- Right to Shelter 5- Child Labour 6- Sexual Abuse 7- Juvenile Justice	AI- Create awareness campaign posters on child rights. MI- Intrapersonal: Reflective essay on child protection laws. ID- Real case studies of child rights violations.	EL- Role-Play: Legal arguments for child adoption cases. BL- Online UNICEF reports on child rights. https://www.youtube.com/watch?v=TafvHxXFzUM
		Ch.3- Adoption	1- Adoption 2- Minor custody and Guardianship	AI- Create awareness campaign posters on child rights. MI-	EL- Role-Play: Legal arguments for child adoption cases. BL-

				<p>Intrapersonal: Reflective essay on child protection laws.</p> <p>ID- Real case studies of child rights violations.</p>	<p>Online UNICEF reports on child rights.</p> <p>https://www.youtube.com/watch?v=B0bND5BES0w</p>
DEC (25 Days)	1 st -15 DEC	Ch.4- Property, Succession and Inheritance	<p>1- Concept of Property: Joint Family Property and Separate Property</p> <p>2- Inheritance and Succession</p> <p>3- Intestate Succession</p> <p>4- Rules relating to Intestate Succession</p> <p>5- Testamentary Succession</p>	<p>AI- Family tree project on inheritance laws.</p> <p>MI- Logical-Mathematical: Compare property division in Hindu and Muslim laws.</p> <p>ID- Stepwise approach: Legal definitions → Rights → Case Studies.</p>	<p>EL- Legal Will Drafting: Students draft a basic will.</p> <p>BL- Virtual law firm workshops on property laws.</p> <p>https://www.youtube.com/watch?v=UcUhmF3XvHU</p>
	16 th -31 st DEC	Ch.5- Prevention of Violence against Women	<p>1- What is Domestic abuse/violence?</p> <p>2- International legal framework</p> <p>3- Laws in India on prevention of violence against women</p>	<p>AI- Create campaign posters on legal protections for women.</p> <p>MI- Interpersonal: Group discussion on legal reforms needed for women's safety.</p> <p>ID- Use Nirbhaya & others case to explain legal precedents.</p>	<p>EL- Legal Aid Awareness: Create legal help guides for victims.</p> <p>BL- Government websites + class analysis of legal acts.</p> <p>https://www.unwomen.org/en/digital-library/videos/2013/07/csw-57-elimination-and-prevention-of-all-forms-of-violence-against-women-and-girls</p>
JAN	1 st -15 th	REVISION WITH SAMPLE PAPERS			

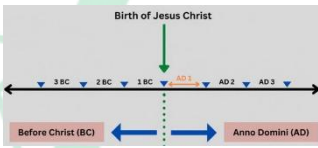
(17 Days)	JAN	REVISION, FINAL PRACTICAL EXAM & PROJECT WORK
	16 th -31 st JAN	
FEB (23 Days)	1 st	REVISION WITH SAMPLE PAPERS & FINAL TERM EXAMINATION
	2 nd	
MAR (17)	1 st	FINAL TERM EXAMINATION
	2 nd	




Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION	DD.MM.YY
CT2	UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION	DD.MM.YY
Mid Term	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION UNIT 1II- JURISPRUDENCE- NATURE AND SOURCES OF LAW	DD.MM.YY
CT3	UNIT 1V- INDIAN JUDICIARY	DD.MM.YY
CT4	UNIT V- FAMILY JUSTICE SYSTEM	DD.MM.YY
Final Term	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION UNIT 1II- JURISPRUDENCE- NATURE AND SOURCES OF LAW	DD.MM.YY



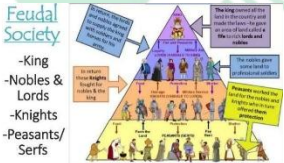
UNIT IV- INDIAN JUDICIARY
UNIT V- FAMILY JUSTICE SYSTEM




SUBJECT-HISTORY

MONTH	FOR TNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (23)	1 st - 15 th APRIL	INTRODUCTION: MYA BCE, BC, Circa	<p>CE is an abbreviation for Common Era. It means the same as AD (Anno Domini) and represents the time from year 1 and onward.</p> <p>BCE is short for Before Common Era. It can be used instead of BC (Before Christ) and stands for the time before year 1.</p> <p>Prehistoric & Proto-historic Period</p>	<p>AI-</p> <ul style="list-style-type: none"> Use AI-driven tools to explore early societies' art and artifacts (e.g., cave paintings, pottery). Activity: Students can visualize and discuss the evolution of artistic forms in ancient civilizations. <p>MI-</p> <p>Create a role-play to simulate how early human societies functioned.</p> <p>Have students research and present findings on early written records (e.g., Sumerian cuneiform, Egyptian hieroglyphs).</p> <p>ID- Understand the emergence of early human societies, from hunter-gatherers to settled communities.</p>	<p>EL-:</p>  <p>BL-</p> <p>https://www.bing.com/videos/riverview/relatedvideo?q=DIFFERENCE+BETWEEN+MYA,+CE,BCE&mid=FFC16F249BCC3B7EDAB9FFC16F249BC3B7EDAB9&FORM=VIRE</p> <p>https://www.timeanddate.com/calendar/ce-bce-what-do-they-mean.html</p> <p>https://www.historicalindex.org/what-is-the-difference-between-ad-bc-bce-and-ce-in-identifying-historical-dates.htm</p>
	16 th - 30 APRIL	CHAPTER:1 Unit 1: Early	<p>Topics: Geography of Mesopotamia and Trade</p> <p>What are the Major Geographical Features of Mesopotamia and Egypt?</p>	<p>AI-</p> <ul style="list-style-type: none"> Activity: Students create models of early tools and artifacts. Visual Representation: Art-based projects 	<p>EL</p> <ul style="list-style-type: none"> Field Trip: Visit museums or archaeological sites related to ancient India. Hands-on Activities: Students simulate early society life, such as

		<p>Societies: WRITING AND CITY LIFE</p>   <p>Prosperity in Mesopotamian Civilization: Interdependence, Metal Tool Production, and Organized Economies Commerce and Constraints: Understanding Resource Challenges in Mesopotamian Civilization Spread of Knowledge: Tracing the Evolution of Writing in Mesopotamian Civilization Scripted Ambitions: The Role of Writing in Mesopotamian Civilization's Trade, Challenges, and Cultural Prestige.</p>	<p>illustrating the architecture and pottery of the Indus Valley Civilization.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Historical Artwork: Introduce students to ancient murals and sculptures. MI- <input type="checkbox"/> Linguistic Intelligence: Reading and discussing the Vedas and early historical texts. <input type="checkbox"/> Logical-Mathematical Intelligence: Mapping and analysing the structure of early societies. <input type="checkbox"/> Spatial Intelligence: Use maps and visual aids to trace the spread of early civilizations. ID- <input type="checkbox"/> Pre-assessment: Quick quiz on prior knowledge of early societies. <p>Active Learning: Group discussions on the significance of Vedic texts and artifacts. Differentiated Instruction: Provide material suited to different learning styles (visual aids, videos, interactive maps).</p>	<p>constructing models or drawing ancient maps.</p> <p>BL- <input type="checkbox"/> Online Resources: Provide virtual tours of the Indus Valley or ancient cities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interactive Platforms: Use multimedia presentations (animations of early civilizations) along with traditional textbooks. <p>https://edurev.in/p/87297/NCERT-Textbook-Chapter-1-Early-Societies--History- https://onlinefreenotes.com/early-societies-introduction-nbse-class-11/</p> 
MAY (25 Days)	1 st -15 MAY	<p>CHAPTER:2 An Empire Across Three</p> <p>SOURCES TO KNOW ABOUT ROMAN EMPIRE</p> <p>Early Empire The Third-Century Crisis</p>	<p>AI- Students could explore how these empires traded, fought, or expanded through an interactive simulation, visualizing the impact on the territories across continents. The AI could overlay</p>	<p>EL- students could participate in mock Roman Senate meetings or a simulation of a Roman military campaign to understand political and military decision-making. organize trips to museums with Roman artifacts or virtual tours of Roman</p>

		<p>Continents</p> <p>Gender, Literacy, Culture</p> <p>Economic Expansion</p> <p>Controlling Workers</p> <p>Social Hierarchies</p> <p>Late Antiquity</p> 	<p>historical territorial boundaries onto modern maps to show changes over time.</p> <p>MI- Students could analyze primary sources like letters or speeches from leaders of the empires. Study Roman maps, city planning, or visualizing the extent of the Roman</p> <p>ID- Students could study data on trade routes, population demographics, and economic outputs under imperial rule.</p>	<p>archaeological sites, Students can design and create models of Roman architecture, create scenarios where students must resolve issues faced by Roman emperors or military commanders,</p> <p>A combination of individual essays and group projects, where students choose from multiple intelligence pathways.</p>  <p>BL- https://www.scribd.com/document/668627123/Class-11-Chp3-An-Empire-Across-Three-Continents https://egyankosh.ac.in/bitstream/123456789/21675/1/Unit-13.pdf https://www.scribd.com/document/521145168/HISTORY-CLASS-XI-An-Empire-Across-Three-Continents</p>	
JUNE	REVISION and Activities (if any class)				
JULY (26 Days)	1st -15 JULY	<p>CHAPTER:3 NOMADIC EMPIRES:</p> 	<p>Introduction:</p> <p>Social and Political Background</p> <p>The Career of Genghis Khan</p> <p>The Mongols after Genghis Khan</p> <p>Social, Political and Military Organization</p>	<p>AI-</p>  <p>Genghis Khan's empire was a melting pot of diverse cultures, fostering a rich exchange of artistic traditions.</p>	<p>EL-Genghis Khan's leadership was shaped by his experiences on the steppes and in battle. He valued practical knowledge and learning through experience, a principle central to experiential learning theories. In education, providing students with hands-on experiences can deepen understanding and retention of knowledge.</p>

			<p>Conclusion:</p> <p>Situating Genghis Khan and the Mongols in World History.</p>	<p>MI- This approach mirrors Howard Gardner's theory of multiple intelligences, emphasizing the importance of recognizing and nurturing various types of intelligence in educational settings.</p> <p>ID- In instructional design, a well-structured framework is crucial for effective learning experiences. Drawing parallels from the Mongol military's organization can inform the development of clear and efficient instructional models.</p>	<p>BL-</p> <p>https://www.historydiscussion.net/biography/chengiz-khan/chengiz-khan-top-10-things-to-know-about-chengiz-khan/5839</p> <p>https://www.thecollector.com/genghis-khan-facts/</p> <p>https://www.thefamouspeople.com/profiles/genghis-khan-6102.php</p>
<p>16th- 31 JULY</p>	<p>CHAP TER:4 THE THRE E ORDE RS</p>		<p>An Introduction to Feudalism France and England The Three Orders The Second Order: The Nobility The Manorial Estate The Knights The First Order: The Clergy Monks The Church and Society The Third Order: Peasants, Free and Unfree Factors Affecting Social and Economic Relations The Environment And Land Use, New Agricultural Technology.</p>	<p>AI-</p>  <p>Students can analyze medieval artwork and artifacts, such as the famous <i>Hieronymus Bosch</i> paintings or illuminated manuscripts, to understand the daily life and cultural perceptions of the clergy, nobility, and peasants.</p> <p>MI- Activities could involve reading medieval texts (linguistic), role-playing daily peasant life (bodily-</p>	<p>EL-</p> <p>Engage students in role-playing or other hands-on activities that allow them to "live" the experiences of the different social orders.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peasant Experience: Students could simulate the life of a peasant, taking part in tasks such as farming or managing a small holding, which would emphasize the physical labour and limited freedom peasants had. <input type="checkbox"/> Clergy Role: Students could take on the role of a member of the clergy, creating and discussing moral lessons, preaching, or examining religious texts to understand the influence of the Church. <input type="checkbox"/> Noble Life: Students could engage in a mock feudal system, where they are given land and serfs (peasantry)

			<p>A Fourth Order? New Towns and Townspeople Cathedral-towns The Crisis of the Fourteenth Century Social Unrest and Political Change.</p>	<p>kinesthetic), and analyzing medieval social structures through debate</p> <p>ID-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lecture: Present the historical context of the Three Orders, the roles each class played in society, and how they interacted. <input type="checkbox"/> Discussion: Engage students in exploring how this system influenced daily life, governance, and the medieval worldview. <input type="checkbox"/> Experiential Learning: Create a role-playing activity where students assume the roles of different social classes, 	<p>to manage, making decisions about the welfare of their domain,</p> <p>BL- https://www.learncbse.in/ncert-solutions-for-class-11-history-chapter-6/ https://myroughnotes.com/the-three-orders/ https://www.socialscienceandhistory12.com/2020/10/history-xi-theme-6-three-orders-lesson.html</p>
<p>AUG (23 Days)</p>	<p>1st -15 AUG</p>	<p>CHAP TER:5 CHAN GING CULT URE AND TRADI TIONS</p> 	<p>Introduction and Sources</p> <p>The Revival of Italian Cities</p> <p>Universities and Humanism</p> <p>The Humanist View of History</p> <p>Science and Philosophy: The Arabs' Contribution</p> <p>Artists and Realism Architecture</p>	<p>AI-</p>  <p>Use paintings, sculptures, and architectural works from different historical periods (e.g., Renaissance, Mughal, Colonial, etc.) to help students visualize the shifts in cultural expression.</p> <p>MI- Students can study the impact of scientific and philosophical</p>	<p>EL- Design formative assessments, such as quizzes, short essays, or discussions, to check for understanding of the key cultural shifts discussed in the chapter.</p>



The First Printed Books
A New Concept of Human Beings
The Aspirations of Women
Debates within Christianity

advancements on traditional worldviews.
ID- Start with an overview of cultural changes over time, emphasizing the impact of key events like the Industrial Revolution, colonialism, or the Renaissance on cultural traditions. Provide a timeline of these shifts to give students a clear chronological framework.


Organize a class activity where students simulate the role of historical figures or members of different social classes experiencing cultural change.
Set up debates around key questions, such as: Role of Christianity. This allows students to process the material actively, reflecting on how history influences modern culture. students could role-play the life of a merchant in Renaissance Europe

BL-
<https://www.bing.com/videos/riverview/relatedvideo?q=content+of+the+changing+culture+and+traditions&mid=E2B79070F15233DCD4FCE2B79070F15233DCD4FC&FORM=VIRE>
<https://ncert.nic.in/textbook/pdf/kehs104.pdf>
<https://myroughnotes.com/changing-cultural-traditions/>

16th - 30 AUG




CONTINUATION OF SAME CHAPTER: THE ROLE OF MARTI


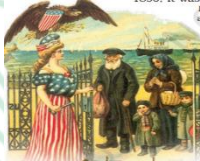
The Copernican Revolution
Reading the Universe
Was there a European 'Renaissance' in the Fourteenth Century?





AI-

 Integrate works of literature, science, Astronomy that reflect cultural shifts (such as The Copernicus)

EL- students might visit a museum that has exhibits on colonial history, art, or indigenous cultures to see firsthand how cultural traditions have changed over time.

BL- <https://devlibrary.in/class-11-history-mcq-chapter-5-english-medium>

		N LUTH ER AND THE COPER NICAN THEO RY.		<p>MI- Study the role of music in cultural shifts. For example, students could examine how music and traditional dances have evolved, or how folk songs reflected societal changes.</p> <p>ID- Start with an overview of cultural changes over time, emphasizing the impact of key events like the Industrial Revolution, colonialism, or the Renaissance on cultural traditions.</p>	NEW CONCEPT HUMAN BEING: INDIVIDUALISM
SEPT (23)	1 st			MID- TERM EXAMINATION	
	2 nd				
OCT (20 Days)	1 st - 15th OCT	<p>CHAPT ER:6 DISPLA CING INDIGE NOUS PEOPL ES</p>	<p>European Imperialism NORTH AMERICA: The Native People Encounters with Europeans</p> <p>Mutual Perceptions The Native Peoples Lose their Land The Gold Rush, and the Growth of Industries</p> <p>Constitutional Rights The Winds of Change...</p>	<p>AI- Analyze indigenous art forms, such as Native American ledger art, Aboriginal dot paintings, or indigenous textiles. Discuss how these forms of art reflect their history, spirituality, and resistance to colonial forces.</p> <p>MI- Students can read and analyze indigenous literature, such as oral traditions, folktales, or written texts by indigenous authors, exploring how language shape's identity and cultural continuity.</p> <p>ID-</p>	<p>EL- arrange a visit to a local indigenous cultural center, museum, or community event. Students could learn about indigenous arts, language, and traditions firsthand, allowing them to witness the living culture.</p>
		 			

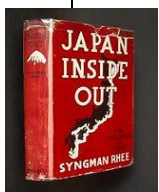
				<p>Begin with a lecture or presentation that provides an overview of the history of indigenous peoples and key events, such as land dispossession, cultural genocide, and the global indigenous rights movement.</p>	<p>BL- https://www.unep.org/news-and-stories/story/indigenous-peoples-and-nature-they-protect https://egyankosh.ac.in/bitstream/123456789/83141/1/Unit-3.pdf https://www.amnesty.org/en/what-we-do/indigenous-peoples/</p>
16 th - 30 th OCT	CHAPTER: CONTINUATION OF SAME CHAPTER	<p>AUSTRALIA</p> <p>The Winds of Change... The Development of Australia</p> 	<p>AI- Read stories, myths, and poems written by or about indigenous peoples (e.g., stories by authors like Sherman Alexie or Louise Erdrich).</p> <p>MI- Engage with indigenous music, allowing students to experience rhythm and melody as an important part of indigenous culture.</p> <p>ID- Conduct quizzes, essays, and discussions to check for understanding. For example, a reflective essay on how indigenous culture has persisted in the face of global challenges would assess both factual knowledge and critical thinking skills.</p>	<p>EL- Students can participate in community service projects or environmental conservation efforts that are focused on preserving indigenous land or culture.</p>  <p>BL- https://ergo.slv.vic.gov.au/explore-history/golden-victoria/life-fields/aborigines-gold-rush https://www.bing.com/images/search?q=links+of+indigenous+people+and+gold+rush&qpv=links+of+indigenous+people+and+gold+rush&FORM=IGRE</p>	
NOV (22 Days)	1 st - 15 th NOV	CHAPTER: PATH TO	<p>Tokugawa Shogunate (1603-1868)</p> <p>Meiji Restoration (1868):</p>	<p>AI- Students can study traditional Ukiyo-e prints (e.g., those by Hokusai or Hiroshige) from the</p>	<p>EL-</p> 

	<p>MODERNISATION JAPAN</p>	<p>Imperial Expansion:</p> <p>World War II (1939-1945):</p> 	<p>Tokugawa period to understand the cultural climate before the Meiji Restoration.</p> <p>MI- A comparison of Japan's military spending before and after the Meiji Restoration could show how resources were allocated to support imperial goals.</p> <p>ID- Use a timeline to show how Japan's political and economic landscape evolved over time.</p>	<p>BL- https://www.learncbse.in/ncert-solutions-for-class-11-history-chapter-11/</p> <p>https://www.geeksforgeeks.org/paths-to-modernisation-chapter-7-class-11-history-notes/</p>
<p>16th - 30 NOV</p>	<p>CHAPTER:2</p> <p>PATH TO MODERNISATION CHINA</p> 	<p>Sun Yat-sen: A key figure in the overthrow of the Qing Dynasty and the establishment of the Republic of China (ROC).</p> <p>The Early Republican Era (1911-1927):</p> <p>Formation of the CCP:</p> <p>GMD-CCP Relations.</p> <p>The eventual victory of the CCP in 1949 and the establishment of the People's Republic of China.</p>	<p>AI- posters promoting Sun Yat-sen's ideals or wartime posters from the Second Sino-Japanese War, as well as Communist posters during the Chinese Civil War.</p> <p>MI- analyze the economic policies and reforms during the Nationalist period and under Communist rule. For example, students could study how the GMD tried to modernize China's economy or the role of industrialization in the early years of the People's Republic.</p> <p>Explore music and songs that were popular during the</p>	<p>EL-</p>  <p>Invite experts on Chinese history or individuals involved in Chinese political movements to speak with students. They could share insights into the rise of the CCP, the GMD's role, or Sun Yat-sen's legacy.</p> <p>Engage students in community service projects that involve learning about Chinese diaspora communities or organizations that promote Chinese history and culture. This fosters a deeper understanding of China's modern legacy and its global impact.</p> 

				<p>Republican era or Communist China.</p> <p>ID- Incorporate group discussions to explore the ideological differences between the Nationalists and Communists. Engage students with questions such as: “What were Sun Yat-sen’s goals, and why did his vision not fully materialize?” or “How did the Chinese Communist Party’s approach differ from the GMD, and what were its key strengths and weaknesses?”</p>	<p>BL-</p> <p>https://onlinefreenotes.com/paths-to-modernisation-nbse-11/</p> <p>https://rbseolutions.in/rbse-class-11-history-important-questions-chapter-11/</p>
<p>DEC (25 Days)</p>	<p>1st -15 DEC</p>	<p>CHAPT ER:2 PATH TO MODERNISATION ON TAIWAN</p>	<p>Chiang Kai-shek's role: After the collapse of the Qing Dynasty in 1911, Chiang became a prominent military and political figure in China. Taiwan under Japanese Colonialism (1895–1945) Taiwan’s Transition after World War I</p>	<p>AI- Explore historical photographs from Taiwan during the late Qing period, under Japanese colonial rule, and early Republic of China. Additionally, examining early Taiwanese cinema can provide insight into the country's social structure and shifting national identity.</p> <p>MI- Introduce students to the types of music that were popular during this period in Taiwan, including Japanese-influenced tunes, and later, songs expressing Taiwanese nationalism or resistance.</p>	<p>EL- Students could design an alternative scenario or an experiment where they explore what might have happened if different decisions were made during Chiang Kai-shek's rule, exploring alternative histories and their implications.</p>



				<p>ID- Shift focus to Chiang Kai-shek's early influence on Chinese politics, his role in the Kuomintang (KMT), and the Nationalist movement.</p>	<p>BL- https://www.bing.com/ck/a?!&&p=769b10636a5abb95811ba05cd1d07054f35a78f6c20ee5b2edc0efd5143ec5a1JmltdHM9MTc0MDcwMDgwMA&ptn=3&ver=2&hsh=4&fclid=0defa480-5e20-6937-0472-b1f05f5468e8&psq=links+to+know+about+taiwan+under+chaig+kai+shek&u=a1aHR0cHM6Ly9lbmdlbHNiZXJnaWRlYXMuY29tL25vdGVib29rL3RoZS1zaGFkb3ctb2YtY2hpYW5nLWthaS1zaGVrLWFuZC10aGUtc3RydWdnbGUTm9yLXRhaXdhbmVzZS1pZGVudGl0eS8&ntb=1</p>
<p>16th - 31st DEC</p>	<p>CHAPT ER:2 PATH TO MODER NISATI ON KOREA</p>	<p>Context of South Korea under Syngman Rhee, we can design an educational experience that emphasizes interactive learning, creativity, and a deep understanding of historical events. Syngman Rhee was the first president of South Korea, and his leadership, especially during the Korean War, had a significant impact on the country's political, economic, and cultural landscape.</p>	<p>AI- AI tools can generate digital art or visuals depicting significant events during Syngman Rhee's presidency, such as the division of the Korean peninsula or the impact of the Korean War on daily life.</p> <p>MI- Students could analyze the economic impact of Syngman Rhee's policies using statistical data. They might compare South Korea's economic development under Rhee to other countries in the region or track the military strategies during the Korean War through maps and</p>		<p>EL- Students could engage in activities such as visiting Korean War memorials (virtually or in person) or observing reenactments of important political speeches by Syngman Rhee.</p>



				<p>numerical data (e.g., casualty figures, territory control, economic resources).</p> <p>ID- Use multimedia like documentaries, virtual tours of historical sites (e.g., Seoul during Rhee's presidency), and primary source documents (e.g., speeches, treaties) to provide diverse perspectives on the era. Interactive timelines or infographics could show the progression of key events like the Korean War and land reforms.</p>	<p>BL- https://www.bing.com/ck/a?!&&p=2bb3ea305e18a15a8d49ad8f78b5947edb9f47c0af136f706d7ac75a4e4ad6f6JmltdHM9MTc0MDcwMDgwMA&pptn=3&ver=2&hsh=4&fclid=0defa480-5e20-6937-0472-b1f05f5468e8&psq=links+to+know+about+korea+and+syngmanre&u=a1aHR0cHM6Ly9lbi53aWtpcGVkaWEub3JnL3dpa2kvU3luZ21hbl9SaGVl&ntb=1 https://www.bing.com/ck/a?!&&p=f750709141878607a5e522bad8a53e77e62b463820a4986cd20006b5c606bc68JmltdHM9MTc0MDcwMDgwMA&pptn=3&ver=2&hsh=4&fclid=0defa480-5e20-6937-0472-b1f05f5468e8&psq=links+to+know+about+korea+and+syngmanre&u=a1aHR0cHM6Ly93d3cudGhlZmFtb3VzeGVvcGxILmNvbS9wcm9maWxlc9zeW5nbWFuLXJoZWUtNTk2Mi5waHA&ntb=1</p>
JAN (17 Days)	1 st - 15 th JAN	REVISI ON	CHAPTERS- 1,2,3,4,5,6,7	MCQ, 3MARKS,8MARKS AND SOURCE BASED QUESTIONS.	<p>BL- https://www.bing.com/ck/a?!&&p=17729e4ead272004c36109d82da6049cc25c0314cd88e0f22d825458fab2e211JmltdHM9MTc0MDcwMDgwMA&pptn=3&ver=2&hsh=4&fclid=0defa480-5e20-6937-0472-b1f05f5468e8&psq=SAMPLES+OF+HISTORY+QUESTION+PAPER+CL</p>

					ASS+11+HISTORY&u=a1aHR0cHM6Ly93d3cubGVhem5jYnNILmluL2NiY2Utc2FtcGxllXBhcGVycy1mb3ItY2xhc3MtMTEtaGlzdG9yeS8&ntb=1
	16 th - 31 st JAN	MAP SKILL	WORLD MAP	NAMES OF THE COUNTRIES	AS PER THE CHAPTERS
FEB (23 Days)	1 st	REVISION, Final Practical Exam & PROJECT WORK			
	2 nd				
MAR (17)	1 st	TERM EXAMINATION			
	2 nd				

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Ch-1,2	DD.MM.YY
CT2	Ch-3,4	DD.MM.YY
Mid Term	Ch-1,2,3,4,	DD.MM.YY
CT3	Ch-5,6,	DD.MM.YY
CT4	Ch-7	DD.MM.YY
Final Term	Ch-1,2,3,4,5,6,7, (Theory), Map Skill	DD.MM.YY

SUBJECT-ARTIFICIAL INTELLIGENCE (843)

MO NTH	FORTN IGH T	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APR IL (23)	1 st -15 th APRIL	Communicati on Skills-III	Methods of communication – Verbal, Non-verbal, Visual, Communication styles (assertive, aggressive, passive-aggressive, submissive)	AI: AI-assisted communication tools MI: Verbal-Linguistic, Visual-Spatial, Logical-Mathematical ID: English	EL: Writing pros and cons of communication methods, Observing communication styles, Role plays BL: Online learning modules https://www.youtube.com/watch?v=O3loIV3Z9MQ https://www.youtube.com/watch?v=IEUjZiO5vmg
	16 th -30 APRIL	AI Introduction	AI for everyone, History of AI, Machine Learning, Structured vs. Unstructured Data, Neural Networks, Jobs in AI	AI: AI Fundamentals MI: Logical Thinking, Technological Awareness ID: Computer Science	EL: Exploring AI applications, Identifying AI vs. non-AI products BL: https://www.youtube.com/watch?v=qYNweeDHiyU https://www.youtube.com/watch?v=getBBjZJ5i4
MA Y (25 Days)	1 st -15 MAY	AI Applications & Methodologie s Self-Management Skills-III	AI in NLP, CV, Chatbots, Weather Prediction, Recommende r Systems, AI & Society Grooming, Teamwork,	AI: AI Use Cases MI: Analytical Thinking, Pattern Recognition ID: IT, Business Studies AI: AI-assisted Productivity Tools MI: Interpersonal Skills, Emotional Intelligence ID: Psychology	EL: AI-based problem-solving, Case studies on AI systems BL: AI in real-life industries https://www.youtube.com/watch?v=l794OrppOVc , https://www.youtube.com/watch?v=QaZXkcT1N1s

			Time Management		<p>EL: Role-play on teamwork, Creating personal grooming checklist</p> <p>BL: Time management tools https://www.youtube.com/watch?v=EIvD0CIcoXw https://www.youtube.com/watch?v=iONDebHX9qk</p>
	16 th – 31 st May	AI Ethics & Bias Awareness	AI Issues, AI Bias, Ethical AI Decision Making	<p>AI: AI & Ethics</p> <p>MI: Logical Reasoning, Ethical Thinking</p> <p>ID: Social Science</p>	<p>EL: Identifying AI Bias in datasets, Ethical AI case studies</p> <p>BL: AI bias simulation activities https://www.youtube.com/watch?v=etHRjGMCuvk https://www.youtube.com/watch?v=NgaW_p7gsRc</p>
JUNE	REVISION and Activities (if any class)				
JULY (26 Days)	1 st -15 JULY	Maths for AI	Matrices, Set Theory, Statistics, Graphs, Regression, Linear Equations	<p>AI: AI & Mathematics</p> <p>MI: Logical-Mathematical</p> <p>ID: Data Science</p>	<p>EL: Applying math in AI, Representing data in graphs</p> <p>BL: Hands-on exercises with AI datasets https://www.youtube.com/watch?v=twA_9-o1J44 https://www.youtube.com/watch?v=7ArmBVF2dCs</p>
	16 th -31 JULY	ICT Skills	Word Processing, Document Editing, Formatting, Page Layout	<p>AI: AI-powered Writing Tools</p> <p>MI: Digital Literacy</p> <p>ID: IT</p>	<p>EL: Creating documents, Formatting assignments</p> <p>BL: Online document editing tools</p>

AUG (23 Days)	1st -15 AUG	Storytelling & AI	Importance of Storytelling, Data-Driven Storytelling, Audience Engagement	AI: AI for Creativity MI: Creative Thinking, Communication Skills I D: English, Humanities	EL: Creating blogs/videos, Using AI for storytelling BL: AI-based content creation tools- https://www.getblend.com/blog/10-best-ai-tools-to-use-for-content-creation/ https://www.youtube.com/watch?v=9y_7wTBgzNc
	16th -30 AUG	Entrepreneurial Skills	Values & Attitudes of Entrepreneurs, Risk-Taking, Innovation	AI: AI for Business MI: Business Intelligence, Analytical Thinking ID: Commerce	EL: Case studies of entrepreneurs, Group brainstorming sessions BL: Online entrepreneurial courses https://www.youtube.com/watch?v=0fxmi9TJ9E https://www.youtube.com/watch?v=E2Hpwl1RpTY
SEP T (23)	1st 2nd	MID- TERM EXAMINATION			
OCT (20 Days)	1st -15th OCT	Critical & Creative Thinking	Structured Data, Data Representation, Statistical Analysis	AI: AI Data Processing MI: Logical Reasoning, Data Interpretation ID: Statistics	EL: Exploring statistical models, AI-generated insights BL: Online data visualization tools- https://www.visme.co/data-visualization-tools/ https://www.youtube.com/watch?v=4ovFkX0XEZI
	16th - 30th OCT	Green Skills	Green Economy, Sustainability, Role of AI in Green Tech	AI: AI & Sustainability MI: Environmental Awareness ID: Science	EL: Researching green initiatives, Creating awareness posters BL: AI applications in climate change- https://www.weforum.org/stories/2024/02/ai-combat-climate-change/

					https://www.youtube.com/watch?v=n--cekHxrsE , https://www.youtube.com/watch?v=tpI8-zKJtGM
NOV (22 Days)	1st -15th NOV	Regression	Correlation, Data Prediction, Regression Models	AI: Machine Learning & Regression MI: Statistical Thinking, Data Analysis ID: Mathematics	EL: Hands-on regression models, Predicting trends using AI BL: Data Science exercises https://www.youtube.com/watch?v=TRk6uCJoJ2o https://www.youtube.com/watch?v=TJKOLsS21vg
	16th -30 NOV	Classification & Clustering	Supervised Learning, Logistic Regression, Clustering Algorithms	AI: AI Classification Models MI: Analytical Thinking, Data Categorization ID: AI Algorithms	EL: AI model training, Clustering exercises BL: Online machine learning platforms https://www.youtube.com/watch?v=E0Hmnixke2g https://www.youtube.com/watch?v=U9OEVgKmXcA
DEC (25 Days)	1st -15 DEC	AI Capstone Project	Hands-on AI Project	AI: AI Project Development MI: Problem-Solving, Teamwork ID: Interdisciplinary	EL: AI Innovation Challenge, Project-based learning BL: AI Hackathons, Portfolio Creation- https://www.youtube.com/watch?v=85KgolI254M https://www.youtube.com/watch?v=AKCH-5MiYVU
	16th -31st DEC	AI Capstone Project	Hands-on AI Project	AI: AI Project Development MI: Problem-Solving, Teamwork ID: Interdisciplinary	EL: AI Innovation Challenge, Project-based learning BL: AI Hackathons, Portfolio Creation

					https://cbseacademic.nic.in/web_material/Curriculum25/publication/srsec/843_AI_Student_HandbookXI.pdf
JAN (17 Days)	1 st -15 th JAN			AI- MI- ID-	EL- BL-
	16 th -31 st JAN			AI- MI- ID-	EL- BL-
FEB (23 Days)	1 st	REVISION, Final Practical Exam & PROJECT WORK			
	2 nd				
MAR (17)	1 st	TERM EXAMINATION			
	2 nd				

Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	Section-A -Unit-1 Section B- Unit-1	DD.MM.YY
CT2	Section-A -Unit-2 Section B- Unit-2	DD.MM.YY
Mid Term	Section-A- Unit 1,2, 3 Section B- Unit 1, 2,4 Practical- Python Programming, Section-B- Unit-3	DD.MM.YY

CT3	Section-A -Unit-4, Section-A Unit-5	DD.MM.YY
CT4	Section-A -Unit-5, Section-A Unit-6,8	DD.MM.YY
Final Term	Theory- Section-A -Unit-1,2,3,4,5, Section-B- Unit-1,2,4,5, 8 Practical- Python Programming, Section-B- Unit-3,6,7,9,10	DD.MM.YY

SUBJECT: PHYSICAL EDUCATION (048)

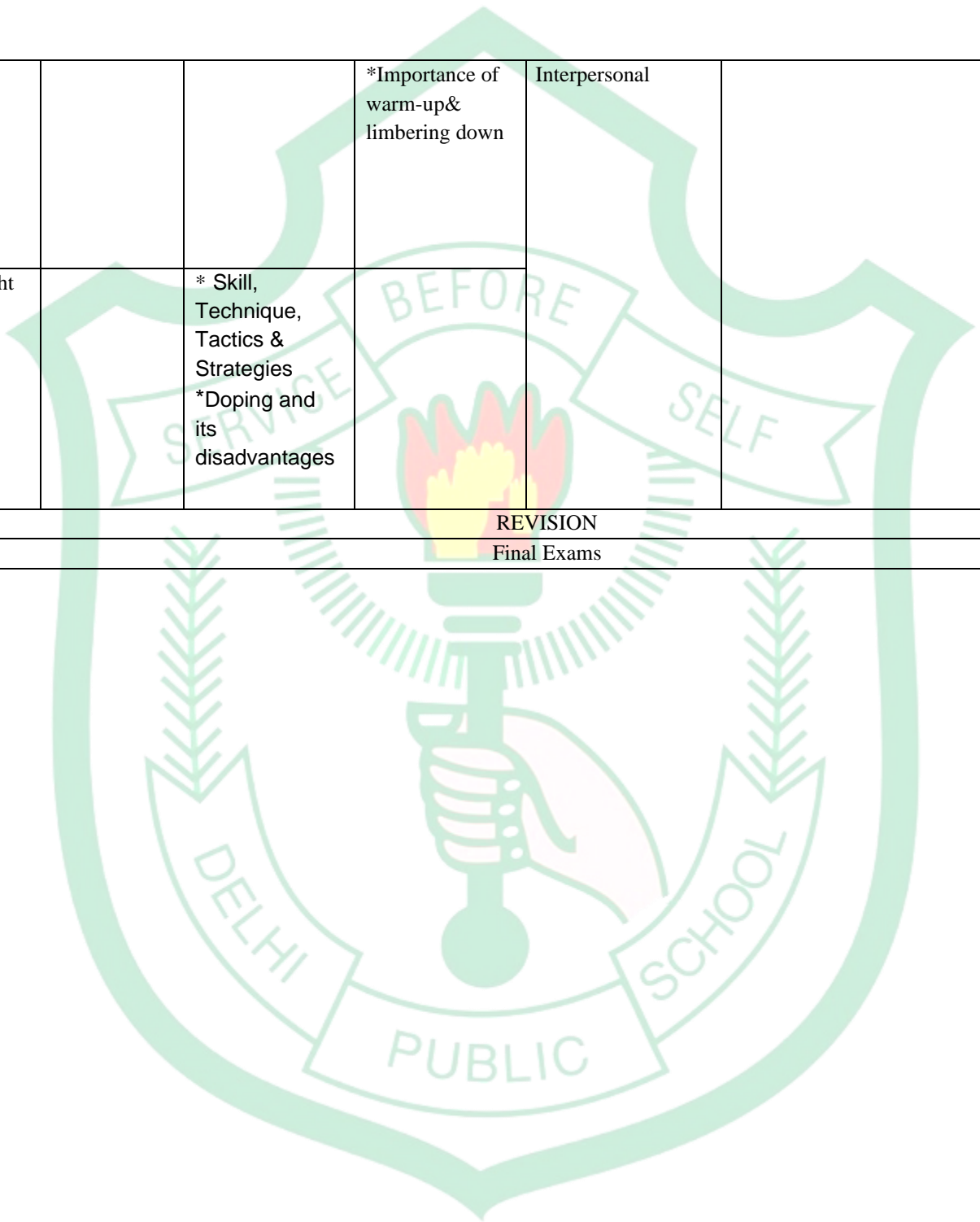
MONTH	FORTNIGHT	UNIT	TOPICS	SUBTOPICS	INTEGRATED APPROACH	EXPERIMENTAL AND BLEND LEARNING
April (23 Days)	I Fortnight	UNIT-1 Changing Trends and career in Physical Education	*Physical Education * Development of Physical Education *Changing trends in sports	*Meaning & Definition *Aim & Objective of physical education *Traditional * Modern	ID: HISTORY OF SPORTS CAREER COUNSELLING MI: Visual Spatial Verbal Linguistic Interpersonal	EL: GROUP DISCUSSION ON SCOPE OF PHYSICAL EDUCATION KHELO INDIA PROGRAMME FOR ORGANISIZING TOURNAMENT BL: https://www.youtube.com/watch?v=w_7kchV90Aw
	II Fortnight		*Career option in Physical Education *Khelo INDIA & Fit INDIA program	*Different Skill related in different careers *Importance of khelo INDIA		
May 25 Days)	I Fortnight	UNIT-2 Olympic Value Education	*Olympism *Olympic value education * Ancient and Modern Olympic * Olympic symbols	*Ancient & Modern Olympic * Paralympics & Special Olympics *Function of IOC	ID: HISTORY OF SPORTS GENERAL KNOWLEDGE CURRENT AFFAIRS MI: Linguistic Visual Spatial	EL: DISCUSSION AND AUDIO VISUAL LEARNING VISIT TO MAHARANA SPORTS COLLEGE BL: https://www.youtube.com/watch?v=WbYUC0jBbO4 https://www.youtube.com/watch?v=btWIF0LignA

			*Olympic movement structure		Interpersonal Naturalistic	
	II Fortnight	Unit-3 Yoga	*Yoga *Introduction of astanga yoga *Yogik Kriyas *Pranayama & its Types *Active life style & stress management through yoga	*Meaning & Importance *Yama, Niyam, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi, *Sukhasana, Tadasana, Padamasana, *Yognidra.	ID: SPORTS PSYCHOLOGY MI: Naturalistic Interpersonal Intrapersonal Bodily Kinesthetic	EL: VISIT TO SLUM AREA FOR COMPARING VARIOUS LIFE STILES LIFE SKILLS FOR SPORTS TED TALK ON SPORTS PSYCHOLOGY BL: https://www.youtube.com/watch?v=4Lxj5FEpEG4
July (26Days)	I Fortnight	Unit-4 Physical Education & Sports For CWSN	*Concept of Disability *Types of disability *Disability etiquettes	*Aims & objectives of adaptive physical education *Special Olympic Bharat, Paralympics, Deaflympics.	ID: PSYCHOLOGY MI: Interpersonal Verbal Linguistic	EL: Audio-visual learning GROUP DISCUSSION ON NEEDS OF SPECIAL CHILDREN BL: https://www.youtube.com/watch?v=BjuhGad1gQc
	II Fortnight		*Adaptive Phy Edu *Role of various professional	*Counsellor, Occupational therapist, Physiotherapist, Physical education teacher, Speech therapist		
August (23Days)	I Fortnight	Unit-5 Physical Fitness, Wellness & Life Style	*Wellness Health & Phy. Fitness	*Meaning & Importance of Physical fitness, Wellness & Life style	MI: Naturalistic Visual Spatial Interpersonal Bodily Kinesthetic	EL: DEMONSTRATION OF YOGA ASANAS PPT BY STUDENTS IN GROUP BL: https://youtu.be/s2NQhpFGIOg



			*Components of Wellness Health & Phy. Fitness	*Speed, Strength, Endurance, Flexibility		
	II Fortnight		*Traditional sports & Regional sports *Leadership through physical activity & sports *Introduction to First Aid	*PRICE		
September (23Days)	I Fortnight	Unit-6 Test, Measurement & Evaluation	*Definition of Test, Measurement & evaluation * Importance of Test, Measurement & evaluation * Calculation of BMI, Waist-Hip Ratio, Skinfold Measurement *Somato Types *Measurements of health-related fitness	*Meaning & Importance *Endomorphy, Mesomorphy & Ectomorphy	ID: SPORTS PSYCHOLOGY MI: Naturalistic Bodily Kinesthetic Intrapersonal	EL: PRACTICAL WORK VISIT TO MALDEVTA FARMS BL: https://www.youtube.com/watch?v=vNLzyFYTs4 https://www.youtube.com/watch?v=vlpKyLkIDDY
	II Fortnight	Unit-7 Fundamentals of Anatomy, Physiology in Sports	*Anatomy * Physiology *Functions of skeletal System, Classification Of bones *Properties & Functions of Muscles *Circulatory system and heart *Respiratory system	*Importance of Anatomy, Physiology in sports *Types of bones * Different functions of Muscles	ID: RESEARCH METHODS MI: Bodily Kinesthetic Visual Spatial Verbal Linguistic Mathematical Logical Intrapersonal	EL: PRACTICAL WORK



October (20 Days)		Unit-8 Fundamentals of Kinesiology & Biomechanics in Sports	<ul style="list-style-type: none"> * Kinesiology and Biomechanics in Sports *Kinetics & kinematics * Types of Body Movement *Axis & Planes 	<ul style="list-style-type: none"> *Meaning & Importance *- Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation *Concept and its application in body movement 	AI: FINE ARTS ID: BIOLOGY MI: Visual Spatial Bodily Kinesthetic	EL: STUDENTS WILL PREPARE CHARTS FOR DIAGRAMS RELATED TO HUMAN ANATOMY BL: https://www.youtube.com/watch?v=SwHjwO7BnsI
November (22 Days)		Unit-9 Psychology & Sports	<ul style="list-style-type: none"> *Psychology in Phy. Edu. *Different Stages of Development *Adolescent Problems & their Management *Team Cohesion and Sports *Introduction to Psychological Attributes: 	<ul style="list-style-type: none"> *Meaning & Importance Of Sports Psychology *Different stages of Psychology 	ID: PSYCHOLOGY MI: Visual Spatial Verbal Linguistic Interpersonal	EL: DISCUSSION AND AUDIO VISUAL BL: https://www.youtube.com/watch?v=SwHjwO7BnsI
December (25 Days)	I Fortnight	Unit-10 Training and Doping in Sports	<ul style="list-style-type: none"> *Sports training *Principles of sports training *Training Load *Warming-up, Limbering down 	<ul style="list-style-type: none"> *Meaning & definition of sports training *Different principles of sports training 	ID: MEDICINE TRAINING AND DEVELOPMENT MI: Visual Spatial Verbal Linguistic	EL: AUDIO VISUAL LEARNING DISCUSSION ON DISADVANTAGES OF DOPING VIDEO ON TRAINING IN SPORTS BL: https://www.youtube.com/watch?v=6eMxsXCekvY



				*Importance of warm-up & limbering down	Interpersonal
	II Fortnight		* Skill, Technique, Tactics & Strategies *Doping and its disadvantages		
January	REVISION				
February	Final Exams				

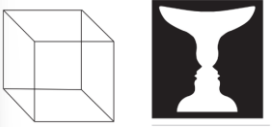
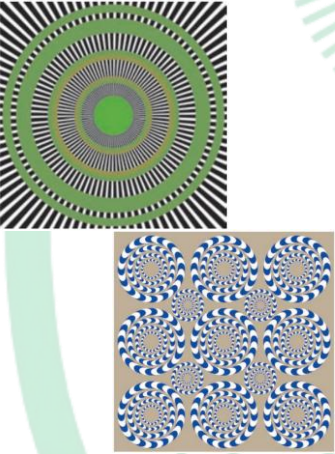



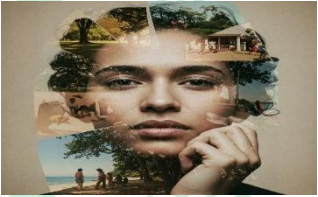
SUBJECT - PSYCHOLOGY



MONTH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (23)	6 th -15 th APRIL	<p>Ch. 1: "What is Psychology?"</p> 	<ul style="list-style-type: none"> • Definition, Nature of Psychology. • Mainstream Conceptions of Psychology. • Historical Evolution 	<p>AI- Create visual timelines of psychology's history</p> <p>MI- Linguistic: Write essays on psychology's evolution Logical-Mathematical: Analyze key milestones in psychology's development</p> <p>ID- Use Bloom's Taxonomy to structure lessons from basic understanding to critical analysis</p>	<p>EL- Conduct interviews to explore perceptions of psychology</p> <p>BL- Combine online lectures with classroom discussions C:\Users\HP\Downloads\What is Psychology.pptx Brief History of Psychology</p>
	16 th -30 th APRIL		<ul style="list-style-type: none"> • Branches of Psychology • Psychology and other disciplines. • Application of Psychology in everyday life. 	<p>AI- Design posters depicting different psychology branches</p> <p>MI- Spatial: Create mind maps of psychology branches Interpersonal: Group discussions on interdisciplinary applications</p> <p>ID- Develop case studies showing psychology's</p>	<p>EL: Role-play scenarios demonstrating psychology in everyday situations BL: Utilize multimedia presentations alongside traditional teaching methods</p> 


				application in various fields	
MAY (25 Days)	1st-15th MAY	Chapter-2: “Methods of Enquiry in Psychology”  	<ul style="list-style-type: none"> Goals of Psychological Enquiry: Steps, Alternative Paradigms Nature of Psychological Data Methods in Psychology 	AI- Illustrate research methods through infographics MI- Logical-Mathematical: Design simple experiments Intrapersonal: Reflect on personal biases in research ID- Plan lessons that guide students through the research process step-by-step	EL- Conduct simple observational studies in real-world settings BL- Use virtual labs to simulate experiments complemented by hands-on activities AI Integration (Visual Learning): <ul style="list-style-type: none"> Infographics on research methods (using Canva, MindMeister, or AI-generated visuals). Example: A flowchart showing how psychologists move from a research question to results.
	16th-31st May		<ul style="list-style-type: none"> Observational, experimental, correlational, Survey Psychological Testing, case study. Analysis of data 	AI- Create charts summarizing data analysis techniques MI- Naturalistic: Analyze data from environmental studies Existential: Debate ethical dilemmas in research ID- Incorporate ethical case studies into the curriculum	EL- Analyze real datasets and discuss ethical implications. BL- Blend online tutorials on data analysis with classroom ethical debates. Research Methods in Psychology

			<ul style="list-style-type: none"> • Limitations, Ethical Issues. 		
JUNE	REVISION and Activities (if any class)				
JULY (26 Days)	1st -15th JULY	Chapter-3: “Human Development” 	<ul style="list-style-type: none"> • Meaning of Development • Factors influencing development • Context of Development 	<p>AI- Develop life stage collages</p> <p>MI- Bodily-Kinesthetic: Act out developmental stages Interpersonal: Peer interviews about developmental experiences</p> <p>ID- Use scaffolding to build on prior knowledge about human growth</p>	<p>EL- Observe and document developmental behaviors in various age groups</p> <p>BL- Integrate online documentaries with in-class analysis What is Human Development?</p>
	16th-31st JULY		<ul style="list-style-type: none"> • Developmental Stages. • Infancy, childhood, • Adolescence, adulthood • Old age 	<p>AI- Create a timeline mural of developmental stages</p> <p>MI- Musical: Compose songs representing each life stage Intrapersonal: Journal personal growth experiences</p> <p>ID- Design modules focusing on characteristics of each developmental stage</p>	<p>EL- Engage in community service to interact with different age groups</p> <p>BL- Use online case studies to supplement experiential learning Stages of Development by Erik Piaget's Theory of Cognitive Development Ecological Systems</p>

<p>AUG (23 Days)</p>	<p>1st -15th AUG</p>	<p>Chapter-4: “Sensory, Attentional and Perceptual Processes”</p> 	<ul style="list-style-type: none"> • Introduction and knowing the world. • Nature of Stimulus, Sensory Modalities • Senses • Attentional Processes • Perceptual Processes • Principles of Perceptual Organisation 	<p>AI- Draw 2D and 3D figures to understand Dimensions.</p> <p>MI- Spatial Logical-Mathematical: Solve puzzles related to perception</p> <p>ID- Develop interactive lessons on sensory experiences</p>	<p>EL- Participate in experiments demonstrating perceptual phenomena</p> <p>BL- Combine virtual reality experiences with hands-on activities <u>Monkey Business Illusion</u></p>
	<p>16th -30th AUG</p>		<ul style="list-style-type: none"> • Perception of Space, Depth and Distance • Monocular Cues and Binocular Cues • Perceptual Constancies, Illusions • Socio-Cultural Influences on Perception 	<p>MI- Naturalistic: Explore how environment affects perception</p> <p>Interpersonal: Discuss cultural differences in perception</p> <p>ID- Plan lessons incorporating cross-cultural studies on perception</p>	<p>EL- Simulate depth perception using virtual tools</p> <p>BL- Blend online cross-cultural studies with classroom experiments</p>
<p>SEPT (23)</p>	<p>1st 2nd</p>	<p>MID- TERM EXAMINATION Revision</p>			

<p>OCT (20 Days)</p>	<p>1st -15th OCT</p>	<p>Chapter-5: “Learning”</p>	<ul style="list-style-type: none"> • Nature • Theories (Classical , Operant, Observational, Verbal, Skill) • Factors • Learning Disabilities 	<p>AI- Demonstrate conditioning through role-play</p> <p>MI- Musical: Create mnemonic songs</p> <p>Logical-Mathematical: Apply algorithms in learning scenarios</p> <p>ID- Structure lessons to compare different learning theories</p>	<p>EL- Practice learned behaviors through real-life applications</p> <p>BL- Pavlov’s Classical Conditioning Skinner’s Operant Conditioning</p> 
	<p>16th -30th OCT</p>	<p>Chapter-6: “Human Memory”</p> 	<ul style="list-style-type: none"> • Nature • Models • Types: Sensory, Short-term and Longterm Memories . • Types of Long-term Memory Declarative and Procedural, Episodic and Semantic • Nature and Causes of 	<p>AI- Design memory aids like flashcards</p> <p>MI- Linguistic: Storytelling to enhance memory</p> <p>Spatial: Visualize memory processes through diagrams</p> <p>ID- Implement memory games and activities to reinforce concepts</p>	<p>EL- Apply mnemonic devices in daily study routines</p> <p>BL- Incorporate videos that train memory skills alongside traditional methods Chunking: Learning Technique for Better Memory</p>

			Forgetting		
NOV (22 Days)	1 st -15 th NOV		<ul style="list-style-type: none"> Forgetting due to Trace Decay, Interference and Retrieval Failure Enhancing Memory Mnemonics using Images and Organization 	<p>AI- Group projects: posters making on Enhancing Memory.</p> <p>MI- Linguistic, Spatial, Logical, Interpersonal.</p> <p>ID- Implement memory games and activities to reinforce concepts</p>	<p>EL- Reflection and discussion on past experiences related to memory failure and forgetting.</p> <p>BL- How To Improve Your Memory</p>
	16 th -30 th NOV	<p>Chapter-7: "Thinking"</p> 	<ul style="list-style-type: none"> Nature of Thinking Problem Solving, Reasoning Decision-making, Creative Thinking Thought and Language 	<p>AI- Solve real-world problems through group brainstorming</p> <p>MI- Logical-Mathematical: Engage in puzzles and strategy games</p> <p>Interpersonal: Collaborative projects</p> <p>ID- Design thinking workshops to enhance problem-solving skills</p>	<p>EL- Participate in debates and discussions to practice reasoning</p> <p>BL- Use online simulations to practice decision-making Decision making process</p>

			Development <ul style="list-style-type: none"> • Language Use 		
DEC (25 Days)	1 st -15 th DEC	Chapter-8: “Motivation and Emotion” 	<ul style="list-style-type: none"> • Nature of Motivation • Types of Motives • Biological Motives • Psychosocial Motives • Maslow’s Hierarchy of Needs • Nature of Emotions 	AI- Create emotion wheels to identify and express feelings MI- Intrapersonal: Reflect on personal motivations Musical: Analyze songs conveying different emotions ID- Develop modules on emotional intelligence and regulation	EL- Role-play to understand and manage emotions BL- Utilize online platforms for self-assessment and emotional regulation tools How to manage your emotions
	16 th -31 st DEC		<ul style="list-style-type: none"> • Culture and Emotional Expression • Culture and Emotional Labelling 	MI- Interpersonal - Group discussions on how different cultures express emotions. ID- Introduce step-by-step approaches to gratitude journaling and positive self-talk. Design structured lessons on emotional regulation techniques	EL- Practice guided relaxation or deep-breathing exercises, Engage in random acts of kindness and reflect on the experience, BL- Watch documentaries or real-life interviews showcasing cultural differences in emotions, Use digital gratitude diaries or online happiness programs for daily practice.

			<ul style="list-style-type: none"> Managing Negative Emotions Enhancing Positive Emotions 	like mindfulness and cognitive reframing.	How Emotions Differ Across Cultures
JAN (17 Days)	1st -15th JAN		Revision and Practical Applications	Review of Key Concepts, Application in Real-Life Scenarios	
	16th -31st JAN		Final Assessments and Project Work	Evaluations, Presentations, Practical Demonstrations	
FEB (23 Days)	1st	REVISION, Final Practical Exam & PROJECT WORK			
	2nd				
MAR (17)	1st	TERM EXAMINATION			
	2nd				

TEST	SYLLABUS	DATE
CT1	Ch-1,2	DD.MM.YY
CT2	Ch-3,4	DD.MM.YY
Mid Term	Ch-1,2,3,4 (practical)	DD.MM.YY
CT3	Ch-5,6	DD.MM.YY
CT4	Ch-7,8	DD.MM.YY

Final Term	Ch-1,2,3,4,5,6,7,8 (Theory), Psychological Tests (Practical)	DD.MM.YY
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SUBJECT-LEGAL STUDIES

MON TH	FORTNIGHT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (23)	1 st -15 th APRIL	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION Ch.1- Concept of State	1- What is a State? 2- The concept of State and Article 12 of the Indian Constitution 3- What is Government? 4- Emergence of the State from Society 5- Definition of State 6- Theories on the Origin of State 7- Elements of a State 8- Role of a State	AI- 1- Create a poster or collage representing different forms of states (Democracy, Monarchy, etc.). 2- Role-play: Students enact leaders of different political systems. MI- 1- Linguistic: Debate on "Is democracy the best form of government?" 2- Logical-Mathematical: Compare governance models using a Venn Diagram. ID- 1- Step-wise breakdown of concepts (Definition → Elements → Types of States). 2- Use real-world examples of states.	EL- Conduct a classroom vote to understand democracy in action. BL- 1- Online videos on the evolution of states + class discussion. https://study.com/academy/lesson/video/state-as-a-concept-definition-development-size.html

		<p>Ch.2- Forms and Organs of Government</p>	<p>1- Introduction to the Organs of Government 2- Forms of Government i- Monarchy ii- Aristocracy iii- Dictatorship iv- Democracy 3- Main organs of Government and its functions i- General Functions of Legislature as Organ of Government ii- General Functions of Executive as Organ of Government iii- General Functions of Judiciary as an Organ of the Government</p>	<p>AI- Sketch or chart of the three organs of government.</p> <p>MI- 1- Bodily-Kinesthetic: Enact a parliamentary session in class. 2- Musical: Create a short rap/song about the Legislature, Executive, and Judiciary.</p> <p>ID- Use mind maps and case studies to explain concepts.</p>	<p>EL- Mock Government: Assign students roles (President, MP & Minister) and conduct a decision-making session.</p> <p>BL- 1- Watch recorded parliamentary debates online + analyze them in class https://www.youtube.com/watch?v=X1fvHjSRc58</p>
<p>16th-30 APRIL</p>	<p>Ch.3- Separation of Powers</p>	<p>1- Concept of Separation of Powers 2- Historical Background and Evolution of Montesquieu's Doctrine of</p>	<p>AI- Storyboard showing separation of powers in real-life scenarios.</p> <p>MI- Interpersonal: Panel discussion on the effectiveness of checks and balances.</p>	<p>EL- Judicial Review Activity: Assign a case and let students decide if laws violate the Constitution.</p> <p>BL-</p>	

			<p>Separation of Powers</p> <p>i- Montesquieu's Doctrine of Separation of Powers</p> <p>ii- Basic Features of the Doctrine Separation of Powers as Enunciated by Montesquieu</p> <p>iii- Checks and Balances of Power</p> <p>iv- Impact of the Doctrine</p> <p>3- Evaluation of The Doctrine of Separation of Powers</p> <p>Key Benefits and Advantages of The i- Doctrine of Separation of Powers</p> <p>ii- Defects of the Doctrine</p> <p>4- Separation of Powers In Practice</p> <p>i- Separation of Powers in Britain</p> <p>ii- Separation of Powers in the United States of America</p>	<p>ID-</p> <p>Use real constitutional case studies to explain how separation of powers works.</p>	<p>Online documentary on Montesquieu's theory + classroom discussion.</p> <p>https://www.youtube.com/watch?v=TL8HyxIL_8c</p> <p>https://www.youtube.com/watch?v=G5dQ63IZMBo</p>
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			iii- Separation of Powers in India		
MAY (25Days)	1st-15 MAY	UNIT 11- BASIC FEATURES OF INDIAN CONSTITUTION Ch.1- Salient Features of The Constitution of India	1- Definition of the term Constitution 2- Historical Perspective of Indian Constitution 3- Salient Features of The Constitution of India i- A Modern Constitution ii- Longest written Constitution iii- Preamble to the Constitution iv- Fundamental Rights; Directive Principles of State Policy; Fundamental Duties v- Constitutional Provision for Amendment of the Indian Constitution vi- Adult Suffrage	AI- Collage making of key features (e.g., Fundamental Rights, Federalism). MI- Linguistic: Write an essay on how Indian Constitution balances power. ID- Compare Indian Constitution with others using tables.	EL- Constitution Drafting: Students create a mini-constitution for a mock country. BL- Interactive Constitution of India website + classroom quiz. https://www.youtube.com/watch?v=2K9GsKHczZs

		<p>vii- Single Citizenship</p> <p>viii- Independent Judiciary</p> <p>ix- Emergency Provisions</p> <p>x- Federal in form Unitary in character</p> <p>xi- Division of Power- Centre-State Relations</p> <p>xii- Schedules to the Constitution</p>		
	Ch.2- Administrative law	<p>1- Background</p> <p>2- Administrative Law and Constitutional Law: Key Differences</p> <p>3- Reasons for Growth, Development and Study of Administrative law</p> <p>4- Types of Administrative Actions</p> <p>5- Fundamental Principle of Administrative Law: Rule of Law</p> <p>6- Droit System</p>	<p>AI- Design flowcharts of administrative processes.</p> <p>MI- Logical-Mathematical: Case analysis of RTI Act, PILs.</p> <p>ID- Step-wise approach: Evolution → Key Features → Case Studies.</p>	<p>EL- Filing RTI Simulation: Students draft an RTI application.</p> <p>BL- Online resources on landmark administrative law cases.</p> <p>https://study.com/academy/lesson/video/administrative-law-objectives-functions-roles.html</p>

REVISION and Activities (if any class)					
JUNE					
JULY (26 Days)	1st-15 JULY	UNIT III- JURISPRU- DENCE- NATURE AND SOURCES OF LAW Ch.1- Jurisprudence, Nature and Meaning of Law	1- Introduction 2- Historical Perspective 3- Schools of Law 4- Function and Purpose of Law	AI- Create a timeline of the evolution of legal systems. MI- Intrapersonal: Reflective journal on "Why do we need laws?" ID- Connect legal principles with daily life scenarios.	EL- Visit a Court: Observe legal proceedings. BL- Virtual court tour videos + analysis. https://www.youtube.com/watch?v=KdSe0s385aI
		Ch.2- Classification of Laws	1- Classification of Law based on Subject matter 2- Classification of Law based on Scope of Law 3- Classification of Law based on Jurisdiction	AI- Infographic on different types of laws (Civil, Criminal, etc.). MI- Logical-Mathematical: Compare real legal cases in different categories. ID- Categorize laws through flowcharts.	EL- Case Study Method: Students research real-life legal cases. BL- Online interactive modules on legal classifications. https://www.youtube.com/watch?v=am-brmj8TqQ
	16th-31 JULY	Ch.3- Sources of Law	1- Where does law come from? 2- Custom as a source of Law 3- Importance of Custom as a source of Law in India	AI- Provide examples of experiential learning initiatives that focus on case law, such as moot court competitions or case analysis workshops. MI-	EL- Investigate how mock trials and moot courts use experiential learning to teach Sources of Law, such as through appellate advocacy or trial advocacy exercises.

			<p>4- Judicial Precedent as a Source of Law</p> <p>5- Legislation as a Source of Law</p>	<p>Spatial intelligence- It can be used to facilitate learning and understanding of Sources of Law, such as through visualizing and mapping legal concepts, principles, and relationships.</p> <p>ID- Discuss how historical analysis can inform our understanding of Sources of Law, such as through examining the historical development of statutes, cases, and treaties.</p>	<p>BL-</p> <p>https://study.com/academy/lesson/video/primary-secondary-sources-of-law.html</p>
<p>AUG (23 Days)</p>	<p>1st -15 AUG</p>	<p>Ch.4- Law Reform</p>	<p>1- Need for Law Reform</p> <p>2- Law Reforms in India</p> <p>3- Recent Law Reforms in Independent India</p>	<p>AI- Provide an overview of the importance of law reforms in promoting deep understanding and practical application of legal concepts</p> <p>MI- Logical-mathematical intelligence- It can be used to facilitate learning and understanding of Sources of Law, such as through analyzing and applying legal principles, rules, and concepts.</p> <p>ID- Provide examples of how historical analysis can be</p>	<p>EL- Discuss how law reform projects use experiential learning to teach Sources of Law, such as through statutory interpretation or regulatory drafting exercises.</p> <p>BL-</p> <p>https://www.youtube.com/watch?v=8AlpZXa7fvg</p>

			integrated into teaching and learning Sources of Law, such as through historical case studies or legislative history research.	
16th -30 AUG	Ch.5- Cyber Laws, Safety and Security in India	<p>1- Introduction 2- Why do we need Cyber Laws 3- What is Cyber Law? 4- What is Cyber safety and Security? 5- What is cyber Crime? 6- Categories of Cyber Crime 7- Cyber law in India 8- Scope and Extent of The Information and Technology Act, 2000(IT Act) 9- What was Section 66A of IT Act, 2000?</p>	<p>AI- 1. Poster Making: Create infographics on "Internet Safety Tips" or "Cybercrime Awareness." 2. Role-Playing: Enact a cybercrime courtroom scenario (e.g., a hacker on trial). 3. Cartoon Strips: Design a comic illustrating phishing scams or social media fraud.</p> <p>MI- 1. Linguistic (Verbal)- Write an essay on "The Role of IT Act in Preventing Cyber Crimes." 2. Logical-Mathematical- Analyze cybercrime statistics and trends in India.</p> <p>ID- 1. Law + Technology: Study how AI is used in cyber law enforcement. 2. Law + Ethics: Debate on "Right to Privacy vs. National Security." 3. Law + Business: Understand cyber laws related to e-commerce and digital fraud.</p>	<p>EL- 1. Simulated Cyber Investigation: Students take on roles (Cyber Law Expert, Hacker, Investigator) and solve a mock cybercrime case. 2. Cybersecurity Awareness Campaigns: Conduct workshops on online fraud and digital privacy. 3. Practical Cyber Safety Measures: Teach students how to use two-factor authentication, VPNs, and anti-malware tools.</p> <p>BL- 1. Use platforms like Coursera or YouTube for learning about cyber ethics and IT laws. 2. Virtual Reality (VR) Courtrooms: Experience a virtual cybercrime trial. 3. Cybersecurity Simulations: Interactive hacking prevention games.</p>

					https://www.youtube.com/watch?v=KZw2jzfaHIs
SEPT (23)	1 st	MID- TERM EXAMINATION			
	2 nd				
OCT (20 Days)	1 st -15th OCT	UNIT 1V- INDIAN JUDICIARY Ch.1- Judiciary: Constitutional, Civil and Criminal Courts and Processes	1- Introduction: Establishment of the Supreme Court and High Courts 2- Constitution, Roles and Impartiality i- Independence and Impartiality of the Supreme Court ii- Structure and Hierarchy of the Courts in India iii- The civil process and functioning of Civil courts 3- The Civil Court Structure	AI- Sketch courtroom layouts. MI- Bodily-Kinesthetic: Mock trial for a civil/criminal case. ID- Explain court structures step-by-step.	EL- Court Visit: Observe proceedings and interact with legal professionals. BL- Virtual case simulations + class debates https://www.youtube.com/watch?v=ISO62iIofL4

			<p>i- Common legal terminology</p> <p>ii- Types of jurisdiction</p> <p>iii- Res subjudice and Res judicata in code of civil procedure 1908</p> <p>4- Structure and Functioning of Criminal Courts in India</p> <p>i- Types of Offences</p> <p>ii- Criminal Investigations and First Information Report (FIR)</p> <p>iii- Criminal Process- Investigation and Prosecution</p> <p>iv- Doctrine of autrefois acquit and autrefois convict (i.e. previously</p>	
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			<p>acquitted and previously convicted)</p> <p>v- Function and Role of Police</p> <p>5- Other courts in India</p> <p>i- Family Courts</p> <p>ii- Administrative Tribunals</p>		
	16 th -30 th OCT	Ch.1- Judiciary: Constitutional, Civil and Criminal Courts and Processes	Continue...	Continue...	Continue...
NOV (22 Days)	1 st -15 th NOV	<p>UNIT V- FAMILY JUSTICE SYSTEM</p> <p>Ch.1- Institutional Framework; Marriage and Divorce</p>	<p>1- Nature of Family law in India</p> <p>2- Human rights and gender perspective</p> <p>3- Institutional framework- family Courts</p> <p>4- Role of women in the creation</p>	<p>AI- Poster on marriage laws in different religions.</p> <p>MI- Interpersonal: Group discussion on gender equality in marriage laws.</p> <p>ID- Timeline of legal reforms in marriage laws.</p>	<p>EL: Mock Mediation: Students resolve a family dispute legally.</p> <p>BL- Online lectures on family law + interactive Q&A.</p> <p>https://www.youtube.com/watch?v=InfThmDkHgY</p>

		of family courts 5- Role of lawyers and Counselors in Family courts 6- Role of Counselors and gender issues 7- Marriage and Divorce	
16 th -30 NOV	Ch.2- Child Rights	1- Child Rights 2- Right to Education 3- Right to Health 4- Right to Shelter 5- Child Labour 6- Sexual Abuse 7- Juvenile Justice	<p>AI- Create awareness campaign posters on child rights.</p> <p>MI- Intrapersonal: Reflective essay on child protection laws.</p> <p>ID- Real case studies of child rights violations.</p>
	Ch.3- Adoption	1- Adoption 2- Minor custody and Guardianship	<p>AI- Create awareness campaign posters on child rights.</p> <p>MI- Intrapersonal: Reflective essay on child protection laws.</p>
			<p>EL- Role-Play: Legal arguments for child adoption cases.</p> <p>BL- Online UNICEF reports on child rights. https://www.youtube.com/watch?v=TafvHxXFzUM</p> <p>EL- Role-Play: Legal arguments for child adoption cases.</p> <p>BL- Online UNICEF reports on child rights.</p>

				<p>ID- Real case studies of child rights violations.</p> <p>https://www.youtube.com/watch?v=B0bND5BES0w</p>	
DEC (25 Days)	1 st -15 DEC	Ch.4- Property, Succession and Inheritance	<p>1- Concept of Property: Joint Family Property and Separate Property</p> <p>2- Inheritance and Succession</p> <p>3- Intestate Succession</p> <p>4- Rules relating to Intestate Succession</p> <p>5- Testamentary Succession</p>	<p>AI- Family tree project on inheritance laws.</p> <p>MI- Logical-Mathematical: Compare property division in Hindu and Muslim laws.</p> <p>ID- Stepwise approach: Legal definitions → Rights → Case Studies.</p>	<p>EL- Legal Will Drafting: Students draft a basic will.</p> <p>BL- Virtual law firm workshops on property laws.</p> <p>https://www.youtube.com/watch?v=UcUhmF3XvHU</p>
	16 th -31 st DEC	Ch.5- Prevention of Violence against Women	<p>1- What is Domestic abuse/violence?</p> <p>2- International legal framework</p> <p>3- Laws in India on prevention of violence</p>	<p>AI- Create campaign posters on legal protections for women.</p> <p>MI- Interpersonal: Group discussion on legal reforms needed for women's safety.</p> <p>ID- Use Nirbhaya & others case to explain legal precedents.</p>	<p>EL- Legal Aid Awareness: Create legal help guides for victims.</p> <p>BL- Government websites + class analysis of legal acts.</p> <p>https://www.unwomen.org/en/digital-library/videos/2013/07/csw-57-elimination-and-prevention-of-all-forms-of-violence-against-women-and-girls</p>

		against women	
JAN (17 Days)	1st -15th JAN	REVISION WITH SAMPLE PAPERS	
	16th -31st JAN	REVISION, FINAL PRACTICAL EXAM & PROJECT WORK	
FEB (23 Days)	1st	REVISION WITH SAMPLE PAPERS & FINAL TERM EXAMINATION	
	2nd		
MAR (17)	1st	FINAL TERM EXAMINATION	
	2nd		

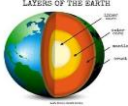
Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION	DD.MM.YY
CT2	UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION	DD.MM.YY
Mid Term	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION UNIT 1I- BASIC FEATURES OF INDIAN CONSTITUTION UNIT 1II- JURISPRUDENCE- NATURE AND SOURCES OF LAW	DD.MM.YY
CT3	UNIT 1V- INDIAN JUDICIARY	DD.MM.YY
CT4	UNIT V- FAMILY JUSTICE SYSTEM	DD.MM.YY
Final Term	UNIT 1- INTRODUCTION TO POLITICAL INSTITUTION	DD.MM.YY

<p>UNIT II- BASIC FEATURES OF INDIAN CONSTITUTION</p> <p>UNIT III- JURISPRUDENCE- NATURE AND SOURCES OF LAW</p> <p>UNIT IV- INDIAN JUDICIARY</p> <p>UNIT V- FAMILY JUSTICE SYSTEM</p>

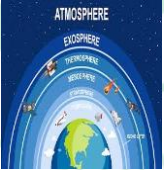

SUBJECT : GEOGRAPHY

MONT H	FORTNIG HT	TOPIC	CONTENT	INTEGRATED APPROACH	EXPERIENTIAL & BLENDED LEARNING
APRIL (23)	1st -15th APRIL	<p><u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY:</u></p> <p>CH-1: Geography as a discipline</p>	<ul style="list-style-type: none"> • Definition, scope, and importance of Geography • Relationship of Geography with other disciplines • Geography as an integrating discipline • Branches of Geography: Physical, Human, and Environmental 	<p>AI- Create a mind map on geography's different branches.</p> <p>MI- Compare physical vs. human geography using data analysis. Group discussion on the role of geography in everyday life.</p> <p>ID- Compare geography's role in history, economics, and science. Research careers in geography and present findings.</p>	<p>EL- Examine the impact of geography on human civilizations.</p> <p>BL- Explore real-world applications of geographical knowledge.</p>

		<p><u>INDIA: PHYSICAL ENVIRONMENT:</u> CH-1: INDIA- LOCATION AND SIZE.</p>	<ul style="list-style-type: none"> • titudinal and longitudinal extent of India • Standard Meridian and time zones • India's position in relation to neighboring countries 	<p>AI- Draw and label India's neighboring countries on a map.</p> <p>MI- Group discussion on India's geopolitical advantages.</p> <p>ID- Explore how India's location has shaped its cultural diversity.</p>	<p>EL- Locate India's latitudinal and longitudinal extent using a globe or atlas. Explore how India's location influences trade and climate.</p> <p>BL- Watch documentaries on India's global positioning.</p>
	16 th -30 APRIL	<p><u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY:</u> CH-2: Origin and Evolution of the earth.</p>	<ul style="list-style-type: none"> • Theories of the origin of the Earth (Big Bang Theory, Nebular Hypothesis) • Early evolution of Earth and development of lithosphere, atmosphere, and hydrosphere • Formation of the solar system 	<p>AI- Illustrate different theories of Earth's origin (Big Bang, Nebular Hypothesis). Draw the structure of the solar system.</p> <p>MI- Observe and record moon phases over a month.</p> <p>ID- Analyze Earth's formation theories over time.</p>	<p>EL- Create a solar system model to show planet formation.</p> <p>BL- Study animations on how planets evolved.</p>
MAY (25 Days)	1 st -15 MAY	<p><u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY:</u> CH-3: Interior of the Earth</p> 	<ul style="list-style-type: none"> • Structure of the Earth (Crust, Mantle, Core) • Types of seismic waves and their role in understanding Earth's interior • Composition of different layers of Earth 	<p>AI- Label Earth's crust, mantle, and core with their properties.</p> <p>MI- Visual-Spatial: Analyze cross-sectional diagrams of Earth's layers.</p> <p>ID- Discuss how earthquakes impact</p>	<p>EL- Study earthquake data and interpret seismic waves.</p> <p>BL- Watch educational videos on seismic activity.</p>

				societies and economies.	
JUNE	SUMMER VACATIONS				
JULY (26 Days)	1st-15 JULY	<u>INDIA: PHYSICAL ENVIRONMENT:</u> CH-2: Structure and Physiography	<ul style="list-style-type: none"> Major physiographic divisions of India: Himalayas, Northern Plains, Peninsular Plateau, Coastal Plains, Islands Formation and characteristics of different landforms 	AI- Illustrate India's physical divisions (Himalayas, plains, plateaus, etc.). Represent India's physiographic features using visuals. MI- Compare elevations of different physiographic regions. ID- Discuss how India's physical features impact climate and economy.	EL- Study local landforms such as hills, rivers, or plateaus. BL- Explore the Himalayas and coastal regions via digital resources.
		<u>INDIA: PHYSICAL ENVIRONMENT:</u> CH-3: Drainage System	<ul style="list-style-type: none"> Himalayan and Peninsular river systems Major rivers and their tributaries Importance of rivers in agriculture and industry 	AI- Represent India's river basins and water distribution. MI- Discuss how rivers influence agriculture, transport, and settlements. ID- Explore the role of rivers in Indian culture and economy. Suggest solutions for water scarcity and river pollution.	EL- Mark major rivers on an outline map of India. BL- Watch videos on river management and conservation.
	16th-31 JULY	<u>FUNDAMENTALS OF PHYSICAL</u>	<ul style="list-style-type: none"> Continental drift theory by Alfred Wegener 	AI- Show the process of continental drift and	EL- Trace the movement of continents over geological time scales.

		<p><u>GEOGRRAPHY:</u></p> <p>CH-4: Distribution of oceans and continents</p>	<ul style="list-style-type: none"> • Sea-floor spreading and Plate Tectonic Theory • Evolution of landforms and ocean basins 	<p>tectonic plate movement.</p> <p>MI- Study animated videos of continental drift.</p> <p>ID- Research how plate tectonics affect natural disasters.</p>	<p>BL- Explore Earth's geological changes over time.</p>
		<p><u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY:</u></p> <p>CH-5: Geomorphic Processes</p>	<ul style="list-style-type: none"> • Internal and external forces shaping the Earth's surface • Weathering (physical, chemical, biological) and erosion 	<p>AI- Illustrate how weathering and erosion shape landscapes.</p> <p>MI- Observe weathering and erosion in natural surroundings.</p> <p>ID- Compare river, wind, and glacial erosion.</p>	<p>EL- Study and classify local rocks based on their weathering process.</p> <p>BL- Watch how landscapes evolve over time.</p>
<p>AUG (23 Days)</p>	<p>1st -15 AUG</p>	<p><u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY:</u></p> <p>CH-6: <u>Landforms and their evolution.</u></p>	<ul style="list-style-type: none"> • Landforms created by rivers, wind, glaciers, and underground water • Formation of valleys, deltas, sand dunes, moraines, and caves 	<p>AI- Draw diagrams related to the different landforms.</p> <p>MI- Visual-spatial intelligence via diagram illustrations.</p> <p>ID- Discuss about the different landforms.</p>	<p>EL- Research and find out examples of any ten landforms mentioned in the lesson.</p> <p>BL- https://youtu.be/7GxBe-3CG3E</p>

	16 th -30 AUG	<p><u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY:</u></p> <p>CH-7: Composition and Structure of Atmosphere</p> 	<ul style="list-style-type: none"> • Layers of the atmosphere: Troposphere, Stratosphere, Mesosphere, Thermosphere, Exosphere • Composition of gases and their role in climate regulation 	<p>AI- Drawing diagrams related to the topics.</p> <p>MI- Visual- spatial</p> <p>ID- Discuss about the importance of Troposphere to iving beings.</p>	<p>EL- Group discussion on global warming.</p> <p>BL- https://www.noaa.gov/jetstream/atmosphere</p>
SEPT (23)	1 st	MID- TERM EXAMINATION			
	2 nd	MID- TERM EXAMINATION			
	-1 st - 15 th OCT	<p><u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY:</u></p> <p>CH-8: Solar Radiation, Heat balance and Temperature</p>	<ul style="list-style-type: none"> • actors affecting temperature distribution • Heat budget of the Earth • Greenhouse effect and global warming 	<p>AI- Create detailed drawings of temperature variations.</p> <p>MI- Visual- Spatial.</p> <p>ID- Concept mapping and visualization techniques.</p>	<p>EL- Report on Weather Bulletin of six days.</p> <p>BL- - https://youtu.be/EHNsvogiqOvk</p>
16 th -30 th OCT	<p><u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY:</u></p> <p>CH-9: Atmospheric Circulations and Weather Systems.</p> 	<ul style="list-style-type: none"> • Pressure belts and wind systems • Jet streams, cyclones, and monsoons • Types of rainfall and weather disturbance 	<p>AI- Draw diagram of Planetary winds system.</p> <p>MI- Verbal intelligence in explaining weather systems.</p> <p>ID- Make a PPT.</p>	<p>EL- Report on a six-day weather bulletin, Write down names of weather instruments with their pictures in your notebook.</p> <p>BL-https://youtu.be/QdiWW0iYJSU</p>	

		<p><u>FUNDAMENTALS OF PHYSICAL GEOGRAPHY:</u></p> <p>CH-10: Water in the Atmosphere</p>	<ul style="list-style-type: none"> Processes of condensation and precipitation Cloud formation and types of clouds Humidity and its measurement 	<p>AI- Drawing diagrams related to the topics</p> <p>MI- Discuss about the types of clouds.</p> <p>ID- Presentation on different rainfall types.</p>	<p>EL- Make a list of states having maximum and minimum rainfall.</p> <p>BL- https://youtu.be/cm7T1EtI2XY (How Tides are formed)</p>
NOV (22 Days)	1 st -15 th NOV	<p><u>INDIA: PHYSICAL ENVIRONMENT:</u></p> <p>CH-4: Climate</p>	<ul style="list-style-type: none"> Factors affecting India's climate Monsoon and its characteristics Climatic regions of India 	<p>AI- Represent different climatic regions of India.</p> <p>MI- Debate on global warming and its effects on India's climate.</p> <p>ID- Connect climate with agriculture, disasters, and human activities. Compare India's climate with neighboring countries. Discuss measures to mitigate climate change effects in India.</p>	<p>EL- Observe how monsoons affect different regions in India.</p> <p>BL- Watch expert lectures on India's monsoon system.</p>
	16 th -30 NOV	<p><u>INDIA: PHYSICAL ENVIRONMENT:</u></p> <p>CH-5: Natural Vegetation</p>	<ul style="list-style-type: none"> Major vegetation types in India (Tropical Rainforests, Deciduous Forests, Desert Vegetation, etc.) 	<p>AI- Draw India's forest types on an outline map. Highlight the importance of forest conservation.</p> <p>MI- Discuss conservation policies and afforestation programs</p>	<p>EL- Visit a forested area to study flora and fauna. Participate in afforestation activities.</p> <p>BL- Watch videos on wildlife conservation in India.</p>

			<ul style="list-style-type: none"> • Wildlife sanctuaries and national parks • Conservation efforts for forests and wildlife 	ID-- Compare Indian forests with other tropical regions. Study national parks and wildlife sanctuaries.	
DEC (25 Days)	1 st -15 DEC	<u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY:</u> CH-2: Water (Oceans)	<ul style="list-style-type: none"> • Distribution of ocean water • Properties of ocean water (salinity, temperature, density) • Marine resources and their utilization 	AI- Draw global ocean currents and their effects. Illustrate marine biodiversity and conservation. MI- Analyze ocean temperature variation data. Study the impact of pollution on local water bodies. ID- Investigate how oceans regulate global climate.	EL- Compare the density of saltwater vs. freshwater. Test the salinity levels of different water bodies. BL- Study marine life through National Geographic films.
		<u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY:</u> CH-2: Movements of Ocean Water.	<ul style="list-style-type: none"> • Waves, tides, and ocean currents • Causes and effects of ocean currents • El Niño and La Niña phenomena 	AI- Represent the factors affecting tides and ocean currents. MI- Compare tidal ranges in different coastal cities. ID- Discuss ways to use ocean currents for renewable energy	EL- Record high and low tides over a week. BL- Learn about El Niño and La Niña through animations.



			Is climate change affecting ocean currents?	
JAN (17 Days)	1st -15th JAN	Final Practical Exam	REVISION, PRACTICAL WORK &	
	16th -31st JAN			
FEB (23 Days)	1st	REVISION, Final Practical Exam & PRACTICAL WORK		
	2nd			
MAR (17)	1st	TERM EXAMINATION		
	2nd			


Cycle Test and Term Exams Syllabus Details

TEST	SYLLABUS	DATE
CT1	<u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY</u> Ch-1, <u>INDIA: PHYSICAL ENVIRONMENT CH-1</u>	
CT2	<u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY</u> Ch-2,3 <u>INDIA: PHYSICAL ENVIRONMENT CH2</u>	
Mid Term	<u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY</u> Ch-1,2,3,4,5,6, <u>INDIA: PHYSICAL ENVIRONMENT CH-1,2,3</u>	
CT3	<u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY</u> Ch-7,8,9	
CT4	<u>FUNDAMENTALS OF PHYSICAL GEOGRRAPHY</u> Ch-10, <u>INDIA: PHYSICAL ENVIRONMENT CH4</u>	
Final Term	Full Syllabus	



विषय – हिंदी


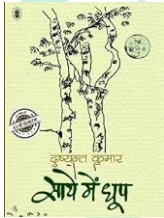
माह	पाक्षिक	प्रकरण	विषय वस्तु	समन्वित दृष्टिकोण	अनुभवात्मक एवं मिश्रित शिक्षण
अप्रैल (23)	1 st -15 th अप्रैल	पाठ : नमक का दारोगा  पाठ : जनसंचार, पत्रकारिता 	ईमानदारी बनाम भ्रष्टाचार सामाजिक व्यवस्था, नैतिकता, कर्तव्यनिष्ठा, और व्यक्ति के चरित्र की परीक्षा	<ul style="list-style-type: none"> • सामाजिक विज्ञान: उस समय के सामाजिक और आर्थिक ढांचे का चित्रण, जिसमें भ्रष्टाचार और अनैतिकता व्याप्त थी। • नैतिक शिक्षा: ईमानदारी और कर्तव्यनिष्ठा के महत्व पर बल, जो विद्यार्थियों को नैतिक मूल्यों को आत्मसात करने के लिए प्रेरित करता है। 	<ul style="list-style-type: none"> • भूमिका निर्वहन (Role Play): छात्र कहानी के पात्रों की भूमिका निभाकर उनके चरित्र और मनोभाव को समझ सकते हैं। • विचार-विमर्श (Group Discussion): कहानी के नैतिक पक्षों पर चर्चा और वाद-विवाद का आयोजन, जैसे "ईमानदारी का मूल्य"। <p>कहानी का एनिमेटेड संस्करण या नाट्य रूपांतरण दिखाकर छात्रों की रुचि और समझ को बढ़ाना।</p>
	16 th -30 अप्रैल	पाठ : कबीर  पाठ : मीरा 	<ul style="list-style-type: none"> • आत्मज्ञान और मन की शुद्धता • द्वैत और अद्वैत का विचार • प्रेम, सद्भाव, और मानवता का संदेश • मूर्ति पूजा और पाखंड का खंडन 	<ul style="list-style-type: none"> • धर्म और दर्शन: <ul style="list-style-type: none"> • उनके पद अद्वैत वेदांत और सूफी विचारधारा का संगम हैं। • वे हिंदू-मुस्लिम एकता और सांप्रदायिक 	<ul style="list-style-type: none"> • सुनना और गाना (Music and Singing): <ul style="list-style-type: none"> • कबीर के पदों को भजन या गीत के रूप में गाकर शिक्षण को प्रभावी और रुचिकर बनाया जा सकता है। • छात्र स्वयं इन पदों को संगीतबद्ध कर सकते


				<p>सौहार्द का संदेश देते हैं।</p> <ul style="list-style-type: none"> • सामाजिक विज्ञान : <ul style="list-style-type: none"> • जाति-प्रथा, पाखंड, और सामाजिक कुरीतियों के खिलाफ उनका दृष्टिकोण उस समय के सामाजिक ढांचे को समझने में सहायक है। 	<p>हैं, जिससे उनकी रचनात्मकता और सांस्कृतिक समझ विकसित होगी।</p> <p>सृजनात्मक लेखन (Creative Writing):</p> <ul style="list-style-type: none"> • कबीर के दोहों पर आधारित लेख, निबंध, या कविता लेखन से भाषा कौशल और साहित्यिक समझ को प्रोत्साहन।
मई (25 Days)	1 st -15 मई	<p>पाठ : मियाँ नसीरुद्दीन</p>  <p>मियाँ नसीरुद्दीन</p> <p>पाठ : अपू के साथ ढाई साल</p> 	<ul style="list-style-type: none"> • मानव स्वभाव की कमजोरियों को उजागर करना (जैसे लोभ, अहंकार, और मूर्खता) • बुद्धिमत्ता और व्यावहारिक ज्ञान का महत्व • हास्य और व्यंग्य का सांस्कृतिक और सामाजिक संदर्भ • तर्कशीलता और समझदारी से समस्याओं का समाधान 	<ul style="list-style-type: none"> • सामाजिक विज्ञान: <ul style="list-style-type: none"> • कहानियाँ उस समय के सामाजिक ढांचे, रीति-रिवाजों, और मान्यताओं को दर्शाती हैं। • समाज में प्रचलित अंधविश्वास, जात-पात, और भेदभाव पर व्यंग्य किया गया है, जिससे 	<ul style="list-style-type: none"> • विचार-विमर्श (Group Discussion): <ul style="list-style-type: none"> • "हास्य और व्यंग्य का समाज पर प्रभाव" जैसे विषयों पर चर्चा करवाई जा सकती है। • कहानियों में निहित संदेशों पर विद्यार्थियों से उनकी राय और विचार पूछे जा सकते हैं। • सृजनात्मक लेखन (Creative Writing):

				<p>उस युग के सामाजिक परिवेश को समझा जा सकता है।</p> <ul style="list-style-type: none"> • नैतिक शिक्षा: <ul style="list-style-type: none"> • ईमानदारी, समझदारी, और व्यावहारिक ज्ञान के महत्व पर बल दिया गया है। • ये कहानियाँ बच्चों में नैतिक मूल्यों और सही-गलत की पहचान विकसित करने में सहायक होती हैं। 	<ul style="list-style-type: none"> • मियां नसीरुद्दीन के पात्र को केंद्र में रखकर स्वयं की कल्पना से नई कहानियाँ लिखने को प्रोत्साहित किया जा सकता है। • व्यंग्यात्मक लेखन या हास्य कविता का अभ्यास कराकर भाषा और साहित्यिक कौशल को निखारा जा सकता है।
16 th -31 मई	<p>पाठ : घर की याद</p>  <p>पाठ : अनुच्छेद लेखन</p>	<ul style="list-style-type: none"> • प्रवास के कारण उत्पन्न अकेलापन और उदासी • अपने परिवार, माता-पिता, और गांव की स्मृतियाँ • बाल्यकाल की खुशियाँ और सरल जीवन की यादें 	<ul style="list-style-type: none"> • भाषा: सरल और भावनात्मक शब्दावली, जिसमें अलंकार और छंद का सुंदर प्रयोग है। 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> • कविता का भावपूर्ण वाचन कराकर विद्यार्थियों को कविता की संवेदनशीलता और 	


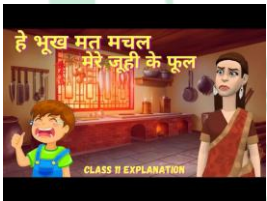
		<div data-bbox="464 207 741 365" style="border: 1px solid red; padding: 5px;"> <p style="text-align: center;"><u>अनुच्छेद लेखन</u></p> <p style="text-align: center;"><u>समय का महत्व</u></p> <p>समय अनमोल है। समय किसी की प्रतीक्षा नहीं करता है। अगर समय रक जाए चला जाए, तो वह फिर दुबारा नहीं आता। समय रक-मेसा उपहार है जो हर किसी के पास होता है, लेकिन जो व्यक्ति समय</p> </div>	<ul style="list-style-type: none"> • समय और दूरी के कारण होने वाले भावनात्मक उतार-चढ़ाव 	<p>उपमाओं और रूपकों के माध्यम से स्मृतियों को जीवंत बनाया गया है, जिससे भाषा शिक्षण के लिए यह कविता उपयुक्त है।</p> <p>नैतिक शिक्षा: परिवार, माता-पिता, और बचपन के मूल्यों का महत्व समझाया जा सकता है।</p> <p>कविता में प्रस्तुत भावनात्मक संबंधों से विद्यार्थियों में संवेदनशीलता और मानवीय मूल्यों का विकास होता है।</p>	<p>भावनात्मकता को महसूस करने का अवसर दिया जा सकता है।</p> <ul style="list-style-type: none"> • विद्यार्थियों से कविता में निहित भावनाओं पर चर्चा और उनके अनुभव साझा करने को प्रेरित किया जा सकता है। <p>सृजनात्मक लेखन (Creative Writing):</p> <ul style="list-style-type: none"> • "घर की याद" पर निबंध, पत्र लेखन (जैसे - अपने माता-पिता को घर की याद आने पर पत्र लिखना) या कविता लेखन। • चित्रकला के माध्यम से कविता में वर्णित दृश्यों को चित्रित करने की गतिविधि कराई जा सकती है।
जून	ग्रीष्मकालीन अवकाश				


<p>जुलाई (26 Days)</p>	<p>1st-15 जुलाई</p>	<p>पाठ : विदाई संभाषण</p>  <p>पाठ : चंपा काले अक्षर नहीं चीन्हती</p>  <p>पाठ : पत्र लेखन</p>	<ul style="list-style-type: none"> मुख्य विषय: विदाई और स्मृतियाँ (हास्य और व्यंग्य के साथ) उप विषय: हास्य-व्यंग्य के माध्यम से सामाजिक संदर्भों की अभिव्यक्ति जीवन के परिवर्तनशील स्वभाव और विदाई के क्षणों का चित्रण संबंधों की गरिमा और भविष्य के लिए शुभकामनाएँ विदाई के क्षणों में सकारात्मक दृष्टिकोण और प्रेरणा 	<ul style="list-style-type: none"> सामाजिक विज्ञान: <ul style="list-style-type: none"> सामाजिक परिस्थितियों और मानवीय संबंधों पर व्यंग्य के माध्यम से उस समय के सामाजिक परिवेश को समझा जा सकता है। सामाजिक परंपराओं, रीति-रिवाजों, और विदाई के सांस्कृतिक पहलुओं पर चर्चा की जा सकती है। नैतिक शिक्षा: <ul style="list-style-type: none"> हास्य और व्यंग्य के माध्यम से सकारात्मक दृष्टिकोण 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> विद्यार्थियों को भाषण के व्यंग्यात्मक और हास्यपूर्ण अंशों का भावपूर्ण वाचन करने को प्रोत्साहित किया जा सकता है। उच्चारण, स्वर, और गति पर विशेष ध्यान देते हुए संवाद अदायगी का अभ्यास कराया जा सकता है। <p>संगीत और कविता:</p> <ul style="list-style-type: none"> विदाई के क्षणों को हास्य और कविता के रूप में प्रस्तुत करने का अभ्यास। हास्य कविताओं या शायरियों को संगीतबद्ध कर संगीतमय प्रस्तुति दी जा सकती है।
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				<p>अपनाने की शिक्षा।</p> <ul style="list-style-type: none"> जीवन के परिवर्तनशील स्वभाव को स्वीकार करते हुए नए अवसरों को आत्मसात करने का संदेश। 	
16 th -31 जुलाई	<p>पाठ : गलता लोहा</p> <p>गलता लोहा</p>  <p>पाठ : गजल</p>  <p>पाठ : स्ववृत्त लेखन, रोजगार संबंधी आवेदन</p>	<ul style="list-style-type: none"> मुख्य विषय: सामाजिक असमानता और संघर्ष उप विषय: <ul style="list-style-type: none"> आर्थिक विषमता और शोषण मेहनतकश लोगों का संघर्ष और धैर्य परिवर्तन और आत्मनिर्माण की प्रक्रिया समाज में व्याप्त भेदभाव और अन्याय 	<ul style="list-style-type: none"> सामाजिक विज्ञान: <ul style="list-style-type: none"> सामाजिक असमानता, आर्थिक विषमता, और श्रमिक वर्ग के संघर्षों पर चर्चा। औद्योगिकीकरण और शोषण के ऐतिहासिक और सामाजिक पहलुओं की समझ विकसित करना। सामाजिक सुधार और समानता की दिशा में आंदोलन और 	<ul style="list-style-type: none"> भूमिका निर्वहन (Role Play): <ul style="list-style-type: none"> श्रमिकों और शोषण करने वालों के बीच के संवादों को मंच पर नाट्य रूप में प्रस्तुत करना। पात्रों की मनोदशा और संघर्ष को सजीव करने के लिए हाव-भाव और संवाद शैली का प्रदर्शन। विचार-विमर्श (Group Discussion): <ul style="list-style-type: none"> "सामाजिक असमानता और आर्थिक विषमता" पर समूह चर्चा करवाई जा सकती है। 	

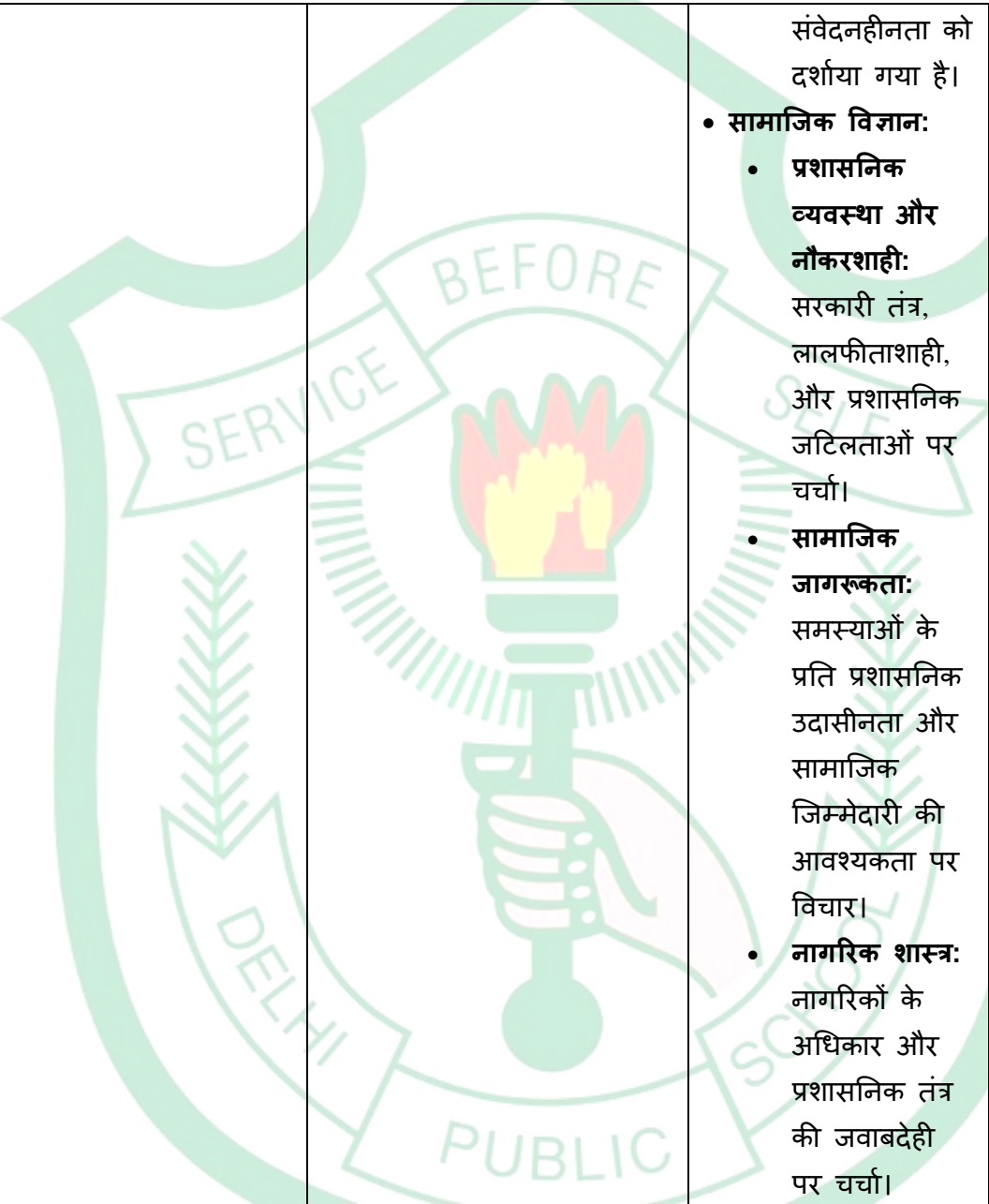
				<p>विचारधाराओं का अध्ययन।</p> <ul style="list-style-type: none"> • नैतिक शिक्षा: <ul style="list-style-type: none"> • धैर्य, संघर्ष, और आत्मनिर्माण की प्रेरणा। • सामाजिक न्याय, समानता, और मानवीय गरिमा के मूल्यों को आत्मसात करना। • भेदभाव और शोषण के खिलाफ संवेदनशीलता और जागरूकता का विकास। 	<ul style="list-style-type: none"> • विद्यार्थियों को अपने विचार और अनुभव साझा करने के लिए प्रेरित किया जा सकता है, जैसे - श्रमिकों के अधिकार और संघर्ष।
अगस्त (23 Days)	1 st -15 अगस्त	<p>पाठ : भारतीय गायिकाओं में बेजोड़ : लता मंगेशकर</p>  <p>पाठ : राजस्थान की रजत बूँदें</p>	<ul style="list-style-type: none"> • मुख्य विषय: लता मंगेशकर का जीवन और संगीत यात्रा • उप विषय: <ul style="list-style-type: none"> • बचपन और प्रारंभिक संघर्ष • भारतीय सिनेमा में उनका योगदान और सफलता की कहानी 	<ul style="list-style-type: none"> • संगीत: <ul style="list-style-type: none"> • भारतीय शास्त्रीय संगीत और फिल्मी संगीत में लता मंगेशकर के योगदान का अध्ययन। 	<p>संगीत प्रस्तुति (Musical Performance):</p> <ul style="list-style-type: none"> • विद्यार्थियों को लता मंगेशकर के गीतों को गाकर उनकी गायकी की शैली को समझने और अपनाने का

			<ul style="list-style-type: none"> • गायन की विशिष्टताएँ और संगीत शैली • महान संगीतकारों के साथ काम करने के अनुभव • पुरस्कार, सम्मान, और उनकी संगीत धरोहर 	<ul style="list-style-type: none"> • राग, ताल, और सुरों की शुद्धता की समझ विकसित करने के लिए उनके गीतों का विश्लेषण। • भारतीय संगीत के विकास और बदलाव में उनके योगदान पर चर्चा। <p>• सामाजिक विज्ञान:</p> <ul style="list-style-type: none"> • भारतीय समाज और सिनेमा पर लता मंगेशकर के गीतों का प्रभाव। • सांस्कृतिक एकता और राष्ट्रीय चेतना को जागृत करने 	<p>अवसर प्रदान किया जा सकता है।</p> <ul style="list-style-type: none"> • शास्त्रीय और फिल्मी संगीत में उनके द्वारा प्रयोग किए गए रागों और तालों का अभ्यास। <p>• मल्टीमीडिया और दृश्य सामग्री:</p> <ul style="list-style-type: none"> • लता मंगेशकर के जीवन पर आधारित वृत्तचित्र, वीडियो, या साक्षात्कार दिखाए जा सकते हैं। • उनके प्रसिद्ध गीतों के वीडियो क्लिप दिखाकर संगीत की विविधता और शैली को समझाया जा सकता है।
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				में उनकी भूमिका।	
16 th -30 अगस्त	<p>पाठ : रजनी</p>  <p>पाठ : हे! भूख मत मचल हे मेरे जूही के फूल जैसे ईश्वर</p> 	<ul style="list-style-type: none"> • मुख्य विषय: सामाजिक चेतना और नारी सशक्तिकरण • उप विषय: <ul style="list-style-type: none"> • रूढ़िवादिता और अंधविश्वास के खिलाफ संघर्ष • सामाजिक सुधार और समानता का संदेश • नारी अधिकार और सशक्तिकरण • सकारात्मक सोच और आत्मनिर्भरता • समाज में बदलाव लाने की प्रेरणा 	<ul style="list-style-type: none"> • सामाजिक विज्ञान: <ul style="list-style-type: none"> • सामाजिक सुधार आंदोलन: राजा राममोहन राय, सावित्रीबाई फुले, और महात्मा ज्योतिबा फुले जैसे सुधारकों के कार्यों का अध्ययन। • नारी सशक्तिकरण: नारी अधिकारों और समानता के लिए किए गए ऐतिहासिक संघर्षों पर चर्चा। • आधुनिक समाज में नारी की भूमिका: समाज में महिलाओं के योगदान, चुनौतियों, और 	<ul style="list-style-type: none"> • समूह परियोजनाएँ (Group Projects): <ul style="list-style-type: none"> • सामाजिक जागरूकता अभियान: अंधविश्वास, भेदभाव, और लैंगिक असमानता के खिलाफ जागरूकता अभियान। • प्रोजेक्ट वर्क: "नारी सशक्तिकरण के ऐतिहासिक पहलू" पर शोध और प्रस्तुति। • वास्तविक जीवन अनुभव (Real-Life Experiences): <ul style="list-style-type: none"> • समाज में व्याप्त रूढ़ियों और अंधविश्वासों के उदाहरण देकर उनके कारणों और समाधान पर चर्चा। • सकारात्मक सोच और साहसिक व्यक्तित्व के 	

				<p>उनकी भूमिका पर विचार।</p> <ul style="list-style-type: none"> • संविधान और कानून: भारतीय संविधान में नारी सशक्तिकरण और समानता के अधिकारों का अध्ययन। • नैतिक शिक्षा: <ul style="list-style-type: none"> • साहस, आत्मनिर्भरता, और सकारात्मक सोच की प्रेरणा। • समानता, सामाजिक न्याय, और संवेदनशीलता को आत्मसात करना। • कुरीतियों और अंधविश्वासों के खिलाफ जागरूकता और तार्किक 	<p>उदाहरणों को साझा करके प्रेरित करना।</p> <ul style="list-style-type: none"> • नारी सशक्तिकरण से जुड़े सामाजिक कार्यकर्ताओं से मुलाकात या उनके अनुभवों को सुनना। <p>विचार-विमर्श (Group Discussion):</p> <ul style="list-style-type: none"> • समाज में बदलाव की आवश्यकता: "सामाजिक सुधार और नारी सशक्तिकरण" पर चर्चा। • अंधविश्वास बनाम तर्क: "अंधविश्वास और तर्कसंगत सोच" पर विचार-विमर्श।
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				दृष्टिकोण विकसित करना।	
सितंबर (23 Days)	1 st 2 nd	अर्द्धवार्षिक परीक्षा			
अक्टूबर (20 Days)	1 st -15 th अक्टूबर	<p>पाठ : जामुन का पेड़</p>  <p>पाठ : भारत माता</p> <p>Class 11 Hindi Aroh Chapter 9</p> 	<ul style="list-style-type: none"> • मुख्य विषय: प्रशासनिक अव्यवस्था और नौकरशाही की जटिलता • उप विषय: <ul style="list-style-type: none"> • मानवीय संवेदनाओं की अनदेखी और प्रशासनिक उदासीनता • हास्य-व्यंग्य के माध्यम से सामाजिक और प्रशासनिक बुराइयों पर कटाक्ष • समस्या समाधान में जटिलता और जिम्मेदारी के टाल-मटोल का चित्रण • मानवीय मूल्यों और सहानुभूति की आवश्यकता 	<ul style="list-style-type: none"> • भाषा: <ul style="list-style-type: none"> • हास्य-व्यंग्य की शैली में सरल और रोचक भाषा का प्रयोग, जो पाठ को मनोरंजक और प्रभावी बनाता है। • संवादात्मक शैली और घटनाओं का रोचक वर्णन, जिससे पाठकों में उत्सुकता और हास्य उत्पन्न होता है। • रूपक और प्रतीकों का प्रयोग करके नौकरशाही की जटिलताओं और 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> • हास्य-व्यंग्य वाले संवादों का भाव-पाठ, जिससे पाठ का हास्यपूर्ण और व्यंग्यात्मक पक्ष उभरकर सामने आए। • प्रशासनिक जटिलताओं को दर्शाने वाले अंशों को स्वरों और हाव-भाव के साथ प्रस्तुत करना। <p>विचार-विमर्श (Group Discussion):</p> <ul style="list-style-type: none"> • प्रशासनिक जटिलता और समाधान: "नौकरशाही की जटिलता और समाधान" पर चर्चा।

				<p>संवेदनहीनता को दर्शाया गया है।</p> <ul style="list-style-type: none"> • सामाजिक विज्ञान: <ul style="list-style-type: none"> • प्रशासनिक व्यवस्था और नौकरशाही: सरकारी तंत्र, लालफीताशाही, और प्रशासनिक जटिलताओं पर चर्चा। • सामाजिक जागरूकता: समस्याओं के प्रति प्रशासनिक उदासीनता और सामाजिक जिम्मेदारी की आवश्यकता पर विचार। • नागरिक शास्त्र: नागरिकों के अधिकार और प्रशासनिक तंत्र की जवाबदेही पर चर्चा। 	<ul style="list-style-type: none"> • सामाजिक जिम्मेदारी: "प्रशासनिक अव्यवस्था और नागरिकों की भूमिका" पर विचार-विमर्श। • सृजनात्मक लेखन (Creative Writing): <ul style="list-style-type: none"> • पत्र लेखन: "अधिकारी को पत्र" लिखकर प्रशासनिक जटिलता और समाधान के सुझाव। • कहानी लेखन: "यदि जामुन का पेड़ फिर से गिरता..." पर कल्पनात्मक कहानी।
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				<ul style="list-style-type: none"> • समकालीन परिप्रेक्ष्य: आधुनिक समय में सरकारी तंत्र और प्रशासनिक प्रक्रियाओं की समीक्षा। 	
16 th -30 th अक्टूबर	<p>पाठ : सबसे खतरनाक</p>  <p>पाठ : आओ मिलकर बचाएँ</p> 	<ul style="list-style-type: none"> • मुख्य विषय: सामाजिक चेतना और संवेदनशीलता का महत्व • उप विषय: <ul style="list-style-type: none"> • संवेदनहीनता और विचारशून्यता के खतरों पर चेतावनी • स्वतंत्र सोच और अभिव्यक्ति की आज़ादी का महत्व • अन्याय और अत्याचार के प्रति विरोध और प्रतिरोध की आवश्यकता • सामाजिक असमानता, शोषण, और तानाशाही के खिलाफ चेतना • मानवीय मूल्यों और संवेदनशीलता को बनाए रखने का आह्वान 	<p>भाषा:</p> <ul style="list-style-type: none"> • प्रतीकात्मक और रूपक शैली में सशक्त और गूढ़ भाषा का प्रयोग, जो पाठकों को विचारमग्न करती है। • कविता में सरल लेकिन गहन शब्दों का प्रयोग, जो सामाजिक चेतना और विचारशून्यता के खतरों को दर्शाते हैं। • व्यंग्यात्मक और चिंतनशील भाषा, जो पाठकों 	<p>भाव-पाठ (Recitation with Expression):</p> <ul style="list-style-type: none"> • कविता के गहन और चिंतनशील अंशों का भाव-पाठ, जिससे सामाजिक चेतना और संवेदनशीलता उभरकर सामने आए। • प्रतीकों और रूपकों के माध्यम से कविता की गहराई को समझने के लिए स्वरों और हाव-भाव का प्रयोग। <p>वास्तविक जीवन अनुभव (Real-Life Experiences):</p> <ul style="list-style-type: none"> • समाज में व्याप्त असमानता और 	

				<p>को आत्ममंथन करने के लिए प्रेरित करती है।</p> <p>कला एवं नाटक:</p> <ul style="list-style-type: none"> • कविता के प्रतीकों और रूपकों को दृश्य-चित्रण के माध्यम से समझाना। • संवादों और घटनाओं का नाट्य रूपांतरण, जो सामाजिक चेतना और विचारशून्यता के खतरों को दर्शाता है। • कविता के भावनात्मक अंशों को संगीत, नृत्य, और नाटक के माध्यम से प्रस्तुत करना। 	<p>अन्याय के उदाहरण देकर उनके कारणों और समाधान पर चर्चा।</p> <ul style="list-style-type: none"> • सकारात्मक सोच, स्वतंत्र विचार, और सामाजिक परिवर्तन के लिए प्रेरणादायक व्यक्तियों के अनुभव साझा करना। • सामाजिक जागरूकता बढ़ाने के लिए स्थानीय सामाजिक कार्यकर्ताओं या पत्रकारों से संवाद।
नवंबर	1 st -15 th नवंबर	पाठ : डायरी लिखने की कला,	• मुख्य विषय:	साहित्य:	व्यक्तिगत डायरी लेखन (Personal Diary Writing):

(22
Days)

कथा-पटकथा



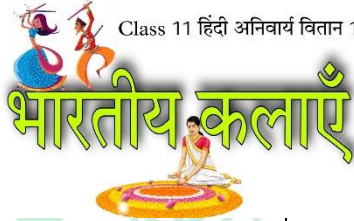
पाठ : आलो-आँधरि



- डायरी लेखन की कला और महत्व
- उप विषय:
 - डायरी का अर्थ, स्वरूप, और उद्देश्य
 - डायरी लेखन की शैली, भाषा, और संरचना
 - डायरी में भावनाओं, विचारों, और अनुभवों की अभिव्यक्ति
 - प्रसिद्ध व्यक्तियों की डायरियों के उदाहरण और उनका प्रभाव

- साहित्यिक विधा के रूप में डायरी: साहित्य में डायरी लेखन को एक महत्वपूर्ण विधा माना गया है।
- डायरी लेखन में कल्पनाशीलता, संवेदनशीलता, और आत्म-अभिव्यक्ति का समावेश।
- प्रसिद्ध लेखकों की डायरियाँ: महादेवी वर्मा, शिवानी, और अन्ना फ्रैंक की डायरियों का अध्ययन।
- इतिहास और समाजशास्त्र:
 - इतिहास में डायरियों का महत्व और उनका ऐतिहासिक

- विद्यार्थियों को नियमित रूप से अपनी व्यक्तिगत डायरी लिखने के लिए प्रेरित करना।
- आत्म-अभिव्यक्ति के लिए स्वतंत्रता: उन्हें बिना किसी बाध्यता के अपने विचारों और भावनाओं को व्यक्त करने की छूट देना।
- गोपनीयता और ईमानदारी का महत्व: उन्हें यह समझाना कि डायरी व्यक्तिगत होती है और इसमें ईमानदारी से लिखना चाहिए।
- पठन-पाठन (Reading and Analysis):
 - प्रसिद्ध डायरियों का अध्ययन: अन्ना फ्रैंक की डायरी, महादेवी वर्मा की डायरी, और अन्य साहित्यिक डायरियों का अध्ययन।
 - विचारों की तुलना: विभिन्न लेखकों की

				<p>घटनाओं पर प्रभाव।</p> <ul style="list-style-type: none"> • महात्मा गांधी और पंडित नेहरू की डायरियों से तत्कालीन समाज और राजनीति की झलक। 	<p>डायरियों में व्यक्त विचारों की तुलना और विश्लेषण।</p> <ul style="list-style-type: none"> • चित्रण और कला (Visual Representation): <ul style="list-style-type: none"> • डायरी के पृष्ठों को चित्रों, स्केच, और डूडल से सजाने की कला। • विजुअल डायरी: विचारों और भावनाओं को चित्रों और रंगों के माध्यम से व्यक्त करना।
16 th -30 नवंबर	<p>पाठ : भारतीय कलाएँ</p> <p>Class 11 हिंदी अनिवार्य वितान 1</p>  <p>भारतीय कलाएँ</p>	<ul style="list-style-type: none"> • मुख्य विषय: भारतीय कला और संस्कृति की विविधता विषय: संगीत: भारतीय शास्त्रीय संगीत (हिंदुस्तानी और कर्नाटक), लोक संगीत, और आधुनिक संगीत शैलियाँ। 	<ul style="list-style-type: none"> • इतिहास और समाजशास्त्र: <ul style="list-style-type: none"> • भारतीय कला का ऐतिहासिक विकास और सांस्कृतिक विरासत। • सिन्धु घाटी सभ्यता की कला से लेकर मुगल काल की चित्रकला और ब्रिटिश राज के प्रभाव तक का अध्ययन। 	<ul style="list-style-type: none"> • प्रायोगिक कला कार्यशाला (Art Workshop): <ul style="list-style-type: none"> • पारंपरिक चित्रकला: मधुबनी, वाल्मी, या पतचित्र शैली में चित्र बनाना। • हस्तकला और शिल्प: विद्यार्थियों को मिट्टी, कपड़े, या लकड़ी से हस्तशिल्प बनाने का अनुभव देना। • मूर्तिकला और स्थापत्य कला: मिट्टी या प्लास्टर ऑफ पेरिस से मूर्ति या मॉडल बनाना। 	

				<ul style="list-style-type: none"> • सामाजिक और धार्मिक प्रभाव: भारतीय कला पर बौद्ध, जैन, हिंदू, और इस्लामिक प्रभाव। • भूगोल: <ul style="list-style-type: none"> • भौगोलिक विविधता का प्रभाव: भारत के विभिन्न क्षेत्रों में उपलब्ध प्राकृतिक संसाधनों के अनुसार कला रूपों में भिन्नता। • क्षेत्रीय कला शैलियाँ: पाटचित्र (ओडिशा), मधुबनी (बिहार), फड़ चित्रकला (राजस्थान), और पिचवाई (राजस्थान)। 	<ul style="list-style-type: none"> • संगीत और नृत्य अनुभव (Music and Dance Experience): <ul style="list-style-type: none"> • शास्त्रीय संगीत कार्यशाला: भारतीय शास्त्रीय संगीत के राग और ताल सिखाना। • शास्त्रीय नृत्य प्रदर्शन: भरतनाट्यम, कथक, या कुचिपुड़ी की प्रस्तुति और प्रशिक्षण। • लोकनृत्य कार्यशाला: भांगड़ा, घूमर, गरबा, या बिहू का अभ्यास। • मल्टीमीडिया और तकनीकी साधन (Multimedia and Technology): <ul style="list-style-type: none"> • डिजिटल आर्ट: टैबलेट या कंप्यूटर पर डिजिटल पेंटिंग और ग्राफिक डिज़ाइन बनाना। • वर्चुअल टूर: राष्ट्रीय संग्रहालय, किला, और सांस्कृतिक स्थलों का वर्चुअल भ्रमण। • प्रदर्शन और आयोजन (Exhibition and Event):
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			<ul style="list-style-type: none"> • कला प्रदर्शनी: विद्यार्थियों द्वारा बनाई गई कलाकृतियों की प्रदर्शनी। • सांस्कृतिक उत्सव: भारतीय शास्त्रीय संगीत, नृत्य, और लोक कलाओं का मंचन। • फ्यूज़न कला प्रदर्शन: पारंपरिक और आधुनिक कला रूपों का संयोजन। • समूह परियोजनाएँ (Group Projects): <ul style="list-style-type: none"> • अंतर-सांस्कृतिक तुलना: भारतीय और विश्व की अन्य कलाओं के बीच तुलना और अध्ययन। • कला रूपों पर शोध: विभिन्न भारतीय कला रूपों पर शोध और प्रस्तुति। • प्रसिद्ध कलाकारों पर प्रोजेक्ट: राजा रवि वर्मा, एम.एफ. हुसैन, अमृता शेरगिल पर अध्ययन।
दिसंबर	1 st -15	पुनरावृत्ति कार्य	

(25 Days)	दिसंबर	
	16 th -31 st दिसंबर	पुनरावृत्ति कार्य
जनवरी (17 Days)	1 st -15 th जनवरी	शीतकालीन अवकाश एवं पुनरावृत्ति कार्य
	16 th -31 st जनवरी	पुनरावृत्ति कार्य
फरवरी (23 Days)	1 st	पुनरावृत्ति कार्य एवं वार्षिक परीक्षा
	2 nd	
मार्च (17)	1 st	वार्षिक परीक्षा
	2 nd	

इकाई परीक्षा, अर्द्धवार्षिक एवं वार्षिक परीक्षा पाठ्यक्रम

इकाई	पाठ्यक्रम	दिनांक
प्रथम इकाई	अपठित गद्यांश पठित पद्यांश रचनात्मक लेख गद्य – नमक का दरोगा काव्य – कबीर के दोहे	DD.MM.YY
द्वितीय इकाई	अपठित गद्यांश पठित पद्यांश औपचारिक पत्र गद्य – मियां नसीरुद्दीन काव्य – मीरा के पद	DD.MM.YY
अर्द्धवार्षिक परीक्षा	अपठित गद्यांश, पद्यांश पठित गद्यांश, पद्यांश गद्य – नमक का दरोगा, मियाँ नसीरुद्दीन, अपू के साथ ढाई साल, विदाई-संभाषण, गलता लोहा, रजनी	DD.MM.YY

	<p>काव्य – कबीर के दोहे, मीरा के पद, घर की याद, चंपा काले अच्छर नहीं चीन्हती, गज़ल, हे भूख मत मचल</p> <p>वितान – भारतीय गायिकाओं में बेजोड़ –लता मंगेशकर, राजस्थान की रज़त बूँदें</p> <p>अभिव्यक्ति और माध्यम – जनसंचार माध्यम, पत्रकारिता के विविध आयाम, कार्यालयी लेखन की प्रक्रिया, स्ववृत्त लेखन और रोज़गार संबंधी आवेदन</p>	
तृतीय इकाई	<p>पठित गद्यांश</p> <p>अपठित पद्यांश</p> <p>रचनात्मक लेख</p> <p>गद्य – अपू के साथ ढ़ाई साल</p> <p>काव्य – घर की याद</p>	DD.MM.YY
चतुर्थ इकाई	<p>पठित गद्यांश</p> <p>अपठित पद्यांश</p> <p>औपचारिक पत्र</p> <p>गद्य – विदाई–संभाषण</p> <p>काव्य – चंपा काले अच्छर नहीं चीन्हती</p>	DD.MM.YY
वार्षिक परीक्षा	<p>आरोह (गद्य) – नमक का दरोगा, मियाँ नसीरुद्दीन, अपू के साथ ढ़ाई साल, विदाई–संभाषण, गलता लोहा, रजनी, जामुन का पेड़, भारत माता</p> <p>आरोह (काव्य) – कबीर के दोहे, मीरा के पद, घर की याद, चंपा काले अच्छर नहीं चीन्हती, गज़ल, हे भूख मत मचल, सबसे खतरनाक, आओ मिलकर बचाएँ</p> <p>वितान – भारतीय गायिकाओं में बेजोड़ –लता मंगेशकर, राजस्थान की रज़त बूँदें, आलो–आँधरि, भारतीय कलाएँ</p> <p>अभिव्यक्ति और माध्यम – जनसंचार माध्यम, पत्रकारिता के विविध आयाम, डायरी लिखने की कला, कथा–पटकथा, कार्यालयी लेखन की प्रक्रिया, स्ववृत्त लेखन और रोज़गार संबंधी आवेदन</p>	DD.MM.YY