



# **ACADEMIC CURRICULUM**

## **Syllabus 2025-26 GRADE-XII-ACHIEVERS**

### **SUBJECT – ENGLISH CORE**

**NAME OF BOOKS** Course Book: Flamingo, Vistas

**Grammar and Writing:** Integrated Grammar Practice & CBSE Formats

Module	Month	No, of working days	Chapter Name and Number	Learning Objectives	Activities/Practical/SEA/SDG
I	April	18	Tenses (Revision) Notice Writing, Article Writing Letter to Editor, Reading Comprehension <b>Flamingo:</b> Ch 1 – The Last Lesson, Poem – My Mother at Sixty-Six <b>Vistas:</b> Ch 1 – The Third Level Ch 2 – Lost Spring Invitation (Formal & Informal) Job Application Comprehension Practice	Enhance writing and reading skills through structured formats and comprehension strategies.  Understand and appreciate themes of language identity, aging, social injustice, and escapism. Develop empathy and express ideas using formal written formats	Prepare Notices & Articles for school board/assembly. Assignment on comprehension practice.  Poster Making: 'Importance of Language' Writing a formal/informal invitation SDG 4 – Quality Education
II	May	25	<b>Vistas:</b> Ch 2 – The Tiger King <b>Flamingo:</b> Ch 3 – Deep Water Invitation Reply (Formal & Informal) Listening Worksheet 1 Comprehension Practice Discussion of Project File	Analyze irony, fate, courage, and fear in narratives. Build reflective writing and interpretation skills.	Activity: Discuss irony in The Tiger King Journal Entry: Overcoming fear (Deep Water)

		<b>Periodic Test-1</b>			
	June	<b>Summer Vacation</b>			
III	July	26	Vistas: Ch 3 – Journey to the End of the Earth Flamingo: Ch 4 – The Rattrap, Poem – Keeping Quiet Comprehension Practice	Develop environmental awareness and human values. Encourage introspection and understanding of human dignity.	Discussion on climate change Reflective writing after silent minute SDG 13 – Climate Action
	August	23	Flamingo: Ch 5 – Indigo, Ch 6 – Poets and Pancakes Poem – A Thing of Beauty, Poem – Roadside Stand Vistas: Ch 4 – The Enemy Report Writing	Learn about social leadership, aesthetics, media industry, and war-time ethics. Refine report writing skills.	Essay on Gandhi’s role in freedom movement Collage: What is Beauty? SDG 16 – Peace, Justice & Strong Institutions
IV					
V	September	25	Flamingo: Ch 7 – The Interview, Poem – Aunt Jennifer’s Tigers, Ch 8 – Going Places Vistas: Ch 6 – On the Face of It, Ch 8 – Memories of Childhood Comprehension Practice	Explore ethics of media, gender roles, and social discrimination. Understand struggles of marginalized individuals and personal aspirations.	Dialogue Writing: Breaking stereotypes Quiz on authors & themes SDG 5 – Gender Equality
VI	October	21	<b>Preboard I Exams</b>		
VII	November	21	Revision through worksheets, oral/written tests, quiz, dialogue construction	Reinforce entire year’s learning through practice and revision.	Dialogue building & Peer quizzes
IX	December	<b>Preboard II Exams</b>			
X	January	<b>Preboard III Exams</b>			
XI	February	<b>Final exams</b>			

<b>Subject- History (027)</b>					
<b>NAME OF BOOKS NCERT: Themes in India History Part-1, Part II, Part-III</b>					
<b>Module</b>	<b>Month</b>	<b>No. of Working days</b>	<b>Chapter Name</b>	<b>Learning Objectives</b>	<b>Activities/SEA/SDG</b>
I	April	18	Theme-1 Bricks Beads and Bones	<ul style="list-style-type: none"> <li>❖ Investigate, explore and interpret the early urban centers and social institutions.</li> <li>❖ State and deduce the multi-lateral aspects of Harappan civilisation to understand the first civilization of the world.</li> <li>❖ Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.</li> </ul>	<b>Map Activity- Mature Harappan sites:</b> Harappa, Banawali, Balakot, Kalibangan, Lothal, KotDiji Rakhigarhi, Dholavira, Nageshwar, Mohenjodaro, Chanhudaro, Model making on Harappa Town planning.
			Theme-2 Kings farmers and traders	<ul style="list-style-type: none"> <li>❖ Critically evaluate and interpret major trends in the political and economic history of the subcontinent.</li> <li>❖ Decode inscriptional evidence.</li> <li>❖ Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes</li> </ul>	<b>Experience of making Inscriptions with clay Mahajanapada and cities:</b> Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
			Theme-3 Kinship caste and class	<ul style="list-style-type: none"> <li>❖ Examine, analyse the issues of social history.</li> <li>❖ Analyse social norms in order to understand the perspectives of society given in the scriptures of ancient India.</li> <li>❖ Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.</li> </ul>	<b>Distribution of Ashokan inscriptions:</b> Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi. Kingdom of Cholas, Cheras and Pandyas.
II.	May	25	Theme-4 Thinkers belief and building	<ul style="list-style-type: none"> <li>❖ Infer and compare the major religious developments in early India.</li> <li>❖ Elucidate the rich religious sculpture and infer the stories hidden in it.</li> </ul>	<b>Important kingdoms and towns:</b> Kushanas, Shakas, Satavahanas, Vakatakas, Guptas <b>Cities/towns:</b> Mathura, Kanauj, Puhar, Braghuachchha,

			Theme-5 Through the eyes of Travellers	<ul style="list-style-type: none"> <li>❖ Understand salient features of social histories described by the travellers and apply the learning in real life.</li> <li>❖ Elucidating the accounts of foreign travellers in order to understand the social political and economic life during the tenure of different rulers in the medieval period.</li> </ul>	Shravasti,Rajgir, Vaishali <b>Major Buddhist Sites:</b> Nagarjunakonda, Sanchi, Amaravati, Lumbini,Bharhut, Bodh Gaya, Ajanta
			Theme-6 Bhakti Sufi Traditions	<ul style="list-style-type: none"> <li>❖ Understand the religious developments of the time period.</li> <li>❖ Summarise the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period.</li> <li>❖ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society.</li> </ul>	Gallery Walk- Saints Across North India, South India and Sufi Saints
<b>Periodic Test-1</b>					
III	June		<b>Summer Vacation</b>		
IV	July	26	Theme-7 An Imperial capital Vijayanagra	<ul style="list-style-type: none"> <li>❖ Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of Deccan India.</li> <li>❖ Analyse accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.</li> <li>❖ Assess and appreciate the city planning, water management system, administration of the rulers.</li> </ul>	Hampi Virtual Tour +Reflection Based on -Urban Planning, Temple complexes, Water management structure and Public space. SDG- Sustainable Cities and Communities
			Theme-8 Peasants Zamindars and Countryside	<ul style="list-style-type: none"> <li>❖ Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period.</li> <li>❖ Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries.</li> <li>❖ Make a table and bring out the differences in the agrarian sector.</li> </ul>	Model- 'Design Your Village'  SDG-Infrastrucure

V	August	23	Theme-9 Colonialism and Countryside	<ul style="list-style-type: none"> <li>❖ Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India.</li> <li>❖ Analyse the colonial official records &amp; reports to understand the divergent interest of British and Indians.</li> <li>❖ Find solution to be taken to protect the peasants and artisans in this century.</li> </ul>	Map Activity- Territories/cities under British Control in 1857: Punjab, Sindh, Bombay, Madras Berar, Bengal, Bihar, Orissa, Surat, Calcutta, Patna, Allahabad
			Theme-10 Rebel and Raj	<ul style="list-style-type: none"> <li>❖ Examine the events of 1857.</li> <li>❖ Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature.</li> <li>❖ Examine the momentum of the revolt to understand its spread.</li> </ul>	Gallery Walk- Based on events and causes of Revolt of 1857.
VI	September	25	Theme-11 Mahatma Gandhi and National movement	<ul style="list-style-type: none"> <li>❖ Understand the nationalist movement in chronological order.</li> <li>❖ Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership.</li> <li>❖ Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism.</li> </ul>	Model making activity based on Non-cooperation movement and Dandi March.
			Theme-12 Framing the Constitution	<ul style="list-style-type: none"> <li>❖ Highlight the role of Constituent Assembly to understand functionaries in framing the constitution of India.</li> <li>❖ Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution.</li> </ul>	Visual Timeline creation: Evolution of the Constitution
VII	Ocober	<b>Pre-Board-1</b>			
VIII	November	<b>Revision</b>			
IX	December	<b>Pre Board-1I (Entire Syllabus)</b>			
X	January	<b>Pre Board-1II (Entire Syllabus)</b>			
XI	February	<b>Practicals and Final exams</b>			

<b>SUBJECT- Political Science (028)</b> <b>Name of Books: NCERT- Book :1-Contemporary World Politics</b> <b>Book: 2 -Politics in India Since Independence</b>					
Module	Month	No. of Working days	Chapter Name and Number	Learning Objectives	Activities/SEA/SDG
1.	April	18	BOOK 1 CONTEMPORARY WORLD POLITICS BOOK Chapter 1-The End of Bipolarity	<ul style="list-style-type: none"> <li>❖ Identify the basic features of the Soviet System.</li> <li>❖ Discuss the background and outcome of disintegration of the Soviet Union.</li> <li>❖ Examine the consequences of unipolar world</li> <li>❖ Assess the features of Shock Therapy</li> <li>❖ Probe into the recent happenings in the Post-Communist Countries.</li> <li>❖ Trace the developments between India &amp; Russia</li> </ul>	Map Activity- Identify new countries after the breakup of the USSR. SDG 16: Peace, Justice and Strong Institutions.
			Chapter -2 Contemporary Centres of Power	<ul style="list-style-type: none"> <li>❖ Compare and contrast the importance of European Union and ASEAN.</li> <li>❖ Evaluate the extent of rise of Chinese economy and its impact on world politics.</li> <li>❖ Summarise India's relations with China.</li> </ul>	Map acitivity Locate ASEAN countries and European Countries on map.
			Chapter -3 Contemporary South Asia	<ul style="list-style-type: none"> <li>❖ Compare and contrast the importance of European Union and ASEAN.</li> <li>❖ Evaluate the extent of rise of Chinese economy and its impact on world politics.</li> <li>❖ Summarise India's relations with China.</li> </ul>	MAP ACTIVITY: Locate conflict zones (e.g., Kashmir, LTTE in Sri Lanka, Maoist insurgency in Nepal, Afghanistan wars).SDG 16 – Peace,

					Justice and Strong Institutions
2.	May	25	Chapter -4 International Organizations	<ul style="list-style-type: none"><li>❖ Define International Organisation</li><li>❖ Appreciate the role of United Nations and its agencies</li><li>❖ Reflect on the events taking place in the post-cold war era<ul style="list-style-type: none"><li>❖ Understand the need for reforms in the United Nations</li></ul></li></ul>	<b>Guess the Organization Activity:</b> One student describes an organization without saying its name, and others guess. <b>Use Clues Like:</b> “I’m headquartered in Geneva and focus on health.”
			Chapter -5 Security in the Contemporary World	<ul style="list-style-type: none"><li>❖ Recognize the causes of security threats</li><li>❖ Enhance analytical skills to provide solutions to security concerns.</li><li>❖ Develop critical thinking about the role of various stakeholders in ensuring security today.</li></ul>	Poster Creation: What Does Security Mean to You? SDG 2 – Zero Hunger
			Chapter -6 Environment and Natural Resources	<ul style="list-style-type: none"><li>❖ Enlist and explain the facts related to global environmental issues.</li><li>❖ Recognize and understand the need to conserve critical resources.</li><li>❖ Demonstrate knowledge and appreciation towards India’s responsibility in protecting environment.</li><li>❖ Realize the need to conserve resources and exhibit responsibility towards prudent use to facilitate sustainable development.</li></ul>	Sustainable Lifestyles – Design a Green City SDG 11 – <b>Sustainable Cities and Communities</b> □
Periodic Test-1					
3.	June	Summer Vacation			



4.	July	26	Chapter -7 Globalization	<ul style="list-style-type: none"> <li>❖ Appreciate the significance of Globalization</li> <li>❖ Elucidate the political, economic, and cultural dimensions of Globalization.</li> <li>❖ Critically evaluate the impact of globalization on India.</li> <li>❖ Draw attention to resistance movements to Globalization and envisage its future trends.</li> </ul>	Debate: “Is Globalization Good for Everyone?” SDG 10 – Reduced Inequalities
			Book -2 (POLITICS IN INDIA SINCE INDEPENDENCE) Chapter -1 Challenges of Nation-Building	<ul style="list-style-type: none"> <li>❖ Analyze the challenges which Independent India faced.</li> <li>❖ Explain the circumstances under which different princely states signed the Instrument of Accession.</li> <li>❖ Assess how language became the basis of reorganization of the states.</li> <li>❖ Evaluate the role played by leaders in Nation Building.</li> </ul>	Map Activity: Integration of Princely States <b>SDG 16 – Peace and Justice</b>
			Chapter - 3 Politics of Planned Development	<ul style="list-style-type: none"> <li>❖ Identify the varied option considered by the government to balance growth and socio-economic justice.</li> <li>❖ Know the difference between Left and Right Ideology</li> <li>❖ Understand the need for the formation of the Planning Commission.</li> </ul>	<b>Economic Policy</b> <b>Timeline:</b> Students create a timeline with key events like: Formation of Planning Commission (1950), Green Revolution Nationalization of banks (1969)
5.	August	23	Chapter- 2 Era of One-Party Dominance	<ul style="list-style-type: none"> <li>❖ Appreciate the sustenance of democratic politics in the country.</li> <li>❖ Evaluate the electoral politics post-Independence</li> <li>❖ Assess the dominance of the Indian National Congress from 1952 to 1967.</li> </ul>	Congress Party Timeline Divide students into groups, and assign each group a decade (1950s, 1960s, 1970s, etc.). SDG 16 – Peace, Justice, and Strong Institutions



			Chapter-5 Challenges to and Restoration of the Congress	<ul style="list-style-type: none"> <li>❖ Understand the challenges of political succession after Nehru.</li> <li>❖ Compare and contrast the new Congress and the old Congress.</li> <li>❖ Summaries the initiatives taken by Indira Gandhi to overcome the challenges faced by her.</li> </ul>	Mock Election: "Restoration of Congress in the 1980s" <b>SDG 10 – Reduced Inequalities</b>
			Chapter-4 India's External Relations	<ul style="list-style-type: none"> <li>❖ Interpret, compare and contrast multi-lateral aspects of Indo-China relationship</li> <li>❖ Demonstrate knowledge on Indo-Pak wars Appreciate the steps taken by Indian government to develop military capacity</li> <li>❖ Reflect and introspect on the choices that the country must consider for the cause of development and peace building</li> </ul>	Mapping India's Foreign Relations <input type="checkbox"/> Provide students with a world map or use a digital tool to create an interactive map of India's <b>bilateral relations</b> with key countries and regions (e.g., US, Russia, China, EU, Africa)
6.	September	25	Chapter-6 The Crisis of Democratic Order	<ul style="list-style-type: none"> <li>❖ Understand the causes and consequences of Emergency</li> <li>❖ Examine the lessons of Emergency</li> <li>❖ Evaluate the rule of Janata Government</li> </ul>	Role Play: "The Emergency (1975-77)" <b>SDG 10 – Reduced Inequalities</b>
			Chapter-7 Regional Aspirations	<ul style="list-style-type: none"> <li>❖ Discuss the implications of regional demands.</li> <li>❖ Analyse the importance of integrity in India.</li> <li>❖ Appreciate the initiatives taken by the government in dealing with regional aspirations</li> </ul>	Role Play: "Regional Movements and National Integration"
			Chapter-8 Recent Developments in Indian Politics	<ul style="list-style-type: none"> <li>❖ Understand momentous changes taking place in the nation since 1989</li> <li>❖ Trace the rise and growth of BJP.</li> <li>❖ Identify the areas of growing consensus</li> </ul>	Research Project: "The Impact of Coalition Politics on Indian Governance" <input type="checkbox"/>

7.	October	<b>Pre Board-1</b>
8.	November	<b>Revision</b>
9.	December	<b>Pre Board-II( Entire Syllabus)</b>
10.	January	<b>Pre Board-III (Entire Syllabus)</b>
11	February	<b>Practicals and Final exams</b>

<b>GRADE-XII      Economics</b>					
<b>NAME OF BOOKS   NCERT: Macro Economics and Indian Economy (V.K PUBLISHER)</b>					
<b>Module</b>	<b>Month</b>	<b>No. of Working days</b>	<b>Chapter Name and Number</b>	<b>Learning Objectives</b>	<b>Activities/Practical/ SEA/SDG</b>
1.	April	18	<b>Indian Economic Development</b> Ch-1 Indian Economy on the Eve of Independence Ch-2 Five Year Plans (1950-1990) Ch-3 Liberalisation, Privatisation, and Globalisation (1991)	Understand the economic conditions before independence and post-independence planning. Analyse the need and impact of economic reforms.	Timeline creation of Indian economic reforms SDG 8: Decent Work & Economic Growth
2.	May	25	Ch-4 Human Capital Formation Ch-5 Rural Development	Recognise the role of education and health in development. Understand rural development strategies	Case study on primary health & education in villages Poster on rural-urban gap SDG 4: Quality Education

Periodic Test-1					
3.	June	Summer Vacation			
4.	July	26	Ch-6 Comparative Development: India, China & Pakistan Ch-7 Sustainable Development <b>Macroeconomics</b> Ch-1 Money and Banking	Comparative analysis of economies. Understand the importance of sustainability and functions of money and banking.	PPT presentation on India vs China economy SDG 13: Climate Action Chart on functions of money <i>Periodic Test I</i>
5.	August	23	<b>Macroeconomics</b> Ch-2 National Income Accounting Ch-3 Measurement of National Income Ch-4 Basic Concepts of Macroeconomics Ch-5 Government Budget and the Economy	Understand national income aggregates and calculation methods. Learn about fiscal tools.	Flowcharts for income methods Budget analysis activity using newspaper data SDG 10: Reduced Inequality
6.	September	25	Ch-6 Balance of Payments Ch-7 Foreign Exchange Ch-8 Aggregate Demand and Its Components Ch-9 Determination of Income and Employment Ch-10 Excess and Deficient Demand	Explore international economics and macroeconomic equilibrium.	Foreign exchange role play Mock classroom budget session SDG 17: Partnerships for Goals
7.	October	Pre Board-1			
8.	November	Revision			
9.	December	Pre Board-II (Entire Syllabus)			
10.	January	Pre Board-III (Entire Syllabus)			
11	February	Practicals and Final exams			

**Subject- Geography (029)****Name of book NCERT:** Book 1: Fundamentals of human geography

Book 2: India: People and Economy

Module	Month	No. of Working days	Chapter Name and Number	Learning Objectives	Activity planned/ Integration of Art/SDGs
1.	April	18	<b>Ch-1-</b> Human geography nature and scope ( <b>Book 1</b> ) Ch-2- The world population distribution, density and growth. ( <b>Book1</b> ) Ch-1-Population, distribution, density and growth ( <b>Book 2</b> ) Ch-11- International trade (Book 2)	<ul style="list-style-type: none"><li>❖ To draws interlink ages of Human Geography with other disciplines.</li><li>❖ Analyses the interrelationship between physical and human environment and their impact from local to global.</li><li>❖ Explain cause and effect relationship on human environment interaction such as population distribution, migration, cropping patterns, transportation &amp; communication, trade.</li><li>❖ Compare and contrast various economic activities, trade.</li></ul>	1. Each student will assign a location/place which they will travel to understand the relationship between the physical environments with humans 2. Model related to demographic transition theory. 3. Map of India and world, Flash cards, PPT, Bar graph. <b>SDG 13 (Climate Action)</b> <b>SDG 15 (Life on Land)</b>
2.	May	25	Ch-4-Human development (Book1) Ch-3-Human development (Book2) Ch-4- Human Settlements (Book2) Ch-9- International trade (Book 1)	<ul style="list-style-type: none"><li>❖ To discuss the concept of human development over a period of time</li><li>❖ To recognise and understand the processes and patterns of the spatial arrangement of the natural as well as human features and phenomena on the earth's surface.</li><li>❖ To identify the salient features of rural and urban settlement of India.</li><li>❖ To explain the important role of</li></ul>	Flash cards based on definitions and pillars of human development  <b>SDG 1 (No Poverty)</b> <b>SDG 2 (Zero Hunger)</b> <b>SDG 11 (Sustainable Cities and Human settlements)</b>

				International Trade in the development of India's economy.	
<b>Periodic Test-1</b>					
3.	June	<b>Summer Vacation</b>			
4.	July	<b>26</b>	Ch12- Geographical perspective on selected issues and problems (Book2) Ch-5-Land resources and agriculture (Book2) Ch-6- Water resources (Book2) Ch-5-Primary activities (Book1)	<ul style="list-style-type: none"> <li>❖To explain how people are engaged in primary activities for their survival in different parts of the world.</li> <li>❖Understand and analyse the inter-relationship between physical and human environments and their impact.</li> <li>❖To explain the important strategies and planning initiated by the government of India to improve agriculture.</li> <li>❖To comprehend importance of water as a resource as well as develop awareness towards its judicious use and conservation</li> </ul>	1. Report making on selected issue of concerned area. 2. One day before the teacher will divide the Students into six groups and each group is asked to collect different samples of seeds and information. 3. Students will prepare the reports regarding various types sources of water in their areas. <b>SDG 13 (Climate Action)</b> <b>SDG 6 (Clean Water and Sanitation).</b>
5.	August	<b>23</b>	Ch-6- Secondary activities (Book1) Ch7 Tertiary and Quaternary activities (Book1) Ch-7- Mineral and energy resources (Book 2)	<ul style="list-style-type: none"> <li>❖To identify the importance of manufacturing industries in the economic development of a country.</li> <li>❖To bring out the significance and growth of tertiary and quaternary activities in modern economic development.</li> <li>❖To 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.</li> <li>❖To identify different types of minerals</li> </ul>	One day before starting the topic the teacher will give the students task to make a report regarding the difference of trading to earlier time as compared to the present time according to the generations <b>SDG 1: No Poverty</b> <b>SDG 3: Good Health and Well-being</b> <b>SDG 17: Partnerships for the Goals</b>

				and energy resource and places of their availabilities	
6.	September	25	<p>Ch-8- Transport and communication (Book1)</p> <p>Ch-8- Transport and communication (Book2)</p> <p>Ch-9- Planning and sustainable development in India context (Book 1)</p>	<p>❖Apply geographical knowledge and methods of inquiry to new situations or problems at different levels — local/regional, national and global.</p> <p>❖To develop geographical skills, relating to collection, processing and analysis of data/ information and preparation of report including maps and graphics and use of computers wherever possible.</p> <p>❖To explain how transport and communication have acquired unique and specialised forms in the modern world.</p> <p>❖To explain the important objectives of planning and sustainable development in India</p>	<p>1. Report on Means of Transportation today and during ancient time.</p> <p>2. In order to enable the students to appreciate the contribution of environment to economic development, the following game can be introduced. One student may name a product used by any enterprise and the other student may trace out its roots to nature and earth. trucks steel and rubber steel iron mineral earth rubber trees forests earth books paper trees forest earth cloth cotton plant nature petrol earth machinery iron mineral earth.</p> <p><b>SDG 9: Industry, innovation and infrastructure</b></p>
7.	October	<b>Pre Board-I</b>			
8.	November	<b>Revision</b>			
9.	December	<b>Pre Board-II(Entire Syllabus)</b>			
10.	January	<b>Pre Board-III ( Entire Syllabus)</b>			
11	February	<b>Practicals and Final exams</b>			

<b>Subject- Physical Education</b> <b>NAME OF BOOKS NCERT: SP Publication</b>					
Module	Month	No. of Working days	Chapter Name and Number	Learning Objectives	Activities/Practical/SDG
1.	April	18	- Unit I: Management of Sporting Events- Unit X: Training in Sports - Unit II: Children & Women in Sports- Unit III: Yoga as a Preventive Measure for Lifestyle Diseases	- Understand planning & conducting sporting events- Learn principles of training - 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)
2.	May	25	- Unit IV: Physical Education & Sports for CWSN- Unit IX: Psychology & Sports	- Understand inclusivity and adaptive sports for CWSN- Learn psychological principles in sports	- Skill Practice (Unit III)
<b>Periodic Test-1</b>					
3.	June	<b>Summer Vacation</b>			
4.	July	26	- Unit V: Sports & Nutrition- Unit VIII: Biomechanics & Sports  - Unit V: Sports & Nutrition (Continued)- Unit VI: Test & Measurement in Sports	- Understand balanced diet and nutrition for athletes- Learn biomechanics principles and techniques in sports - Continue understanding athlete nutrition- Learn various testing and measurement techniques	- Physical Fitness Test: SAI Khelo India Test, BPFT- Practice- Yoga Practice- Skill



5.	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	Practice- Record File (Unit I)- Practical (Unit II)
6.	September	25	- Unit VII: Physiology & Injuries in Sports (Continued)  - Unit VIII: Biomechanics & Sports- Unit IX: Psychology & Sports	- Continue understanding body functions during sports and injury recovery - Deepen biomechanical understanding- Apply sports psychology in real-life scenarios	- Record File – Practical 3  - Physical Fitness Test: SAI Khelo India Test, BPFT- Practice- Yoga Practice- Skill Practice.
7.	October	<b>Pre Board-1</b>			
8.	November	<b>Revision</b>			
9.	December	<b>Pre Board-II (Entire Syllabus)</b>			
10.	January	<b>Pre Board-III(Entire Syllabus)</b>			
11	February	<b>Practicals and Final exams</b>			

**Subject: Music****Books Recommended - Sangeet Aanand**

Module	Month	No. of Working Days	Concepts / Chapters to be Covered	Learning Objectives	Activities / Practicals / SEA / SDG
1	April	18	Definitions-Alankar,kann, Decription of Raag bhairav. 1)Definitions- meend, khataka, gram, murchana, Alap.2) description of Taal Jhaptaal. 3) Biography - Bade Gulam ali Khan	Introduction of Swar Raag bhairav Chota Khayal.  Introduction of taal jhaptaal to learn notation system.	Students will sing a Swar Raag bhairav only Aaroh - Avroh with Harmonium. Ability to recite the jhaptaal with ekgun, dogun keeping taal with hand beat.
2	May	25	1) brief Study of sangeet Ratnakar Granth 2) brief study of Sadra - Dadra.  3) Raag bhairav Chota khayal Notation with Taans.	Raag bhairav bandish notations with taan 8 matra and 16 matra.	Students will sing a bandish notation with harmonium.
			<b>Periodic Test-1</b>		
3	June	-	Summer Break	-	-
4	July	26	1) life Sketch and contribution of Abdul Karim Khan, faiyaz Khan.  2)description of Raag Malkauns.	Introduction of Raag malkauns notations system as well as taans.	Students will sing a raag malkauns with harmonium.
5	August	23	1)Brief study of Sangeet parijat .  2) Introduction of taal rupak ekgun, dogun, tingun.  3) time theory of Raag	Introduction of Taal rupak and to learn Notation system	Ability to recite the Rupak with ekgun, dogun keeping taal with hand beat.
6	September	25	1)Description of Raag bageshwari.	Introduction of raag bageshwari to learn notation System And taal	Ability to recite the Dhamar with ekgun, dogun keeping taal with

			2)Introduction of taal Dhamar. 3) Vilampit Khayal of Raag bhairav.	dhamar taal notation system. .	hand beat.
7	October	<b>Preboard I Exam</b>			
	November	<b>Revision</b>			
	December	<b>Preboard II Exam</b>			
	January & February	<b>Preboard III Exams &amp; Practical Exam</b>			

### Subject- Painting ( 049)

#### NAME OF BOOKS NCERT: Panoramic India

Module	Month	No. of Working days	Chapter Name and Number	Learning Objectives	Activities/Practical/ SEA/SDG
1.	April	18	Unit 1 (a) The Rajasthani School: 1. Origin and Development 2. Sub-Schools-Mewar, Bundi, Jodhpur, Bikaner, Kishangarh and Jaipur 3. Main features of the Rajasthani School 4. Appreciation of the following Rajasthani paintings Title Maru-Ragini , Chaugan Players, Krishna on swing , Radha (Bani- Thani)	To understand how the Rajasthani School of painting started in the 16th century, influenced by Mughal art and supported by Rajput Kings .	Nature and Object study with two or three objects and two draperies (in different colours) for background and foreground. Exercises in pencil with light and shade and in full colour from a fixed point of view.
2.	May	25	The Pahari School Origin and development Sub-Schools-Basohli, Guler, Kangra, Chamba and Garhwal	To understand that the Pahari School began in the Himalayan hills (17th–18th century), influenced by	Nature and Object study with two or three objects and two draperies (in different colours) for

			Main features of the Pahari School Appreciation of the following Pahari paintings: Title Krishna with Gopis Nand, Yashoda Krishna with Kinsmen Going to Vrindavana	Rajput and Mughal styles, and supported by local rulers.	background and foreground. Exercises in pencil with light and shade and in full colour from a fixed point of view
<b>Periodic Test-1</b>					
3.	June	<b>Summer Vacation</b>			
4.	July	26	Unit 2 The Mughal and Deccan Schools of Miniature Painting The Mughal School Origin and development Main features of the Mughal School Appreciation of the following Mughal Paintings: Title Krishna Lifting Mount Govardhana Falcon on a Bird-Rest Kabir and Raidas Khan Marriage Procession of Dara Shukoh	To understand how the Mughal School started in the 16th century under Emperor Akbar, combining Indian and Persian art styles, and developed during the rule of Akbar, Jahangir, Shah Jahan, and Aurangzeb.	Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values
5.	August	23	The Deccan School Origin and development Main features of the Deccan School Appreciation of the following Deccan paintings: Title Hazrat Nizamuddin Auliya and Amir Khusro Chand Bibi Playing Polo (Chaugan) Appreciation of the following paintings of the Bengal school: Journey's End – Abanindranath Tagore Shiv and Sati- Nandla Bose Radhika - M.A.R. Chughtai Meghdoot - Ram Gopal Vijaivargiya Contribution of Indian artists in the	To learn that the Deccan School developed in the southern part of India during the 16th century, mainly in the courts of Golconda, Ahmednagar, Bijapur, and Hyderabad, influenced by Persian art and local traditions.  To observe and understand the <b>style, theme, and emotions</b> in selected Bengal School paintings.	Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values  Nature and Object study with two or three objects and two draperies (in different colours) for background and foreground. Exercises in pencil with light and shade and in full colour from a fixed point of view

			struggle for National Freedom Movement. Revision for Exam		
6.	September	25	<p>Unit 3: (a) The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20th Century)</p> <p>National Flag of India and the Symbolic significance of its forms and the colours.</p> <p>Introduction to the Bengal School of Painting</p> <p>Origin and development of the Bengal School of Painting</p> <p>Main features of the Bengal School of Painting 12</p> <p>Children – Somnath Hore</p> <p>Devi – Jyoti Bhatt</p> <p>Of Walls – Anupam Sud</p> <p>(IV ) Man, Woman and Tree - K. Laxma Goud</p> <p>Sculptures:</p> <p>Triumph of Labour - D. P. Roychowdhury</p> <p>Santhal Family – RamkinkarVaij</p> <p>Cries Un - heard – Amar Nath Sehgal</p> <p>Ganesha - P.V. Janaki Ram</p>	<p>To understand the <b>design</b> and <b>meaning</b> behind the <b>Indian National Flag</b>.</p> <p>To appreciate Somnath Hore's graphic print capturing innocence and suffering through the image of children.</p> <p>To appreciate D. P. Roychowdhury's sculpture, which represents the strength and dignity of labor.</p>	<p>Nature and Object study with two or three objects and two draperies (in different colours) for background and foreground. Exercises in pencil with light and shade and in full colour from a fixed point of view.</p> <p>Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values</p> <p>Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values.</p>
7.	October	<b>Pre Board-1</b>			
8.	November	<b>Revision</b>			
9.	December	<b>Pre Board-II (Entire Syllabus)</b>			
10.	January	<b>Pre Board-III (Entire Syllabus)</b>			
11	February	<b>Practicals and Final exams</b>			

ਵਿਸ਼ਾ ; ਪੰਜਾਬੀ ਨਿਰਧਾਰਤ ਪੁਸਤਕਾਂ: ਲਾਜਮੀ ਪੰਜਾਬੀ : ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ ( ਮੁਹਾਲੀ ) ਜਮਾਤ ਬਾਰਵੀ					
ਅਧਿਆਇ	ਮਹੀਨਾ	ਨਿਰਧਾਰਤ ਦਿਨ	ਪਾਠ ਦਾ ਨਾਮ /ਵਿਸ਼ਾ	ਸਿੱਖਣ - ਉਦੇਸ਼	ਵਿਸ਼ਾ ਮਾਹਰ ਗਤੀਵਿਧੀ /ਟਿਕਾਉ ਟੀਚੇ
1	ਅਪ੍ਰੈਲ	18	ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ : ਜਾਣ -ਪਛਾਣ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਅਧੀਨ ਰਸਮ ਰਿਵਾਜ : ਜਾਣ -ਪਛਾਣ , ਜਨਮ ਅਤੇ ਵਿਆਹ ਦੀਆਂ ਰਸਮਾਂ , ਅਖਾਉਤ ( 1 ਤੋ 10) ਕਾਰ -ਵਿਹਾਰ ਦੇ ਪੱਤਰ ( ਹੱਲ ਕੀਤੇ ਹੋਏ ਮੌਤ ਦੀਆਂ ਰਸਮਾਂ )	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 ।	ਸਮੂਹ ਗਤੀਵਿਧੀ : ਵੱਖ -ਵੱਖ ਫਲੈਸ਼ ਕਾਰਡ ਰਾਹੀਂ ਪ੍ਰਾਂਤਾਂ ਦੀ ਪਹਿਚਾਣ ਅਤੇ ਵਿਵਰਣ ਜਨਮ ਤੋਂ ਮਰਨ ਤੱਕ ਦੀਆਂ ਰਸਮਾਂ ਦਾ ਮਾਨ ਚਿੱਤਰ ਜਾਂ ਚਾਰਟ ਪੇਸ਼ਕਾਰੀ ਸਮੂਹਕ ਗੀਤ : ਗਾਇਨ -ਪੇਸ਼ਕਾਰੀ, ਵਿਆਹ ਦੀਆਂ ਰਸਮਾਂ , ਸੁਹਾਗ ,ਘੋੜੀਆਂ ਸਮੂਹ ਰਸਮਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ ਮਾਨ ਚਿੱਤਰ ਰਾਹੀਂ ਜਾਂ ਸਮੂਹ ਚਰਚਾ
2.	ਮਈ	25	ਟੁਕੜੀ ਜੱਗ ਤੋਂ ਨਿਆਰੀ (ਭਾਈ ਵੀਰ ਸਿੰਘ ,ਅਣਡਿੱਠਾ ਪੈਰਾ ,ਅਖਾਉਤ ( 10 ਤੋ 20 ) ਕਾਰ -ਵਿਹਾਰ ਦੇ ਪੱਤਰ ( ਹੱਲ ਕੀਤੇ ਹੋਏ) ਤਾਜ ਮਹੱਲ ( ਪ੍ਰੋ.ਮੋਹਨ ਸਿੰਘ ਕਹਾਣੀ : ਨੀਲੀ ( ਕਰਾਤਰ ਸਿੰਘ ਦੁੱਗਲ ) ਵਾਕ ਵਟਾਂਦਰਾ : ਵਾਕਾਂਸ਼ ਅਤੇ ਉਪਵਾਕ , ਕਹਾਣੀ : ਸਾਂਝ (ਸੁਜਾਨ ਸਿੰਘ ) ਪੰਜਾਬ ਦੇ ਮੇਲੇ ਅਤੇ ਤਿਉਹਾਰ (ਸੁਖਦੇਵ ਮਾਧੋਪੁਰੀ )	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 ।	ਕਸ਼ਮੀਰ ਦੀ ਸੁੰਦਰਤਾ ਨੂੰ ਬਿਆਨ ਕਰਦਾ ਕੋਲਾਜ ਦਮ -ਸ਼ਰਾਗ ਗਤੀਵਿਧੀ ਰਾਹੀਂ ਅਖਾਣ ਤਾਜ ਮਹੱਲ ਕਵਿਤਾ ਦੇ ਦ੍ਰਿਸ਼ ਨੂੰ ਆਪਣੀ ਕਲਾ ਰਾਹੀਂ ਪੇਸ਼ ਕਰਨਗੇ । ਕੁਦਰਤ ਨਾਲ ਜੋੜਦੇ ਹੋਏ ਵਿਸ਼ਿਆਂ ਬਾਬਤ ਕਵਿਤਾ ( ਜਿੰਗਲ ਲਿਖਤ )
ਪੀ.ਟੀ . ਪਰੀਖਿਆ 1 ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ : ਜਾਣ -ਪਛਾਣ ,ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਅਧੀਨ ਰਸਮ ਰਿਵਾਜ : ਜਾਣ -ਪਛਾਣ : ਜਨਮ ਅਤੇ ਵਿਆਹ ਦੀਆਂ					
3.	ਜੂਨ	ਗਰਮੀ ਦੀਆਂ ਛੁੱਟੀਆਂ			

4.	ਜੁਲਾਈ	26	ਵਾਰਸ਼ ਸ਼ਾਂਹ (ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ) ਪੰਜਾਬ ਦੀਆਂ ਲੋਕ ਖੇਡਾਂ ( ਸੁਖਦੇਵ ਮਾਧੋਪੁਰੀ ) ਵਿਸਥਾਰ ਕਹਾਣੀ :ਮਾੜਾ ਬੰਦਾ (ਪ੍ਰੇਮ -ਪ੍ਰਕਾਸ਼) ਵਾਕ ਵਟਾਂਦਰਾ : ਹਾਂ - ਵਾਚਕ , ਨਾਂਹ ਵਾਚਕ ,ਪ੍ਰਸ਼ਨ ਵਾਚਕ ,ਵਿਸਮੈ -ਵਾਚਕ	1947 ਦੀ ਭਾਰਤ ਪਾਕ ਵੰਡ ਦੇ ਇਤਿਹਾਸ ਤੋਂ ਭਲੀ ਭਾਂਤ ਜਾਣੂ ਹੋਣਾ । ਦਫਤਰੀ ਸ਼ਬਦਾਵਲੀ ਦਾ ਭੰਡਾਰ ਵਿਕਸਤ ਕਰਨਾ ਅਤੇ ਕਾਰ ਵਿਹਾਰ ਦੇ ਲਈ ਵਰਤੋਂ ਵਿੱਚ ਲਿਆਉਣ ਦੇ ਲਈ ਪ੍ਰੇਰਤ ਕਰਨਾ	ਮੈਦਾਨ ਵਿੱਚ ਵੱਖ ਵੱਖ ਲੋਕ ਖੇਡਾਂ ਦਾ ਅਭਿਆਸ ਕੀਤਾ ਜਾਵੇਗਾ ਜਿਸ ਰਾਹੀਂ ਖੇਡ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ ਪੈਰੇ ਵਿੱਚੋਂ ਅਸੁੱਧੀਆ : ਵਿਸ਼ਵ ਵਾਤਾਵਰਨ ਦਿਵਸ ਕਾਰਗਲ ਦਿਵਸ
5.	ਅਗਸਤ	23	ਚੁੰਮ -ਚੁੰਮ ਰੱਖੋ ( ਨੰਦ ਲਾਲ ਨੂਰਪੁਰੀ ), ਵਾਕ -ਵਟਾਂਦਰਾ ( ਸਧਾਰਨ, ਸੰਯੁਕਤ ਅਤੇ ਮਿਸ਼ਰਤ ਵਾਕ )	ਲਿਖਤ ਕੌਸਲ ਨੂੰ ਨਿਪੁੰਨ ਕਰਨ ਦੇ ਲਈ ਸ਼ਬਦ ਭੰਡਾਰ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰ ਦੇ ਲਈ ਜਾਣੂ ਕਰਨਾ । ਵਿਆਕਰਨਕ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਨ ਅਤੇ ਸਮਝਣ ਦੇ ਕਾਬਲ ਹੋਣਾ	ਕੋਲਾਜ ਮੇਕਿੰਗ ਅਤੇ ਫਲੋ ਚਾਰਟ ( ਦਿਮਾਗੀ ਨਕਸ਼ਾ ) ਵਿਆਕਰਣ ਵਰਕਸ਼ੀਟ
6.	ਸਤੰਬਰ	25	ਪੰਜਾਬ ਦੇ ਲੋਕ - ਨਾਚ , ਗੀਤ (ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ) ,ਮੇਰਾ ਬਚਪਨ , ( ਹਰਭਜਨ ਸਿੰਘ )ਘਰ ਜਾ ਆਪਣੇ ( ਕਹਾਣੀ )	ਪੰਜਾਬੀ ਸਾਹਿਤ ਅਤੇ ਪੁਰਾਤਨ ਗੁਣਾਂ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਕੇ ਜੀਵਨ ਵਿੱਚ ਲਾਗੂ ਕਰਨਾ । ਸਦਾਚਾਰਕ ਗੁਣਾਂ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਨਾ ਅਤੇ ਮਾਂ ਬਾਪ ਦੇ ਪ੍ਰਤੀ ਆਦਰ ਭਾਵ ਪੈਦਾ ਕਰਨਾ ।	ਲੋਕ - ਨਾਚਾਂ ਦੇ ਵੱਖ -ਵੱਖ ਭਾਵਾਂ ਨੂੰ ਪੇਸ਼ ਕਰਦੇ ਹੋਏ ਸਮੂਹਕ ਨਾਚ ਪੇਸ਼ਕਾਰੀ ਸਮੂਹ ਚਰਚਾ ਜਿੰਗਲ ਲਿਖਤ : ਵਿਸ਼ਾ : ਮਾਂ
7.	ਅਕਤੂਬਰ	ਪ੍ਰੀ ਬੋਰਡ ਪਰੀਖਿਆ			
8.	ਨਵੰਬਰ	ਦੁਹਰਾਈ			
9.	ਦਸੰਬਰ	ਪ੍ਰੀ -ਬੋਰਡ ਪਰੀਖਿਆ 2			
10.	ਜਨਵਰੀ	ਪ੍ਰੀ -ਬੋਰਡ ਪਰੀਖਿਆ 3			
11	ਫਰਵਰੀ	ਪ੍ਰੈਕਟੀਕਲ ਅਤੇ ਸਲਾਨਾ ਪਰੀਖਿਆ			