



A project of Manav Sehyog Society (Regd) Estd. 1973

MANAV SEHYOG SCHOOL | Jalandhar, Punjab

Affiliated to CBSE Vide No. 1630448 (School Code: 20435)

ACADEMIC CURRICULUM

XI-BAMBOO

SUBJECT- English

Books Recommended – Course Book: Hornbill, Snapshots Grammar & Writing: As per CBSE Guidelines

Month	No. of Working Days	Concepts / Chapters to be Covered	Learning Objectives	Activities / Practicals / SEA / SDG
April	18	Hornbill: Ch – A Portrait of a Lady, Poem – A Photograph Conversation Skills: Group Discussion on Importance of Language	Interpret narrative style and emotional depth in personal essays. Understand poetic imagery and the role of language in society.	Group discussion on language and identity Poem analysis – symbolism SDG 4 – Quality Education
May	25	Hornbill: Ch – We're Not Afraid to Die... if We Can Be Together Snapshots: Ch – The Summer of the Beautiful White Horse Writing: Note Making, Classified Advertisements Grammar: Tenses	Enhance comprehension and critical reflection on adventure and trust. Develop structured writing formats and verb tense accuracy.	Classified Ad collage Note making practice sheets

June	-	Summer Vacation		
July	26	Hornbill: Ch – Discovering Tut: The Saga Continues, Poem – The Laburnum Top Snapshots: Ch – The Address Writing: Speech Grammar: Error Correction Periodic Test 1	Understand archaeological and historical themes. Identify tone and message in poems. Develop speech writing and error correction skills.	Speech delivery: 'Value of History' Grammar correction contest
August	23	Hornbill: Ch – The Adventure, Poem – The Voice of the Rain Snapshots: Ch – Mother's Day Writing: Poster Grammar: Reordering of Sentences	Explore alternate realities and natural symbolism. Strengthen visual and creative writing through posters.	Poster design on environmental messages Roleplay on Mother's Day scene SDG 13 – Climate Action important than change? Clause identification exercises
November	20	Hornbill: Poem – Father to Son Snapshots: Ch – The Tale of Melon City Grammar: Transformation of Sentences (Active-Passive, Reported Speech)	Interpret family dynamics and satire. Master sentence transformation techniques.	Transformation challenge (oral/written) Theme-based poem discussion
December	21	Revision of Whole Syllabus Periodic Test 2		
January	24	Final Revisions		
February	-	Final Examination		

ਵਿਸ਼ਾ : ਪੰਜਾਬੀ ਨਿਰਧਾਰਤ ਪੁਸਤਕਾਂ: ਲਾਜ਼ਮੀ ਪੰਜਾਬੀ : ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ (ਮੁਹਾਲੀ) ਜਮਾਤ ਗਿਆਰਵੀਂ					
Module	ਮਹੀਨਾ	ਨਿਰਧਾਰਤ ਦਿਨ	ਪਾਠ ਦਾ ਨਾਮ /ਵਿਸ਼ਾ	ਸਿੱਖਣ - ਉਦੇਸ਼	ਵਿਸ਼ਾ ਮਾਹਰ ਗਤੀਵਿਧੀ /ਟਿਕਾਊ ਟੀਚੇ
I	ਅਪਰੈਲ	18	ਪਿਛਲੀ ਦੁਹਰਾਈ : ਸਾਹਿਤ ਰੂਪ ਗਿਆਨ ,ਮੁਹਾਵਰੇ , ਪੱਤਰ ਫਾਰਮੈਟ , ਪ੍ਰੀਤ ਕਥਾਵਾਂ ਲਿਖਤ ਕੌਸ਼ਲ : ਅਖਬਾਰ ਦੇ ਸੰਪਾਦਕ ਨੂੰ ਪੱਤਰ: ਪਹਿਚਾਣ ਅਤੇ ਫਾਰਮੈਟ । ਪ੍ਰੋਜੈਕਟ ਬਾਬਤ ਜਾਣਕਾਰੀ ਸਾਂਝੀ ਕੀਤੀ ਜਾਵੇਗੀ , ਦਫਤਰੀ ਸ਼ਬਦਾਵਲੀ (A -D) ਸਾਹਿਤ ਪਾਠ 1. ਲੋਕ ਗੀਤ : ਸੁਹਾਗ ਪਾਠ 2 ਲੋਕ- ਗੀਤ : ਘੋੜੀਆਂ ਅਣਡਿੱਠਾ ਪੈਰਾ	1.ਵਿਦਿਆਰਥੀ ਮੌਖਿਕ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ । 2. ਵਿਦਿਆਰਥੀਆਂ ਪੁਰਾਤਨ ਵਿਰਸੇ ਨਾਲ ਜੁੜ ਕੇ ਕਦਰਾਂ ਕੀਮਤਾਂ ਨੂੰ ਅਪਣਾਉਣਗੇ । 3) ਲਿਖਤ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ ।	ਵਿਸ਼ਾ ਮਾਹਰ ਗਤੀਵਿਧੀ /ਟਿਕਾਊ ਟੀਚੇ ਲਿਖਤ ਕੌਸ਼ਲ : ਸਮਾਜ ਵਿੱਚ ਵੱਧਦਾ ਨਸ਼ਿਆ ਦਾ ਰੁਝਾਨ ਨੁਕਤੇ : ਵੱਖ -ਵੱਖ ਸੁਝਾਅ ਬੋਰਡ ਦੁਆਰਾ ਨਿਰਧਾਰਤ ਸੂਚੀ - ਨਿਰਮਾਣ : ਦਫਤਰੀ ਸ਼ਬਦਾਵਲੀ (ਖੱਬੇ ਸਫੇ) ਸੰਗੀਤ ਵਿਸ਼ੇ ਨਾਲ ਜੋੜ ਕੇ ਸਮੂਹ ਗਾਇਨ ਪੇਸ਼ਕਾਰੀ
II	ਮਈ	25	ਦਫਤਰੀ ਸ਼ਬਦਾਵਲੀ (E - H),ਬੈਕ ਨਾਲ ਸੰਬੰਧਤ ਦਫਤਰੀ ਸ਼ਬਦਾਵਲੀ , ਰੇਲਵੇ ਅਤੇ ਡਾਕ ਸੇਵਾ ਨਾਲ ਜੁੜੇ ਵਾਕ , ਸਾਹਿਤ ਪਾਠ 3 ਸਿੱਠਣੀਆਂ ,ਪਾਠ 4 ਟੱਪੇ (ਸਾਹਿਤ ਰੂਪ) ਲਿਖਤ ਕੌਸ਼ਲ : ਇਸ਼ਤਿਹਾਰ , ਸੱਦਾ ਪੱਤਰ : ਪਾਠ 5 ਦੰਤ ਕਥਾ : ਪੂਰਨ ਭਗਤ ਅਣਡਿੱਠਾ ਪੈਰਾ	5) ਤੁਕਬੰਦੀ ਦਾ ਵਿਕਾਸ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ । 6) ਸੱਭਿਆਚਾਰਕ ਵਿਕਾਸ ਦੇ ਭਾਵ ਅਤੇ ਸਾਂਭ -ਸੰਭਾਲ ਦੇ ਭਾਵ ਵਿਕਸਤ ਕਰਨਾ । 7) ਬਹਾਦਰੀ ਦੀਆਂ ਭਾਵਨਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨ ਦੇ ਕਾਬਲ ਕਰਨਾ ।	ਸੂਚੀ - ਨਿਰਮਾਣ : ਦਫਤਰੀ ਸ਼ਬਦਾਵਲੀ (ਖੱਬੇ ਸਫੇ) ਰੇਲ ਪਲੇ { ਕਿਰਦਾਰ ਭੂਮਿਕਾ } ਸਮੂਹ ਗਾਇਨ ਅਤੇ ਫਲੈਸ਼ ਕਾਰਡ ਸਮੂਹ ਗਤੀਵਿਧੀ : ਇਸ਼ਤਿਹਾਰ ਬਣਾਉਣ : ਸਕੂਲ ਵਿੱਚ ਸਟਾਫ਼ ਦੀ ਲੋੜ ਬਾਬਤ ਸਕੂਲ ਦੇ ਸਲਾਨਾ ਸਮਾਗਮ ਬਾਬਤ : ਸੱਦਾ ਪੱਤਰ : ਸਮੂਹ ਗਤੀਵਿਧੀ
III	ਜੁਲਾਈ	26	ਪਾਠ 6ਰਾਜਾ ਰਸਾਲੂ : ਦੰਤ ਕਥਾ , ਬੀਮਾ ਸੇਵਾਵਾਂ ਨਾਲ ਜੁੜੇ ਵਾਕ ਪਾਠ 7 ਮਿਰਜਾ ਸਾਹਿਬਾ : ਪ੍ਰੀਤ ਕਥਾ ,ਕੰਪਿਊਟਰ ਨਾਲ ਜੁੜੇ ਦਫਤਰੀ ਵਾਕ , ਵੱਖ -ਵੱਖ ਵਿਸ਼ਿਆਂ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ਬਦਾਵਲੀ , ਪਾਠ 8 ਬੋਲੀਆਂ ਸਾਹਿਤ ਰੂਪ ਪੈਰਾ ਰਚਨਾ ਦਫਤਰੀ ਸ਼ਬਦਾਵਲੀ (I - L)	ਤਕਨੀਕੀ ਕਲਾ ਕੌਸ਼ਲਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨ ਦੇ ਲਈ ਪ੍ਰੇਰਤ ਹੋਣਾ । ਦਫਤਰੀ ਸ਼ਬਦਾਵਲੀ ਦਾ ਭੰਡਾਰ ਵਿਕਸਤ ਕਰਨਾ ।	ਵੱਖ -ਵੱਖ ਘਟਨਾਵਾਂ ਨੂੰ ਪੇਸ਼ ਕਰਦਾ ਹੋਇਆ ਮਾਨ ਚਿੱਤਰ (ਦਿਮਾਗੀ ਨਕਸ਼ਾ) ਸੂਚੀ ਨਿਰਮਾਣ : ਬੀਮਾ ਸੇਵਾਵਾਂ ਰੇਲ ਪਲੇ : ਕਿਰਦਾਰ ਭੂਮਿਕਾ ਦੇ ਰਾਹੀਂ ਦਫਤਰੀ ਸ਼ਬਦਾਂ ਦੀ ਅਹਿਮ ਵਰਤੋਂ



			ਪੀ.ਟੀ ਪਰੀਖਿਆ 1 : ਅਖਬਾਰ ਦੇ ਸੰਪਾਦਕ ਨੂੰ ਪੱਤਰ , ਲੋਕ ਗੀਤ : ਸੁਹਾਗ ਦਫ਼ਤਰੀ ਸ਼ਬਦਾਵਲੀ (A-D)		
IV	ਅਗਸਤ	23	ਮੁਹਾਵਰੇ (ਲਾਜਮੀ ਪੰਜਾਬੀ ਪਾਠ ਪੁਸਤਕ) ,ਪਾਠ 9 ਹੀਰ ਰਾਂਝਾਂ (ਪ੍ਰੀਤ ਕਥਾ) ਦਫ਼ਤਰੀ ਸ਼ਬਦਾਵਲੀ (M-P)	ਦਫ਼ਤਰੀ ਸ਼ਬਦਾਵਲੀ ਦਾ ਭੰਡਾਰ ਵਿਕਸਤ ਕਰਨਾ ਅਤੇ ਕਾਰ ਵਿਹਾਰ ਦੇ ਲਈ ਵਰਤੋਂ ਵਿੱਚ ਲਿਆਉਣ ਦੇ ਲਈ ਪ੍ਰੇਰਤ ਕਰਨਾ ।	ਸਮੂਹ ਚਰਚਾ (ਪੰਜਾਬੀ ਲੋਕ ਸਾਹਿਤ ਦੇ ਵੱਖ -ਵੱਖ ਰੂਪਾਂ ਬਾਰੇ
	ਪਹਿਲੀ ਇਕਾਈ ਪਰੀਖਿਆ				
V	ਅਕਤੂਬਰ	21	ਦਫ਼ਤਰੀ ਸ਼ਬਦਾਵਲੀ :Q - T , ਪਾਠ 10 ਢੋਲਾ (ਸਾਹਿਤ ਰੂਪ) ,ਪਾਠ 11 ਮਾਹੀਆ (ਸਾਹਿਤ ਰੂਪ) ਪੈਰਾ ਰਚਨਾ , ਦਫ਼ਤਰੀ ਸ਼ਬਦਾਵਲੀ (U - Z) ਅਣਡਿੱਠਾ ਪੈਰਾ ਅਤੇ ਤਸਵੀਰ ਵਿਵਰਣ ਹਰ ਹਫ਼ਤੇ	ਲਿਖਤ ਕੌਸਲ ਨੂੰ ਨਿਪੁੰਨ ਕਰਨ ਦੇ ਲਈ ਸ਼ਬਦ ਭੰਡਾਰ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰ ਦੇ ਲਈ ਜਾਣੂ ਕਰਨਾ ।	ਨੈਤਿਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਉੱਪਰ ਅਧਾਰਤ ਰੋਲ ਪਲੇ (ਦਫ਼ਤਰੀ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਹੋਏ ਮੌਖਿਕ ਗਾਇਨ ਪੇਸ਼ਕਾਰੀ (ਸੰਗੀਤ)
VI	ਨਵੰਬਰ	20	ਪਾਠ 12 ਬੁਝਾਰਤਾਂ (ਸਾਹਿਤ ਰੂਪ) , ਪਾਠ 13 ਦੁੱਲਾ ਭੱਟੀ (ਸਾਹਿਤ ਰੂਪ) ਦੱਤ ਕਥਾ	ਪੁਰਾਤਨ ਸਾਹਿਤ ਰੂਪ ਤੋਂ ਜਾਣੂ ਹੋ ਕੇ ਹਨਾਂ ਨੂੰ ਅਗਾਂਹ ਦੀਆ ਪੀੜੀਆ ਦੇ ਲਈ ਸੁਰੱਖਿਅਤ ਰੱਖਣਾ ।	ਸਮੂਹਕ ਗਤੀਵਿਧੀ : ਬੁਝਾਰਤ ਬੁੱਝਣ (ਫਲੈਸ਼ ਕਾਰਡ) ਬਹਾਦਰੀ ਦੇ ਭਾਵ ਪੇਸ਼ ਕਰਦੇ ਹੋਏ ਕਹਾਣੀ ਨਿਰਮਾਣ
VII	ਦਸੰਬਰ	21	ਪੀ.ਟੀ. ਪਰੀਖਿਆ 2 : ਦਫ਼ਤਰੀ ਸ਼ਬਦਾਵਲੀ :Q - T , ਪਾਠ 10 ਢੋਲਾ (ਸਾਹਿਤ ਰੂਪ) ,ਪਾਠ 11 ਮਾਹੀਆ (ਸਾਹਿਤ ਰੂਪ) ਪੈਰਾ ਰਚਨਾ		
ਜਨਵਰੀ	24		ਦੁਹਰਾਈ ਅਤੇ		
ਫਰਵਰੀ	23		ਸਲਾਨਾ ਪਰੀਖਿਆ : ਪੂਰਨ ਪਾਠਕਰਮ		

SUBJECT: XI History**NCERT: Themes in the World History**

Month	No, of working days	Chapter Name and Number	Learning Objectives	Activities/Practical/SEA/SDG
April	18	Theme-1 Writing and citylife	<ul style="list-style-type: none">❖ Elucidate the interwoven social and cultural aspects of civilization inorder to understand the connection between city life and culture of contemporary civilizations through their writings.❖ Analyse the outcomes of a sustained tradition of writing.❖ Explain the connection between the growth of human civilization and thetradition of writing.	Map Practice of Countries of Europe (Seals making activitybased on Script)
May	25	Theme-2 An empire across three continents	<ul style="list-style-type: none">❖ Explain and relate the dynamics of the Roman Empire in order tounderstand their polity, economy, society and culture.❖ Analyse the implications of Roman’s contacts with the subcontinentempires and discuss about slavery.❖ Examine the domains of cultural transformation in that period & theimpact of slavery.	Timeline Collage of RomanEmperors Map Practice of Countries of Asiaand Europe
June	Summer Vacation			

July	26	Theme-3 Nomadic Empire	<ul style="list-style-type: none"> ❖ Identify the living patterns of nomadic pastoralist society. ❖ Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler. ❖ Analyze socio-political and economic changes during the period of the descendants of Genghis Khan ❖ Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan. 	Map It Out: Mongol Expansion Challenge (Highlight Mongol empire) Map Practice of Countries of North America
Periodic Test-1 Syllabus- Theme 1,2				
August	23	Theme-4 The three orders	<ul style="list-style-type: none"> ❖ Explain the myriad aspects of feudalism with reference to first, second, third and fourth order of the society. ❖ Relate between ancient slavery and serfdom. ❖ Assess the 14th century crisis and rise of the nation states. 	Role play based on Three orders of Europe Map Practice of Countries of South America
		Theme-5 Changing Cultural Traditions	<ul style="list-style-type: none"> ❖ Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration. ❖ Relate the different facets of Italian cities to understand the characteristics of Renaissance, Humanism and Realism. ❖ Compare and contrast the 	Group activity-Presentation board Highlighting Renaissance thinkers

			condition of women in the Renaissance period.	
September	25	Half yearly exams	Syllabus Theme-1,2,3,4,5	
October	21	Theme-6 Displacing Indigenous people	<ul style="list-style-type: none"> ❖ Evaluate the process of displacements of the native people which led to the development of America and Australia to understand their condition. ❖ Analyse the realms of settlement of Europeans in Australia and America. ❖ Compare and contrast the lives and roles of indigenous people in these continents 	Indigenous Voices Gallery WalkMap Practice of Countries of Australian Continent
November	21	Theme-7 Path to Modernization	<ul style="list-style-type: none"> ❖ Summarise the nationalist upsurge in China from Dr Sun Yat Sen to Mao Zedong to understand the era of Communism. ❖ Analyse the Chinese path to modernization under Deng Xioping and Zhou enlai in order to understand the transformation from rigid communism to liberal socialism. ❖ Deduce the histories of China and Japan from the phase of imperialism to modernization. 	Modernization China
December		Periodic Test-II	Syllabus- Theme 6,7	
January		REVISION		
February		PRACTICAL EXAMS		

SUBJECT: XI-Geography (029)

NAME OF BOOKS NCERT: Book 1: Fundamentals of Physical Geography

Book 2: India: Physical Environment

Month	No. of Working days	Chapter Name and Number	Learning Objectives	Activity planned/ Integration of Art/SDGs
April	18	Ch-1 Geography as a discipline(Book 1) Ch-2-The origin and evolution of theEarth (Book 1) Ch-1-India-Location (Book 2)	To recognize and understand the processes and patterns of thespatial arrangement of the natural as well as human features and phenomena on the earth'ssurface To analyses the inter-relationship between physicaland human environments and their impact To understand the nature of Geography and itsimportanceTo Identify India's location, extent and itssignificance	Map work: India's location, latitudesandlongitudes. PPT on branches of Geography. Each student will assign a location/placewhich they will travelto understand the relationship between the physical environment with humans SDG 4 (Quality Education)

May	25	<p>Ch2-Structure and Physiography (Book 2)</p> <p>Ch-4-Distribution and continents and oceans (Book1)</p> <p>Ch-3- Drainage system(Book2)Ch-13: Water (Oceans)(Book 1)</p>	<p>To apply geographical knowledge and methods of inquiry to new situations or problems at different levels, local/regional, national and global</p> <p>To explore theories of Earth's origin.</p> <p>To Understand physical features of India. Identifies natural features, and phenomena, on the earth surface and on maps and diagrams,</p>	<p>Create a model of Earth's internal structure.</p> <p>- Physical map of India showing physiographic divisions.</p> <p>The teacher will begin the class by doing the "Earth as An Onion" demonstration. The teacher should show the students the onion and ask them to identify the vegetable. The teacher should ask the students some questions about the onion, size, taste, consistency</p> <p>SDG 13 (Climate Action)</p>
June	Summer Vacation			
July	26	<p>Ch-3- Interior of the Earth(Book 1)Ch5- Natural vegetation(Book2) Ch-19- Biodiversity and its conservation(Book 1)</p>	<p>To classifies processes which bring changes on the earth surface</p> <p>To distinguishes between natural phenomena and processes on the basis of their characteristic's vegetation</p> <p>To describes technical terms and theories</p>	<p>Case study on major earthquakes in India. River map plotting.</p> <p>SDG 6 (Clean Water and Sanitation)</p>

Periodic Test-1 Syllabus- From Book1: Ch-1,2,4,13 From Book2: Ch-1,2				
August	23	Ch-6- Geomorphic process (Book1) Fundamentals of Physical Geography Ch-7- Landform and their Evolution (Book1) Ch-4- Climate	Understand climatic controls and monsoons in India. To distinguish between natural phenomena and processes on the basis of their characteristics	The teacher will show the different pictures of land to the students and tell them to write what they observed in the pictures. Then questions will be asked. the concept will be taken as simple to complex Create a monsoon calendar SDG 13 (Climate Action)
September	Half yearly exams Syllabus: Till August			
October	21	Ch-8- Composition and structure of the atmosphere (Book 1) Ch-9- Solar radiation, Heat balance and temperature (Book 1) Ch-10: Atmospheric Circulation and Weather Systems Book 1 Ch-11- Water in atmosphere (Book1)	Illustrates decision making and problem-solving skills. Classify the weather systems and forms of water.	Students will do modal making showing different layers of atmosphere Student will make report regarding temperature variation for one-week Students will prepare the reports regarding various types resources of water in their areas SDG 13 (Climate Action) SDG 15 (Life on Land)

November	21	Ch14- Movements of Ocean Water(Book1)	Utilize geographical knowledge in understanding issues concerning the community such as environmental issues, socio-economic concerns, gender and become responsible and effective member of the community	World map SDG 14: Life Below Water.
December	Periodic Test-II Syllabus- Ch-8,9,10,11,14			
January	Revision			
February	Practical and Final exams			

SUBJECT: XI Political Science

NAME OF BOOKS NCERT: Part-A; Indian Constitution at work

2. Part– B; Political Theory

Month	No. of Workingdays	Chapter Nameand Number	Learning Objectives	Activities/Practical/ SEA/SDG
April	18	BOOK 1 Indian Constitution atwork Chapter 1 constitution why andhow?	<ul style="list-style-type: none"> ❖ Appreciate the need for a Constitution. ❖ Understand the historical processes and the circumstances in which the Indian Constitution was drafted. ❖ Critically evaluate how constitutions, govern the distribution of power in society. 	Create a Classroom Constitution SDG 16 – Peace, Justice and Strong Institutions

			<ul style="list-style-type: none"> ❖ Analyze the ways in which the provisions of the Constitution have worked in real political life. 	
		Chapter -2 Rights in the Indian constitution	<ul style="list-style-type: none"> ❖ Analyze the working of the Constitution in real life ❖ Learn to respect others, think critically, and make informed decisions ❖ Identify violations of the rights to equality and freedom in the society around them ❖ Justify the need for reasonable restrictions on the rights guaranteed. 	"Rights in Action" Skit SDG 10 – Reduced Inequalities
		Chapter -3 Election and Representation	<ul style="list-style-type: none"> ❖ Identify different types and methods of election ❖ Develop critical thinking about the role of various stakeholders in ensuring free and fair elections. ❖ Demonstrate the innate role played by Election Commission ❖ Compare election systems of different countries of the world 	Mock Election in the Classroom SDG 16 – Peace, Justice and Strong Institutions
May	25	Chapter -4 Executive	<ul style="list-style-type: none"> ❖ Recognize the meaning of Executive. ❖ Compare and 	Role Play: The Making of a

			<p>contrast the Parliamentary and Presidential Executive.</p> <ul style="list-style-type: none"> ❖ Analyze the composition and functioning of the executive. ❖ Know the significance of the administrative machinery. 	<p>CabinetSDG 16 – Strong Institutions SDG 5 – Gender Equality</p>
		Chapter -5 Legislature	<ul style="list-style-type: none"> ❖ Describe the law- making process in India. ❖ Differentiate between the powers and functions of Lok Sabha and Rajya Sabha. ❖ Examine the parliamentary control over the Executive. ❖ Analyze the role of Parliamentary committees for the success of Indian democracy. 	<p>Mock Parliament Experience the structure and function of Parliament (Lok Sabha & Rajya Sabha). SDG 10 – Reduced Inequalities SDG 16 – Strong Institutions</p>
		Chapter-6 The Judiciary	<ul style="list-style-type: none"> ❖ Identify the different aspects which makes the Judiciary independent ❖ Compare and contrast the different jurisdictions 	<p>Mock Court Activity (SDG 16) Debate: “Is the Judiciary the Guardian of the Constitution?” (SDG 16)</p>
			❖ Examine the reasons	

			for the conflicts between the judiciary and parliament with respect to Constitutional Amendments.	
June	Summer Vacation			
July	26	Chapter -7 federalism	<ul style="list-style-type: none"> ❖ Explain the basic features of a federation. ❖ Identify the different levels of the government & subjects on which the union and state governments can make laws. ❖ Discuss the various constitutional provisions that led to a strong Centre in India. 	Treasure Hunt Activity in which students have to find out topic cover in state list, center list and concurrent list and paste it on board.
		Chapter -8 Local Government	<ul style="list-style-type: none"> ❖ Understand the Panchayati Raj system of local government in India, its emergence and significance ❖ Identify the objectives, functions and sources of income of rural and urban local government bodies ❖ Justify the significance of 73rd 	Local Government Mock Election Local Government Quiz: Who Does What? SDG 1 - No Poverty

			<p>and 74th constitutional amendments</p> <ul style="list-style-type: none"> ❖ Acknowledge and examine the significance of decentralization ❖ Introspect and realize the need to empower local government bodies 	
		Chapter – 9 Constitution as a living document	<ul style="list-style-type: none"> ❖ Analyze the working of the Constitution. ❖ Know the various amendments that have taken place and the controversies raised. ❖ Appreciate why the Constitution is called a Living Document. 	<p>Constitution Timeline: Timeline Creation: Draw a large timeline on the board or on a piece of chart paper. Label key years when important Constitutional amendments took place (e.g., the 42nd Amendment, 73rd and 74th Amendments, etc.).</p> <p>SDG 5 – Gender Equality: 73rd and 74th Amendments</p>
August	23	Chapter 10 The philosophy of the constitution	<ul style="list-style-type: none"> ❖ Appreciate the philosophical vision of our Constitution. ❖ Recognize the core features of the 	Treasure Hunt Activity in which students have to find out the features

			<p>Indian Constitution.</p> <ul style="list-style-type: none"> ❖ Evaluate the strengths and limitations of the Constitution. 	of constitution and paste in on the board.
		<p>Book 2-Political Theory Chapter-1 Political Theory An introduction</p>	<ul style="list-style-type: none"> ❖ Define the term politics and identify various political principles. ❖ Explain the innate ideas of various Political theories. ❖ Appreciate the contribution of Political Thinkers 	<p>RESEARCH WORK Teacher will divide the class into three groups and tell them to collect information regarding the theories of Plato, Aristotle and Rousseau</p>
		<p>Chapter-2 Liberty/freedom</p>	<ul style="list-style-type: none"> ❖ Appreciate the ideal of freedom. ❖ Critically evaluate the dimensions of negative and positive liberty. ❖ Demonstrate spirit of enquiry ❖ Explain the ideas introduced by J.S. Mill in Harm Principle. ❖ Assess the possible limitations on freedom resulting from the social and economic structures of society. 	<p>RESEARCH WORK 1. Can you think of someone in your village, town or district who has struggled for his/her own freedom or the freedom of others? Write a short note about that person and the particular aspect of freedom which he/she struggled to protect</p>
September	Half yearly exams			

October	21	Chapter-3 Equality	<ul style="list-style-type: none"> ❖ Understand the moral and political ideals of equality. 	The Equality Debate: Can Equality Be Achieved?
			<ul style="list-style-type: none"> ❖ Assess how equality is perceived through different ideologies ❖ Recognize the means and methods to promote equality. ❖ Evaluate the possible solutions to minimize inequalities. 	SDG 10 (Reduced Inequalities)
		Chapter- 4 social justice	<ul style="list-style-type: none"> ❖ Classify the different dimensions of justice. ❖ Appreciate the measures taken by the government of India to secure social justice. ❖ Enlist the basic minimum requirements of people for living a healthy and productive life. ❖ State John Rawls' theory of veil of ignorance. 	Poster making on Beti Bachao Beti Padhan SDG Goal 5 (Gender Equality)
		Chapter-5 Rights	<ul style="list-style-type: none"> ❖ Define rights ❖ Identify the need for rights and its importance to mankind. 	Rights Violations and Solutions: Role-Playing.SDG 10

			<ul style="list-style-type: none"> ❖ why rights need to be sanctioned by law. ❖ Describe the features of different kinds of rights. 	(Reduced Inequalities).
November	20	Ch-6 citizenship	<ul style="list-style-type: none"> ❖ Explain the meaning of citizenship. ❖ Contribute to meaningful discussion on ways of granting citizenship. ❖ Discuss the probable solutions or alternatives to solve citizenship issue ❖ Analyze the problems to be surmounted to strengthen links between the people and governments 	Talent hunt activity: Types, Rights & Duties SDG 10 (Reduced Inequalities).
		Ch-7 Nationalism	<ul style="list-style-type: none"> ❖ Understand the concepts of nation and nationalism ❖ Assess the strengths and limitations of nationalism. ❖ Identify and build an understanding on the factors 	Role plays on Nationalism SDG 16: Promotes peaceful coexistence

			<p>related to creation of collective identities</p> <ul style="list-style-type: none"> ❖ Examine the concept of national self- determination ❖ Acknowledge the need to make nations more democratic and inclusive 	
		CH-8 Secularism	<ul style="list-style-type: none"> ❖ Define Secularism. ❖ Differentiate between Inter-religious and Intra-Religious Domination. ❖ Recognize the concept of a Secular State. ❖ Compare Western and Indian Model of Secularism. ❖ Make an appraisal of Indian Secularism. 	<p>Debate: Is India Truly Secular?</p> <p>SDG 16: Promotes inclusive laws and equal access to justice</p>
December	Periodic-II			
January	Revision			
February	Practical and final exams			

SUBJECT: XI- PAINTING**Book Name: Panoramic Indian Painting**

Month	No of working days	Chapter Name and Number	Learning objectives	Activities/practical
April	18	<ul style="list-style-type: none">• The miniature paintings origin and developments of• Jain school• Pala school• Central school	To depict royal life, battle and significant events	Free hand sketches with pencil shading
May	25	<ul style="list-style-type: none">• Rajasthani school• Origin and development• Sub schools Mewar, bundi jodhpur Bikaner, Kishangarh and Jaipur• Main features of the Rajasthani school• Rajasthani painting	To understand how the Rajasthani school of painting started in 16 th century influenced by Mughal art	Nature study Draw a lands chap with pencil shade
		<ul style="list-style-type: none">• Periodic assessment -1• June – summer break		

July	26	<ul style="list-style-type: none"> • The Pahari school of art • Origin and development • Sub schools • Main features • Pahari school painting 	To understand that the Pahari school beginning in the Himalayan hills (17 th -18 th century) influenced by Rajput and Mughal style	Nature study with colours
August	23	<ul style="list-style-type: none"> • Mughal school of art painting • Origin and development • Main features of the Mughal school of art 	To understand how the Mughal started in the 16 th century under emperor Akbar, combining Indian and Persian art	Imagination painting based on subjects from life and nature in water colours and poster colours
September	25	<ul style="list-style-type: none"> • The deccan school of art • Origin and development • Main features • Painting 	To learn that the deccan school developed in the southern part of Indian during the 16 th century mainly in the courts of gonad, Ahmednagar Bijapur and Hyderabad	Imaginative painting
		TERM 1 EXAMS		
October	21	<ul style="list-style-type: none"> • The Bengal school of art • National flag of India and the symbolic • Significance of its forms and the colours 	Understand the design and meaning behind the Indian national flag	Object study with pencil
November	20	<ul style="list-style-type: none"> • Introduction of the Bengal school of painting • Origin and development • Main features of the Bengal school of art 	To observe and understand the style theme and emotions in selected Bengal school painting	2 objects with colours

December	21	<ul style="list-style-type: none"> • Bengal schools painting of sculptures • Shiv and sati • Radhika • Meghdoot • Children • Devi • Of wall 	To appreciate Somnath hoer's graphic print capturing innocence and suffering through the image of children	Imagination painting based on subjects from life and nature in water and poster colours with colour values
January	24	Periodic assessment-2 Revision of unit- 1, 2, 3		

SUBJECT: XI PHY.EDU

BOOK NAME: S.P

Month	Period	Lessons / Chapters	Learning Objectives	Activities / Practical
March	7	Unit I: Management of Sporting Events- Unit X: Training in Sports	Understand planning & conducting sporting events Learn principles of training	
April	18	Unit II: Children & Women in Sports Unit III: Yoga as a Preventive Measure for Lifestyle Diseases	Recognize challenges in sports for children and women Understand yoga's role in preventing lifestyle diseases	Physical Fitness Test: SAI Khelo India Test, BPFT Practice (Unit I) Yoga Practice (Unit II)

May	25	Unit IV: Physical Education & Sports for CWSN Unit IX: Psychology & Sports Periodic Test-1 Syllabus: Unit I, II, & X	Understand inclusivity and adaptive sports for CWSN Learn psychological principles in sports	Skill Practice (Unit III)
June	10	Unit V: Sports & Nutrition Unit VIII: Biomechanics & Sports	Understand balanced diet and nutrition for athletes Learn biomechanics principles and techniques in sports	Physical Fitness Test: SAI Khelo India Test, BPFT Practice Yoga Practice Skill Practice Record File (Unit I) Practical (Unit II)
July	26	Unit V: Sports & Nutrition (Continued) Unit VI: Test & Measurement in Sports	Continue understanding athlete nutrition Learn various testing and measurement techniques	
August	23	Unit VI: Test & Measurement in Sports (Continued) Unit VII: Physiology & Injuries in Sports	Reinforce knowledge of sports testing Learn human physiology and injury management	

September	25	Unit VII: Physiology & Injuries in Sports (Continued) Half-Yearly Exam Syllabus: Unit I, II, IV, V, VI & VIII	Continue understanding body functions during sports and injury recovery	Record File – Practical 3
October	21	Unit VIII: Biomechanics & Sports Unit IX: Psychology & Sports	Deepen biomechanical understanding Apply sports psychology in real life scenarios	Physical Fitness Test: SAI Khelo India Test, BPFT Practice Yoga Practice Skill Practice
November	Revision		Reinforce concepts for Pre-Board exams	
December	Revision		Prepare for CBSE board pattern and question styles	
January	Revision		Prepare for CBSE board pattern and question styles	

SUBJECT: XI SUBJECT — COMPUTER SCIENCE-083**Book Recommended — N.C.E.R.T., SUMITA ARORA, PREETI ARORA**

Month	No. of Working Days	Concepts / Chapters to be Covered	Learning Objectives	Activities / Practical / SDG
April	25	Unit 2: Computational Thinking and Programming-I 1. Introduction to Problem-solving 2. Basics of Python programming 3. Knowledge of data types	Understand problem-solving techniques and basic Python syntax.	Practical: Write simple Python programs to solve basic problems.
May	27	4. Operators 5. Expressions, statements, type conversion, and input/output 6. Errors	Learn to use operators and handle input/output operations. Identify and debug errors.	Activity: Debugging exercises and simple calculator program.
June	-	Summer Break		
July	27	7. Flow of Control: Conditional and Iterative statements	Master control structures in Python.	Practical: Programs using loops and conditional statements.
		Periodic Test-1		

August	24	8. Strings manipulation 9. Lists manipulation 10. Tuples manipulation	Learn to manipulate strings, lists, and tuples.	Activity: String and list manipulation exercises.
September	26	Half Yearly Examination		
October	21	11. Dictionary manipulation 12. Introduction to Python modules Unit 1: Computer Systems and Organization 1. Basic computer Organization	Understand dictionaries, modules, and computer fundamentals.	Practical: Programs using dictionaries and modules.
November	25	2. Boolean logic 3. Number System 4. Encoding Schemes	Learn Boolean algebra, number systems, and encoding.	Activity: Conversion exercises (binary, decimal, etc.).
December	-	Revision of whole syllabus		
January	-	Revision and Preboard Exams	Reinforce learning through practice.	Quizzes and mock tests.
February	-	Final Examinations		

Subject – Hindustani Music Vocal
Books recommended - Sangeet Aanand

Sr.no:	Month	No. Of working days	Concepts / chapters to be covered	Learning objectives	Activities / practicals / sea / sdg
1	March	9	1)definitions-sangeet,dhwani. 2)decription of raag bihag	Introduction of swar raag bihagchota khayal.	Students will sing a swarraag bihag only aaroh - avroh with harmonium.
2	April	18	1) definition -. Shruti, swar, naad, saptak, thaata, raag, laya. 2) description of taal tintaal. 3) biography - tansen	Introduction of taal tintaal to learn notation system	Ability to recite the tintaal with ekgun, dogun keeping taal with hand beat.
3	May	25	1) brief study of natya shastra 2) definition of margi sangeet - desi sangeet 3) raag bihag chota khayal notation with taans.	Raag bihag bandish notations with taan 8 matra and 16 matra.	Students will sing a bandish notation with harmonium.
4	June	Summer break			
5	July	26	1)life sketch and contribution of Pt. V.N. Bhatkhande. 2)description of raag bhimplasi.	introduction of raag bhimplasi notations system as well as taans.	Students will sing a raag bhimplasi with harmonium.

6	August	23	1)brief study of the following dhrupad, khayal, 2) introduction of taal ektaal ekgun, dogun, tingun. 3) brief study of the following tarana and gharana.	Introduction of taal ektaal (and tolearn notation system	Ability to recite the ektaal with ekgun, dogun keeping taal with hand beat.
7	September	25	1)description of raag bhairavi 2) introduction of taal chotaal 3) vilampit khayal of raag bihag	Introduction of raag bhairavi tolearn notation system and taal chotaal taal notation system. .	Ability to recite the chotaal with ekgun, dogun keeping taal withhand beat.
8	October	21	1) life sketch and contribution of vd pluskar. 2) vilampit khayal of raag bhimplasi 16	Inroduction of raag bhimplasi tolearn notation system and taal chotaal taal notation system. .	-students playing raag bhimplasi with tarana. with harmonium and hand beat taals.
9	December	21	Revision through worksheet.		
10	January	24	Revision through worksheet.		
11	February	--	Revision through worksheet.		