



**GURU NANAK PUBLIC SCHOOL, PITAMPURA**  
**PEDAGOGICAL PLANNER**  
**SESSION 2024-25**

**GRADE: XII**  
**TEXT BOOK : NCERT (FLAMINGO & VISTAS)**

**SUBJECT: ENGLISH CORE (301)**

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	1st April- 17 <sup>th</sup> April	11	1	<b>FLAMINGO</b>  Poem: <b>My Mother at 66</b> Prose: L-1- <b>The Last Lesson</b>  <b>VISTAS-</b> L.1- <b>The Third Level</b>	Literature:  Synopsis, About the author/Poet. Theme, Central idea, Reference to context, Literary Devices, Figurative and connotative meanings of words and phrases used, Rhyme Scheme(Poem),Message, Question Answer (Short and Long)	<b>Paragraph Writing:</b>  “Can we help our elders in keeping them away from loneliness?” Word limit: 120-150 words  <b>Discuss:</b>  1. War causes destruction and spreads hatred.  2. How would you react when you come to know that your mother tongue is snatched from you?  3. Share how could we escape insecurity, worry, stress and fear? Comment on the ending of the story, The Third Level and bring out the contrast between the world Charley lived in and the one that he strayed into.	- To enable the students to comprehend the poem/ prose. Apply critical thinking skills to explore and evaluate ideas, issues and values in the poem and prose.  <b>Poem:</b>  - i) realise that ageing is a natural process.  - ii) understand that the compulsion of life where one has to forego one relation for another due to the demands and social and personal obligations.  - <b>Prose:</b>

							<ul style="list-style-type: none"> <li>- <b>i)</b> Understand the need for preserving one's language</li> <li>- <b>ii)</b> linguistic chauvinism and its effects</li> <li>- <b>iii)</b> change their lackadaisical attitude towards their mother tongue</li> </ul> <p><b>Poem/Prose:</b></p> <p>i) identify the figures of speech and enhance their vocabulary.</p> <p>ii) appreciate the theme and the style of writing of the poet/author.</p> <p>iii) understand the complexities of human life</p>
April and May	18 <sup>th</sup> April- 3rd May	13	2	<b>Flamingo-</b>  <b>L-2- Lost Spring.</b>  <b>Writing skills-</b>  <b>1. Letter to Editor</b>  <b>2. Writing Invites</b>  <b>Vistas –</b>  <b>L-2 - The Tiger King</b>	Literature:  About the author ,Main Points ,Theme, Central idea , Character Sketch, Message  Question Answer  ( Short and Long)  Letter Writing	Discussion on: 1.Dreams of the poor and the reality. 2. Problems of child labour. 3 .Education is the only weapon to better the lot. – the plight of street children forced into labour early in life and denied the opportunities of schooling  Video on : Rag pickers and hazards of working in bangle industry. <b>Letter to Editor : For a public campaign to clean the Yamuna river.</b> <b>Paragraph writing:</b> The broken dreams and aspirations of the underprivileged children of the slums.	<ul style="list-style-type: none"> <li>- Students will be able to</li> </ul> <p><b>Ch- Lost Spring</b></p> <ul style="list-style-type: none"> <li>- i) Analyse that there are millions of children who experience no spring in their lives, for their childhood is consumed in making a living</li> <li>- ii) Understand the miserable plight of street children forced into labour early in life</li> <li>iii) understand that they are denied the opportunity to go to school.</li> </ul>

						Draft: Invite to the chief guest.	<ul style="list-style-type: none"> <li>- iv) Understand the vicious circle of social stigma, poverty and exploitation v) Analyse that there is lack of compassion, empathy and commitment for the upliftment of these children of the weaker society</li> </ul> <p><b>Ch- The Tiger King</b> To enable the students to - inculcate the values of empathy, courage, kindness and sacrifice -understand that whimsical decisions may prove disastrous.</p> <ul style="list-style-type: none"> <li>- judge the consequences of sycophancy -understand that one should not be conceited especially those who are in power.</li> <li>-understand that subjecting innocent animals to the willfulness of human beings is an injustice</li> </ul> <p><b>Letter writing/ Invitation</b></p> <ul style="list-style-type: none"> <li>- Identify the audience</li> <li>- Organize thoughts and explain the purpose.</li> </ul>
May	13 <sup>th</sup> May- 17th May	5	3	<b>Flamingo-</b>  <b>L-3- Deep Water-</b>  <b>Writing Skills-</b>  <b>Invitations</b>	Literature:  About the author, Theme and Plot, Message  Question Answer  Exploratory questions	<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. A clipping on water sports will be shown for understanding the lesson.</li> <li>2. PowerPoint presentation with narration</li> <li>3. William Douglas did manage to overcome his fear of water but part of the credit also goes to his teacher who played an important part in making this happen. How can</li> </ol>	To enable the students to <ol style="list-style-type: none"> <li>i) understand first person narrative style</li> <li>ii) understand phrases/catchy lines from the text</li> <li>iii) analyse the difficult situation and act accordingly to understand another person's</li> </ol>

					( Short ,Long and Value-based questions)	learning be made more effective? Comment	experience (Decision Making) iv) cope up the challenges and stand against all odds v) share views on personal experience to overcome fear vi) know the importance of decision making and determination in adverse circumstances <b>Invitations:</b> <b>Students will be able to use appropriate vocabulary to write Invitation using proper format</b>
May (X &XII)	22 <sup>nd</sup> May-31 <sup>st</sup> May	7	4	<b>Flamingo- Poems</b>  <b>1. Keeping Quiet</b> <b>2. A Thing of Beauty</b>	Literature:  About the poet, Theme, Central Idea, ,message  Questions:  Reference to context, Short and Value-based  Literary Devises	<b>Activity:</b>  <b>Poem – Keeping Quiet</b> 1.Share the level of stress you (the students) go through due to the pressure from parents, teachers, school and coaching classes. 2. Students will be shown videos how during covid19 threat when human activities stood still, the Earth began to heal, regenerate. This would make them understand what damage the technological advancement was leading to.  <b>P- A Thing Of Beauty</b> <b>Comment:</b> 1. Do we experience things of beauty only for short moments or do they make a lasting impression on us? 2.What do you think – “Beauty dwells outside or within?”	<b>Poem : Keeping Quiet</b> To enable the students to – -inculcate values like concern, care for each other, patience and responsibility -bring all evil thoughts to an end and bring in a new life of peace and tranquility. -think critically, understand not to harm others -remain quiet and still be productive and appreciate the images and symbols - understand the critical appreciation of the poem based on rhyme, content, theme, genre and active  <b>Poem: A Thing Of Beauty</b>

							<p>To enable the students to</p> <p>i) inculcate values like peace, contentment, respect, care and concern</p> <p>ii) understand that beautiful things/moments are worth treasuring as they leave an everlasting impression on the minds of people</p> <p>iii) know that inner beauty is important rather than the outer one</p> <p>iv) understand that nature provides respite from sorrows</p> <p>v) understand the benefits of nature walk</p>
July	1 <sup>st</sup> July-15 <sup>th</sup> July	12	5	<p><b>Writing Skill –</b></p> <p>1. Job Application</p> <p>2. Invitation</p> <p><b>Flamingo-</b></p> <p>1. The Rattrap</p>	<p>Literature:</p> <p>About the author, Synopsis, Message, Theme, Central idea</p> <p>Character Sketch</p> <p>Question Answer (Short and Long)</p>	<p>Express your feelings</p> <p>- Is loneliness good if you have target in life?</p> <p>- Are you tempted by any thing in life or have you fallen to any of the temptation which made you do even wrong?</p> <p>- Monologue on understanding your faults and its redemption</p> <p><b>Job Application</b></p> <p><b>Invitation and Reply</b></p>	<p>Students will be able to</p> <p>i) understand that humour is the spice of life</p> <p>ii) become compassionate and develop a flair for reading different genre</p> <p>iii) understand everybody must get a chance to undo the wrong he/she did</p> <p>iv) understand not to be revengeful rather have a different approach to deal with the persons and awaken him have a better understanding of literary devices</p>

July	16 <sup>th</sup> July-31 <sup>st</sup> July	12	6	<b>Writing Skill</b>  Notice Writing  <b>Vistas –</b>  The Enemy	Literature:  About the author, Theme, Synopsis, Central idea, ,Character Sketch  Notice Writing – Competition. Lost and Found, Announcement	Discussion on- i)Should we hate our enemy if he is in the death trap or should we save? ii) Is it justifiable to hate an enemy during wartime?  Notice Writing- Competition Lost and Found Make announcement	Students will be able to i) conclude that people of the world are inherently the same despite the differences in colour, culture and nationalities.  ii) ii) realize that war and narrow – nationalism can shuffle human feeling of love and compassion and turn friends and fellow human beings into enemies  <b>Notice Writing</b> Using correct format students will be able to explain the goal of specific action or event.
August	1 <sup>st</sup> Aug- 14 <sup>th</sup> Aug	11	7	<b>Flamingo</b>  <b>Poem- The Roadside            Stand</b>  <b>Writing Skill:</b>  <b>Letter to Editor</b>	Literature:  About the Poet, Theme, Central idea, Literary Devices, Message  Rhyme Scheme  Question Answer Reference to context Short and Long	<b>Write-up</b> -How do the government and other social service agencies help the poor rural people? Through this poem, Frost underlines his sympathy for the rural people in opposition to the uncaring capitalistic elite. Justify.  <b>Letter to Editor</b>	Students will be able to i) understand the contrast between the lives of rich and poor ii)acquaint themselves with the world around them iii) learn not only from books but from the examples around them iv)comprehend the poem and enhance the vocabulary v) identify the figures of speech vi) understand that the economic well-being of a country depends on a balanced development of the villages and the cities

August	16 <sup>th</sup> Aug-30 <sup>th</sup> Aug	10	8	<b>Flamingo –</b> <b>L- Going Places</b> <b>Vistas –</b> <b>L- On The Face Of It</b>	Literature: About the author, Synopsis, Theme, Central idea, Message Question Answer (Short and Long)	<b>Activity:</b> <b>Ch- Going Places</b> (i) Express your views ‘Dreams are extremely important, you cannot achieve it unless you imagine it.’ (ii) Video on football and football player (mentioned in the lesson) will be shown to create interest in the lesson iii) Video based on physically handicapped people will be shown to the students to relate with the lesson. <b>Ch- On The Face Of It</b> -The play ends on a tragic note but reaffirms hope. Discuss with reference to the text.	Students will be able to from: <b>Going Places:</b> i) analyse the difference between realistic and unrealistic dreams ii) compare their world of fantasy and reality iii) understand that there is no substitute to hard work iv) accept the reality in life and responsibility in the family v) understand relationships/bonding in family <b>On The Face Of It:</b> i) understand the theme that appearances are deceptive and most often we go on dealing with our impressions and prejudices about others without caring to know them actually. ii) able to analyse the situations and characters of the lesson. iv) use appropriate vocabulary and expressions. iii) understand that pain of actual physical impairment is often much less than the sense of alienation felt by the person with disabilities.
September	2 <sup>nd</sup> Sept-10 <sup>th</sup> Sept	7	9	Revision for Mid-Term			To enable students to revise topics

September	24 <sup>th</sup> Sept-30 <sup>th</sup> Sept	5	10	<b>Flamingo- Poem</b>  <b>Aunt Jennifer's Tigers</b>	Literature:  About the author, Synopsis, Theme, Message  Central idea  Question Answer  ( Short and Long)	Comment : "Marriage is a blissful state". -PPT will be shown for retaining literary devices. -Video on small scale male chauvinism in present scenario	Students will be able to i) understand the critical appreciation of the poem  ii) understand that man and woman are equal iii) empathise with the victims of male chauvinism iv) be prepared to face such oppressions boldly v) raise voice against domestic violence vi) understand that females even have inherent desires and they deserve freedom: mental and emotional both
October	1 <sup>st</sup> Oct- 16 <sup>th</sup> Oct	11	11	<b>Flamingo-</b>  <b>Ch- 1.Indigo</b>  <b>2.The Interview</b>	Literature:  About the poet  Theme  Central idea  Reference to Context  Rhyme Scheme  Question Answer ( Short and Long)  Integrated Grammar (Sample Exercises)	<b>Activity:</b> <b>Ch - Indigo</b> 1. Some people in America and Australia opposed lock down during the outbreak of virus as they felt it is against their rights. Some thought of economy crisis. Do you think they were right? 2. A video on the lesson will be shown to the students.  <b>Ch – The Interview</b> 1. Discussion about the interviews of famous personalities watched by you. 2. What role did reporters/ journalists play during the outbreak of deadly corona virus? 3. What all challenges did they face during the lock down?	<b>Ch- Indigo</b> Students will be able to ii) get acquainted with the legal vocabulary ii) understand the role of a leader iii) understand the importance of rights iv) know the sufferings and contributions of freedom fighters v) understand that freedom from fear is a prerequisite for justice vi) take initiative with a sense of responsibility and confidence <b>Ch – The Interview</b> Students will be able to i) express personal opinion on the interview genre ii) know the opinions of eminent people about interview iii) understand that the interview holds a position of unprecedented power and influence. iv) learn

						4. . What impact does the interview of the renowned person create on others? - Excerpts from the interviews of famous personalities	the Analytical skills, Thinking skills, Observatory skills, Interviewing skills v) enjoy an excerpt from an interview with an author
October	17 <sup>th</sup> Oct-30 <sup>th</sup> Oct	10	12	<b>Flamingo-</b> <b>Ch- Poets and Pancakes</b> <b>Vistas-</b> <b>Ch- Memories of Childhood</b> <b>Writing Skill</b> <b>Report Writing</b>	Literature :  About the author, Theme, Central idea, Character Sketch  Message  Question Answer  (Short and Long)    Writing Skills  Report Writing	<b>Activity:</b> <b>Poets and Pancakes</b> Humour creates interest and attraction brings out the hidden talent of the character through the writer's creation' Discuss. - The author has used gentle humour to point out human foibles. Pick out instances of this to show how this serves to make the piece interesting. (Relational) - Find information about Gemini Studio  <b>Memories of Childhood</b> Comment on the title 'We too are Human Beings'? -How would you contribute in eradicating social evils? - You have been taught that one must get equal opportunities in life to learn and prosper. There seems a difference of opinion and a few oppose certain policies of equality. Why? What are the solutions to the problem and how would you ensure that the deserved ones get the opportunities?	<b>Ch- Poets and Pancakes</b> Students will be able to- - analyse the working conditions and people involved in the studios. -understand that there was a great deal of national integration. -understand the use of talent and creativity at its best. -analyse that good poetry and music are the deciding factor in the popularity of the film. -gain knowledge of Gemini Studios and the people from different regions and religions working together. <b>Ch- Memories of Childhood</b> Students will be able to i) comprehend the text in detail ii) know the meaning and usage of new vocabulary iii) learn how to respect people from different culture iv) voice for injustice and discrimination v) imbibe values, enhance skills vi) learn and reflect their own/ right perspective of treating underprivileged and marginalized communities
November	4 <sup>th</sup> Nov-16 <sup>th</sup> Nov	10	13	<b>Vistas –</b> <b>Ch- Journey To The End Of The Earth</b>	Literature:  About the author, Theme, Central idea, Message  Question Answer	Activity : Q1: How does the writer, Tishani Doshi, create a sense of distance between the rest of the world and Antarctica?	Students will be able to- -understand that millions of years ago humans hadn't arrived and the climate was much warmer with a variety of flora and fauna. -know that the landmass disintegrated into countries

					(Short and Long)	Q2 What are Geoff Green's reasons for including high school students in the Students on Ice expedition? Q3 Take care of the small things and the big things will fall into place.' What is the relevance of this statement in the context of the Antarctica environment? Q4 How is Antarctica untouched as compared to the rest of the world	shaping the globe. -understand that to study the Earth's past, present and future, Antarctica is the place – the World's geological history is in Antarctica. -analyse and evaluate the effect of human population and climate change. - understand that students are the future generation of policy makers. -evaluate that little changes in the environment can have more adverse
November	18 <sup>th</sup> Nov-29 <sup>th</sup> Nov	10	14	Revision			
December	10 <sup>th</sup> Dec-19 <sup>th</sup> Dec	8	15	Second Term Exams			
December	20 <sup>th</sup> Dec-31 <sup>st</sup> Dec	7	16	Revision	Sample Papers	Sample Papers	To enable students to revise topics
January	8 <sup>th</sup> Jan- 20th Jan	9	17	Pre-Board Exams		-----	
January	21 <sup>st</sup> Jan- 31 <sup>st</sup> Jan	9	18	Recapitulation in Remedial classes	Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To enable students to revise topics and solve previous years sample papers
February	3 <sup>rd</sup> Feb- 12 <sup>th</sup> Feb	8	19	Recapitulation in Remedial classes	Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To enable students to revise topics and solve previous years sample papers
February	13 <sup>th</sup> Feb- 21 <sup>st</sup> Feb	8	20	Recapitulation in Remedial classes	Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To enable students revise topics and solve previous years sample papers

\*UNIT TEST 1:

Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May

Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May

**\*MID TERM:**

All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.

**\*UNIT TEST 2:**

Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec

Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec

**\*SECOND TERM:**

Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec

**\*PRE BOARD EXAMS:**

Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan

**\*FINAL EXAMS:**

All classes except X and XII - 24<sup>th</sup> Feb onwards



# GURU NANAK PUBLIC SCHOOL, PITAMPURA

## PEDAGOGICAL PLANNER

SESSION 2024-25

GRADE: XII

SUBJECT: GEOGRAPHY

TEXT BOOK: NCERT

**BOOK-1: FUNDAMENTALS OF HUMAN GEOGRAPHY**

**BOOK-2: INDIA, PEOPLE AND ECONOMY**

**BOOK-3: PRACTICAL WORK IN GEOGRAPHY (PART-II)**

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVES
April	3 <sup>rd</sup> April-17 <sup>th</sup> April	11	1	<p><b>BOOK-1:</b> <b><u>FUNDAMENTALS OF HUMAN GEOGRAPHY</u></b></p> <p><b>CH-1: Human Geography</b> <i>Nature and Scope</i></p> <p><b>CH-2: The World Population</b> <i>Distribution, Density and Growth</i></p>	<ul style="list-style-type: none"> <li>Nature of Human Geography</li> <li>Fields and Sub-Fields of Human Geography</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a concept map of the chapter explaining the following: Definition of Human Geography, branches of Human Geography.</li> </ul>	<p><b>After the completion of the unit, the students will be able :</b></p> <ul style="list-style-type: none"> <li>To define Human Geography and describe the nature and scope of Human Geography as a discipline.</li> <li>To understand the fields and sub-fields of Human Geography and its relation with other branches of Social Sciences.</li> </ul>
					<ul style="list-style-type: none"> <li>Patterns of Population Distribution of the World</li> <li>Factors Influencing the Distribution of Population</li> <li>Population Growth</li> <li>Demographic Transition</li> </ul>	<ul style="list-style-type: none"> <li>On a world map mark and label ten most populous countries of the world.</li> <li>On the world map identify the countries of Europe and Asia with negative growth rate of population and African countries with growth rate of population more than three percent.</li> </ul>	<ul style="list-style-type: none"> <li>To familiarize learners with some basic concepts of Population Geography.</li> <li>To calculate density of population, birth and death rates.</li> <li>To understand the patterns of population distribution in the world and correlate the factors influencing population distribution.</li> </ul>

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					<ul style="list-style-type: none"> <li>Classification of Thematic Maps Based on Method of Construction</li> </ul>	<ul style="list-style-type: none"> <li>Pie Diagram</li> <li><b><u>Thematic Maps</u></b></li> <li>• Dot Map • Choropleth Map</li> <li>• Isopleth Map</li> </ul>	<ul style="list-style-type: none"> <li>To draw a pie diagram to show India's export to major regions of the world 2010-2011</li> </ul>
May (X & XII)	22 <sup>nd</sup> May-31 <sup>st</sup> May	7	4	<b><u>BOOK-3:</u></b>  <b>CH-4: Spatial Information Technology</b>	<ul style="list-style-type: none"> <li>What is Spatial Information Technology?</li> <li>What is GIS?</li> <li>Advantages of GIS Over Manual Methods</li> <li>Components of GIS</li> <li>Spatial Data Formats</li> <li>Sequence of GIS Activities</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on raster and vector data models.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the spatial information technology or GIS.</li> <li>To understand the need to capture data from different sources and integrate them using a computer that is supported by geo-processing tools.</li> <li>To learn basic principles of the Spatial Information Technology and its extension to the Spatial Information System, which is more commonly known as Geographical Information System.</li> <li>To describe the advantages of GIS over manual methods.</li> </ul>
July	1 <sup>st</sup> July-15 <sup>th</sup> July	12	5	<b><u>BOOK-1</u></b>  <b>CH-3: Human Development</b>   <b>CH-4: Primary Activities</b>	<ul style="list-style-type: none"> <li>Growth and Development</li> <li>The Four Pillars of Human Development</li> <li>Approaches and Measuring</li> <li>International Comparisons</li> <li>Hunting and Gathering</li> <li>Pastoralism</li> <li>Agriculture</li> <li>Mining</li> <li>Methods of Mining</li> </ul>	<ul style="list-style-type: none"> <li>Enact a play to show how choices get limited due to lack of capability in areas of income, health care and education.</li> <li>Class discussion: Why are people in coastal areas and plains engaged in fishing and agriculture? <u>Mark and label the following on an outline world map:</u></li> <li>To explain main features of different types of agricultural system practised in the world.</li> <li>(a) Major areas of subsistence</li> </ul>	<ul style="list-style-type: none"> <li>To understand the concept of human development introduced by Dr. Mehabub-Ul-Haq and Prof. Amartya Sen.</li> <li>To differentiate between growth and development.</li> <li>To understand the key pillars of human development with examples.</li> <li>To understand various categories of economic activities.</li> <li>To describe Primary activities and relate the physical and social factors that affect the type of primary activities practised in different regions of the world.</li> <li>To explain main features of different types of agricultural system practised in the world.</li> </ul>

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				<b>CH-8: International Trade</b>	<ul style="list-style-type: none"> <li>History of International Trade</li> <li>Gateways of International Trade</li> <li>Types of Port</li> </ul>	<p>following major airports of each continent:</p> <p>a. <u>Asia</u>: Tokyo, Beijing, Mumbai, Jeddah, Aden Africa: Johannesburg &amp; Nairobi</p> <p>b. <u>Europe</u>: Moscow, London, Paris, Berlin and Rome</p> <p>c. <u>North America</u>: Chicago, New Orleans, Mexico City</p> <p>d. <u>South America</u>: Buenos Aires, Santiago Australia: Darwin and Wellington</p> <p>•<u>Mark and label the following major sea ports of the world:</u></p> <p>a. <b>Europe</b>: North Cape, London, Hamburg North America: Vancouver, San Francisco, New Orleans</p> <p>b. <b>South America</b>: Rio De Janeiro, Colon, Valparaiso Africa: Suez and Cape Town</p> <p>c. <b>Asia</b>: Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata</p> <p>d. <b>Australia</b>: Perth, Sydney, Melbourne</p>	<p>the eastern and the western world.</p> <ul style="list-style-type: none"> <li>Familiarize the students with the basic concepts and principles of International trade.</li> <li>To understand the basis of International trade, Balance of trade and types of International trade.</li> <li>Gain knowledge about the concept of Dumping.</li> <li>To outline the historical perspective of globalization and Role of WTO, its functions and its implications on the world trade.</li> <li>To analyze how sea ports act as chief Gateways of International trade</li> </ul>
August	16 <sup>th</sup> Aug-30 <sup>th</sup> Aug	10	8	<b><u>BOOK-2: INDIA PEOPLE AND ECONOMY</u></b>  <b>CH-1: Population:</b>  <i>Distribution, Density, Growth and Composition</i>	<ul style="list-style-type: none"> <li>* Distribution of Population</li> <li>* Density of Population</li> <li>* Growth of Population</li> <li>* Regional Variation in Population Growth</li> </ul>	<ul style="list-style-type: none"> <li>* Compare the growth rate of population of different states between 1991-2001 and 2001-2011.</li> </ul>	<ul style="list-style-type: none"> <li>* To correlate population distribution and density with the physiography of India.</li> <li>* To familiarize students with the demographic attributes of India.</li> <li>*To discuss the occupational structure of India's population.</li> </ul>



					<ul style="list-style-type: none"> <li>Watershed Management</li> </ul>	environment and their impact from local to global.	resources in the country and its utilization.
October	1 <sup>st</sup> Oct-16 <sup>th</sup> Oct	11	11	<b><u>BOOK-2:</u></b>  <b>CH-5: Minerals And Energy Resources</b>	<ul style="list-style-type: none"> <li>* Types of Mineral Resources</li> <li>* Distribution of Minerals in India</li> <li>* Conservation of Mineral Resources</li> </ul>	<ul style="list-style-type: none"> <li>* The students should create awareness in school through posters and role play about the use of renewable resources and conservation of energy resources.</li> <li>* <u>On an outline political Map of India mark and label the following:</u> <ul style="list-style-type: none"> <li>(a) Iron-ore mines: Mayurbhanj, Bailadila, Ratnagiri, Bellary</li> <li>(b) Manganese mines: Balaghat, Shimoga</li> <li>(c) Copper mines: Hazaribagh, Singhbhum, Khetari</li> <li>(d) Bauxite mines: Katni, Bilaspur and Koraput</li> <li>(e) Coal mines: Jharia, Bokaro, Raniganj, Neyveli</li> <li>(f) Oil Refineries: Mathura, Jamnager, Barauni</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* To know about distribution of various minerals in the world.</li> <li>* To understand and realize the importance of minerals in human life.</li> <li>* To create an awareness about nature of different minerals and how to sustain them for the future.</li> </ul>
October	17 <sup>th</sup> Oct-30 <sup>th</sup> Oct	10	12	<b><u>BOOK-2:</u></b>  <b>CH-6: Planning And Sustainable Development In Indian Context</b>	<ul style="list-style-type: none"> <li>Target Area Planning</li> <li><u>Case Study</u> - Integrated Tribal Development Project in Bharmaur Region</li> <li>Sustainable Development</li> <li><u>Case Study</u> - Indira Gandhi Canal (Naha) Command Area</li> <li>Measures for Promotion of</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Case Study</u> – Integrated Tribal Development Project in Bharmaur Region.</li> <li>• <u>Case Study</u>- Indira Gandhi Canal (Nahar) Command Area.</li> <li>• Critically evaluates the need for, aims of and impacts of irrigation on Indira Gandhi Canal (Nahar) Command Area.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop an understanding about various types of planning.</li> <li>• To understand the need for centralised planning (sectoral planning and regional planning) to accelerate uniform economic development over space as well the role of NITI Aayog.</li> </ul>

				<b>CH-7: Transport And Communication</b>	<p>Sustainable Development</p> <ul style="list-style-type: none"> <li>- Land Transport</li> <li>- Water and Air Transports</li> <li>- Oil and Gas Pipelines</li> <li>- Communication Networks</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a flow chart to show the means of transportation.</li> <li>- Collect information on Metro rail of India and discuss in the classroom.</li> <li>- Prepare a concept map showing different means of transportation, its advantages and disadvantages.</li> </ul>	<ul style="list-style-type: none"> <li>- To acquire knowledge about various means of transport spread in different parts of India.</li> <li>- To compare and correlate various modes of transport to the physical regions of India.</li> <li>- To evaluate the impact of transport and communication networks on the development of our nation.</li> </ul>
<b>November</b>	<b>4<sup>th</sup> Nov-16<sup>th</sup> Nov</b>	<b>10</b>	<b>13</b>	<p><b>BOOK-2:</b></p> <p><b>CH-8: International Trade</b></p> <p>ing Pattern of the unication of India's s orts as Gateways of tional Trade</p> <p><b>CH-9: Geographical Perspective On Selected Issues And Problems</b></p>	<p>* Environmental Pollution</p> <p>* Urban Waste Disposal</p>	<ul style="list-style-type: none"> <li>• Study the graph (11.1) showing India's import and export and comment on India's balance of trade.</li> <li>• Make a list of items that are in India's import and export basket.</li> <li>• <u>Mark and label the major sea ports and airports on an outline map of India.</u></li> <li>• <b>Major Sea Ports:</b> Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia</li> <li>• <b>International Air ports:</b> Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram &amp; Hyderabad.</li> <li>• List the major sources of water pollution, air pollution, noise pollution and land pollution.</li> <li>• Identify the most polluted stretch of river Ganga and river Yamuna on an outline map.</li> </ul>	<ul style="list-style-type: none"> <li>• To familiarize students about the changes that have taken place in India's international trade in terms of volume, composition and direction.</li> <li>• To give reasons for changing patterns of the composition of India's import and export.</li> <li>• To explain the causes and consequences of different types of pollution in India and suggest the measures to control it.</li> </ul>

					* Rural-Urban Migration * Problems of Slums * Land Degradation		
<b>November</b>	<b>18<sup>th</sup> Nov-29<sup>th</sup> Nov</b>	<b>10</b>	<b>14</b>	Revision of Ch- Human geography, The world population and Human development	<ul style="list-style-type: none"> <li>▪ Sample papers</li> <li>▪ Case based questions</li> <li>▪ Source based questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion on world population</li> <li>▪ And human development</li> </ul>	<ul style="list-style-type: none"> <li>▪ The students will be able to revise the concepts with the help of peer learning.</li> </ul>
<b>December</b>	<b>10<sup>th</sup> Dec-19<sup>th</sup> Dec</b>	<b>8</b>	<b>15</b>	Revision of Ch- Primary, Secondary, Tertiary and Quaternary activities	<ul style="list-style-type: none"> <li>▪ Sample papers</li> <li>▪ Map based questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion and Debate</li> </ul>	<ul style="list-style-type: none"> <li>▪ The students will be able to revise the concepts with the help of peer learning.</li> </ul>
<b>December</b>	<b>20<sup>th</sup> Dec-31<sup>st</sup> Dec</b>	<b>7</b>	<b>16</b>	Revision of Ch- Transport and communication, International trade	<ul style="list-style-type: none"> <li>▪ Sample papers</li> <li>▪ Case based questions</li> <li>▪ Short and long questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion about different routes of transport and communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ The students will be able to revise the concepts with the help of peer learning.</li> </ul>
<b>January</b>	<b>8<sup>th</sup> Jan-20<sup>th</sup> Jan</b>	<b>9</b>	<b>17</b>	Revision of Ch- Population, Human settlements and their maps	<ul style="list-style-type: none"> <li>▪ Sample papers</li> <li>▪ Source based questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion on different types of settlements</li> </ul>	<ul style="list-style-type: none"> <li>▪ The students will be able to revise the concepts with the help of peer learning.</li> </ul>
<b>January</b>	<b>21<sup>st</sup> Jan-31<sup>st</sup> Jan</b>	<b>9</b>	<b>18</b>	Revision of Practical Ch- Data, Data processing, Data representation	<ul style="list-style-type: none"> <li>▪ Sample papers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ The students will be able to revise the concepts with the help of peer learning.</li> </ul>
<b>February</b>	<b>3<sup>rd</sup> Feb-12<sup>th</sup> Feb</b>	<b>8</b>	<b>19</b>	Revision of Ch- Land resources, Water, Mineral and Energy resources	<ul style="list-style-type: none"> <li>▪ Sample papers</li> <li>▪ Source based questions</li> <li>▪ Short questions</li> <li>▪ Long questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion and Debate</li> </ul>	<ul style="list-style-type: none"> <li>▪ The students will be able to revise the concepts with the help of peer learning.</li> </ul>
<b>February</b>	<b>13<sup>th</sup> Feb-21<sup>st</sup> Feb</b>	<b>8</b>	<b>20</b>	Revision of Ch- Planning and sustainable development, Transport and communication and International trade	<ul style="list-style-type: none"> <li>▪ Sample papers</li> <li>▪ Source based</li> <li>▪ Case based</li> <li>▪ Short questions</li> <li>▪ Long questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion about sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>▪ The students will be able to revise the concepts with the help of peer learning.</li> </ul>

**\*UNIT TEST 1:**

**Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May**

**Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May**

**\*MID TERM:**

**All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.**

**\*UNIT TEST 2:**

**Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec**

**Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec**

**\*SECOND TERM:**

**Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec**

**\*PRE BOARD EXAMS:**

**Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan**

**\*FINAL EXAMS:**

**All classes except X and XII - 24<sup>th</sup> Feb onwards**



# GURU NANAK PUBLIC SCHOOL, PITAMPURA

## PEDAGOGICAL PLANNER

SESSION 2024-25

GRADE: XII

SUBJECT: HISTORY

TEXT BOOK : THEMES IN INDIAN HISTORY I, II & III

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	3 <sup>rd</sup> April-17 <sup>th</sup> April	11	1	<b>Themes in Indian History- I</b> <b>Theme: 1</b> Bricks; Beads and Bones: The Harappan Civilisation	1. Beginnings 2. Subsistence Strategies 3. Mohenjodaro A Planned Urban Centre 4. Tracking Social Differences 5. Finding Out About Craft Production 6. Strategies for Procuring Materials 7. Seals, Script, Weights 8. Ancient Authority 9. The End of the Civilisation 10. Discovering the Harappan Civilisation 11. Problems of Piecing Together the Past	<ul style="list-style-type: none"> <li>Use of Picture charts and Map reading to trace the growth of urban centres.</li> <li>Illustrate how archaeological excavations are undertaken, and their findings are interpreted.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize the learner with early urban Centres as economic and social institutions.</li> <li>Illustrate steps of making archaeological reports.</li> </ul>
April and May	18 <sup>th</sup> April-3 <sup>rd</sup> May	13	2	<b>Theme: 2</b> Kings, Farmers and Towns : Early States and Economies (c.600 BCE – 600 CE)	1. Prinsep and Piyadassi 2. The Earliest States 3. An Early Empire	<ul style="list-style-type: none"> <li>Use of Archaeological Evidence Videos and Narration method to bring an understanding of the trends.</li> <li>Virtual tour to analyse and understand the inscriptions</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize the learner with major trends in the political and economic history of the subcontinent.</li> <li>Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.</li> </ul>

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
May	13 <sup>th</sup> May-17 <sup>th</sup> May	5	3	<b>Theme: 3</b> Kinship, Caste and Class : Early societies (c. 600 BCE – 600 CE)	4. New Notions of Kingship 5. A Changing Countryside	<ul style="list-style-type: none"> <li>Narration of the issues in social history.</li> <li>Story boards can be used to discuss the scriptures of ancient India.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize the learner with issues in social history.</li> </ul>
May (X & XII)	22 <sup>nd</sup> May-31 <sup>st</sup> May	7	4	Kinship, Caste and Class : Early societies (c. 600 BCE – 600 CE)  <b>CONTD...</b>  <b>Theme: 4</b> Thinkers, Beliefs and Buildings: Cultural Developments (c. 600 BCE - 600 CE)	6. Towns and Trade 7. Back to Basics How Are Inscriptions Deciphered? 8. The Limitations of Inscriptional Evidence  1. A Glimpse of Sanchi 2. The Background: Sacrifices and Debates 3. Beyond Worldly Pleasures The Message of Mahavira 4. The Buddha and the Quest for Enlightenment	<ul style="list-style-type: none"> <li>Debate &amp; Group discussion on the condition of women during Mahabharata age.</li> <li>Use of flow chart and Tabular columns to compare the major religions in ancient India.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce strategies of textual analysis and their use in reconstructing social history.</li> <li>Discuss the major religious developments in early India.</li> </ul>
July	1 <sup>st</sup> July-15 <sup>th</sup> July	12	5	Thinkers, Beliefs and Buildings: Cultural Developments (c. 600 BCE - 600 CE)  <b>CONTD...</b>	5. The Teachings of the Buddha 6. Followers of the Buddha 7. Stupas 8. “Discovering” Stupas The Fate of Amaravati and Sanchi 9. Sculpture 10. New Religious Traditions 11. Can We “See” Everything?	<ul style="list-style-type: none"> <li>Picture chart to discuss the stories in the sculptures.</li> <li>Use of map to locate the places of religious development.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce strategies of visual analysis and their use in reconstructing histories of religion.</li> </ul>

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
				<b>Themes in Indian History- II</b> <b>Theme: 5</b> Through The Eyes Of The Travellers: Perceptions of Society (c. tenth to seventeenth century)	1. Al-Biruni and the Kitab-ul-Hind 2. Ibn Battuta's Rihla 3. François Bernier A Doctor with a Difference 4. Making Sense of an Alien World Al-Biruni and the Sanskrit Tradition 5. Ibn Battuta and the Excitement of the Unfamiliar 6. Bernier and the "Degenerate" East 7. Women Slaves, Sati and Labourers	<ul style="list-style-type: none"> <li>Think Pair and share the features of social history as narrated by travellers.</li> <li>Reading the text for knowing the traveller's accounts which is the source of social history.</li> <li>Narration of the writings of all the travellers.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize the learner with the salient features of social histories described by the travellers.</li> <li>Discuss how travellers' accounts can be used as sources of social history.</li> </ul>
July	16 <sup>th</sup> July- 31 <sup>st</sup> July	12	6	<b>Theme: 6</b> Bhakti- Sufi Traditions: Changes In Religious Beliefs And Devotional Texts(c. 8 to 18 century)	1. A Mosaic of Religious Beliefs and Practices 2. Poems of Prayer Early Traditions of Bhakti 3. The Virashaiva Tradition in Karnataka 4. Religious Ferment in North India 5. New Strands in the Fabric Islamic Traditions 6. The Growth of Sufism 7. The Chishtis in the Subcontinent 8. New Devotional Paths Dialogue and Dissent in Northern India 9. Reconstructing Histories of Religious Traditions	<ul style="list-style-type: none"> <li>Use chronological order to track the developments. Venn diagram to make comparison of different religious movements.</li> <li>Group discussion on the value impact(on different Religious tradition)</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize the learner with religious developments.</li> <li>Discuss ways of analyzing devotional literature as sources of history.</li> </ul>

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
August	1 <sup>st</sup> Aug-14 <sup>th</sup> Aug	11	7	<b>Theme: 7</b> An Imperial Capital Vijayanagara( c. 14 to 16 century)	1. The Discovery of Hampi 2. Rayas, Nayakas and Sultans 3. Vijayanagara The Capital and its Environs 4. The Royal Centre 5. The Sacred Centre 6. Plotting Palaces, Temples and Bazaars 7. Questions in Search of Answers	<ul style="list-style-type: none"> <li>Visit museums attached to archaeological sites. To learn about the nature, characteristics and significance of archaeological artefacts, historical monuments which could be of political, social, or religious significance.</li> <li>View documentary Videos and observe Pictures on architecture.</li> <li>Graphic organisers to make comparison of the study reports.</li> </ul>	<ul style="list-style-type: none"> <li>To examine the 'excerpts or the sources more closely and discuss the ways in which architecture can be analysed to reconstruct history.</li> <li>Analyse city planning, water management system, administration of the rulers with the help of literary accounts of foreign traveller's and architectural evidence.</li> </ul>
August	16 <sup>th</sup> Aug-30 <sup>th</sup> Aug	10	8	<b>Theme: 8</b> Peasants , Zamindars and the State : Agrarian Society And The Mughal Empire (c. 16 to 17 centuries)	1. Peasants and Agricultural Production 2. The Village Community 3. Women in Agrarian Society 4. Forests and Tribes 5. The Zamindars 6. Land Revenue System 7. The Flow of Silver 8. The Ain-i Akbari of Abu'lFazlAllami	<ul style="list-style-type: none"> <li>Group discussion on the agrarian development and impact.</li> <li>Create a Venn diagram or a table and compare the changes during the 16th and 17th century.</li> <li>Debate on the differences in the sector and arrive on the impact.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss developments in agrarian relation.</li> <li>Discuss how to supplement official documents with other sources.</li> <li>Explain the changes and differences in the agrarian sectors.</li> </ul>

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
September	2 <sup>nd</sup> Sept-10 <sup>th</sup> Sept	7	9	<b>Theme: 9</b> Colonialism And The Countryside : Exploring Official Archives	1. Bengal and the Zamindars 2. The Hoe and the Plough 3. A Revolt in the Countryside The Bombay Deccan 4. The Deccan Riots Commission	<ul style="list-style-type: none"> <li>Discussion and deliberation on the colonialism and revenue system.</li> <li>list the problems for understanding the lives of the people.</li> <li>Classify the records and reports.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how colonialism affected zamindars, peasants and artisans.</li> <li>Comprehend the problems and limits of using official sources for understanding the lives of people.</li> </ul>
September	24 <sup>th</sup> Sept-30 <sup>th</sup> Sept	5	10	<b>Theme:10</b> Rebels And The Raj : The revolt Of 1857 and Its Representations	1. Pattern of the Rebellion 2. Awadh in Revolt 3. What the Rebels Wanted 4. Repression 5. Images of the Revolt	<ul style="list-style-type: none"> <li>Movie or video watching on events of 1857 followed by discussion.</li> <li>Problem solving method to question the events and suggest actions.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how the events of 1857 are being reinterpreted.</li> <li>Discuss how visual material can be used by histories.</li> </ul>
October	1 <sup>st</sup> Oct-16 <sup>th</sup> Oct	11	11	<b>Theme:11</b> Mahatma Gandhi And The Nationalist Movement : Civil Disobedience And Beyond	1. A Leader Announces Himself 2. The Making and Unmaking of Non-cooperation 3. The Salt Satyagraha A Case Study 4. Quit India 5. The Last Heroic Days 6. Knowing Gandhi	<ul style="list-style-type: none"> <li>Collaborate and create a timeline of the movement.</li> <li>Making a collage of events, individuals, and institutions under the Gandhian leadership.</li> </ul>	<ul style="list-style-type: none"> <li>learner will know the significant elements of the Nationalist Movement and the nature of Gandhian leadership.</li> <li>Discuss how Gandhi was perceived by different groups.</li> <li>Discuss how histories need to read and interpret newspapers, diaries and letters as historical source.</li> </ul>
October	17 <sup>th</sup> Oct-30 <sup>th</sup> Oct	10	12	<b>Theme:12</b> Framing The Constitution : The Beginning Of a New Era	1. A Tumultuous Time 2. The Vision of the Constitution 3. Defining Rights 4. The Powers of the State 5. The Language of the Nation	<ul style="list-style-type: none"> <li>Doing a Project on historical source such as newspapers, biographies and autobiographies diaries and letters.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize students with the history of the early years after independence.</li> <li>Discuss how the founding ideals of the new nation</li> </ul>

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
							<p>state were debated and formulated.</p> <ul style="list-style-type: none"> <li>Understand how such debates and discussions can be read by historians.</li> </ul>
Novemb er	4 <sup>th</sup> Nov- 16 <sup>th</sup> Nov	10			REVISION  (FOR PB1 &2 AND CBSE EXAMS)		<b>STUDENTS WILL BE ABLE TO LEARN THE PATTERN OF QUESTIONS FOR CBSE BOARD EXAMS.</b>
Novemb er	18 <sup>th</sup> Nov- 29 <sup>th</sup> Nov	10	14	Revision	Themes in Indian History book I	Revision	<b>Students will be able to learn the Board pattern questions</b>
Decemb er	10 <sup>th</sup> Dec- 19 <sup>th</sup> Dec	8	15	Revision	Themes in Indian History book I	Revision	<b>STUDENTS WILL BE ABLE TO LEARN THE PATTERN OF QUESTIONS FOR CBSE BOARD EXAMS.</b>
Decemb er	20 <sup>th</sup> Dec- 31 <sup>st</sup> Dec	7	16	Revision	Themes in Indian History book II	Revision	<b>STUDENTS WILL BE ABLE TO LEARN THE PATTERN OF QUESTIONS FOR CBSE BOARD EXAMS.</b>
January	8 <sup>th</sup> Jan- 20 <sup>th</sup> Jan	9	17	Revision	Themes in Indian History book II & III	Revision	<b>STUDENTS WILL BE ABLE TO LEARN THE PATTERN OF QUESTIONS FOR CBSE BOARD EXAMS.</b>
January	21 <sup>st</sup> Jan- 31 <sup>st</sup> Jan	9	18	Revision	Themes in Indian History book III	Revision	<b>STUDENTS WILL BE ABLE TO LEARN THE PATTERN OF QUESTIONS FOR CBSE BOARD EXAMS.</b>
Februar y	3 <sup>rd</sup> Feb- 12 <sup>th</sup> Feb	8	19	Revision	Revision	Revision	Revision
Februar y	13 <sup>th</sup> Feb- 21 <sup>st</sup> Feb	8	20	Revision	Revision	Revision	Revision

**\*UNIT TEST 1:**

**Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May**

**Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May**

**\*MID TERM:**

**All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.**

**\*UNIT TEST 2:**

**Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec**

**Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec**

**\*SECOND TERM:**

**Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec**

**\*PRE BOARD EXAMS:**

**Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan**

**\*FINAL EXAMS:**

**All classes except X and XII - 24<sup>th</sup> Feb onwards**



# GURU NANAK PUBLIC SCHOOL, PITAMPURA

## PEDAGOGICAL PLANNER

SESSION 2024-25

**GRADE: 12th**

**SUBJECT: Political Science**

**BOOK 1: Contemporary World Politics NCERT**

**BOOK 2 :Politics in India Since Independence NCERT**

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	3rd April-17 <sup>th</sup> April	11	1	Book 1 -Ch. 1 End of Bipolarity	<ul style="list-style-type: none"> <li>• What was the Soviet system?</li> <li>• Gorbachev and disintegration</li> <li>• Why did the Soviet Union disintegrate?</li> <li>• Consequences of disintegration</li> <li>• Shock therapy and its consequences</li> <li>• India and post-communist countries</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion on the causes and consequences of the disintegration of USSR</li> <li>• Cartoon analysis</li> </ul>	<p>After completion of the chapter, the students will be able to understand-</p> <ul style="list-style-type: none"> <li>• Formation of the Soviet Union and basic features of the soviet system.</li> <li>• Causes and consequences of the Disintegration of the Soviet Union</li> <li>• Shock Therapy and its consequences.</li> <li>• Tensions and Conflicts which occurred in the former Soviet Republics.</li> <li>• Relationship between India and the post-communist countries</li> </ul>
April and May	18 <sup>th</sup> April-3rd May	13	2	Book 1 -Ch. 2 Contemporary centres of power	<ul style="list-style-type: none"> <li>• EU</li> <li>• ASEAN</li> <li>• The rise of the Chinese Economy</li> </ul>	<ul style="list-style-type: none"> <li>• Debate on the importance of regional organizations</li> <li>• Map activity</li> <li>• Cartoon analysis</li> </ul>	<p>After completion of the chapter, the students will be able to understand-</p>

					<ul style="list-style-type: none"> <li>• Japan, South Korea</li> </ul>		<ul style="list-style-type: none"> <li>• European Union and ASEAN as alternative centres of power.</li> <li>• Economic rise of China and its impact on world politics.</li> <li>• Relations of India with China.</li> </ul>
May	13 <sup>th</sup> May-17 <sup>th</sup> May	5	3	Book 2 -Ch. 1 Challenges of Nation Building	<ul style="list-style-type: none"> <li>• Three challenges</li> <li>• Process of partition and its consequences</li> <li>• Integration of Princely states</li> <li>• Government approach, Hyderabad, Manipur</li> <li>• Reorganisation of States</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on the causes and consequences of the partition of India</li> <li>• Documentaries</li> <li>• Cartoon interpretation</li> </ul>	<p>The students will be able to understand -</p> <ul style="list-style-type: none"> <li>• Challenges faced by an Independent India</li> <li>• The factors responsible for the partition of India.</li> <li>• Process of integration of India</li> <li>• Princely states</li> <li>• Important role of Sardar Vallabh Bhai Patel in the integration of princely states.</li> <li>• Reorganisation of states</li> </ul>
May (X & XII)	22 <sup>nd</sup> May-31 <sup>st</sup> May	7	4	Book 2 -Ch. 3 politics of planned development	<ul style="list-style-type: none"> <li>• Political contestation</li> <li>• Ideas of development</li> <li>• Planning</li> <li>• The early initiatives</li> <li>• The first 5 years plan</li> <li>• Rapid industrialization</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative analysis: The Left and right ideology</li> <li>• Discussion on the first &amp; second 5 years plans</li> </ul>	<p>The students will be able to understand -</p> <ul style="list-style-type: none"> <li>• 2 models of development</li> <li>• Objectives of the first two five-year plans</li> <li>• Replacement of planning commission by Niti Aayog</li> </ul>
July	1 <sup>st</sup> July-15 <sup>th</sup> July	12	5	Book 2 Ch. 4 India's External relations	<ul style="list-style-type: none"> <li>• International context</li> <li>• The policy of non-alignment</li> <li>• Nehru's role</li> <li>• Distance from 2 camps</li> <li>• Afro-Asian unity</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on NAM</li> <li>• Debate on India's stand on shifting alliances</li> <li>• Discussion on India's Nuclear Policy</li> </ul>	<p>The students will be able to understand-</p> <ul style="list-style-type: none"> <li>• Objectives and principles of India's Foreign Policy</li> <li>• India's role in NAM</li> <li>• India-Pakistan relationship since independence</li> <li>• India-China relations</li> </ul>

					<ul style="list-style-type: none"> <li>• Peace and conflict with China</li> <li>• War and peace with Pakistan</li> <li>• India's Nuclear policy</li> </ul>		
July	16 <sup>th</sup> July-31 <sup>st</sup> July	12	6	<p>Book 2, Ch. 2 Era of one-party dominance</p> <p>Book 2 ch. 5 challenges to and restoration of the congress system</p>	<ul style="list-style-type: none"> <li>• Challenge of building democracy</li> <li>• Congress dominance in the first general election</li> <li>• Nature of congress dominance</li> <li>• Congress as social and ideological coalition</li> <li>• Emergence of opposition parties</li> <li>• Challenges before political system</li> <li>• From Nehru to Shastri and to Indira Gandhi</li> <li>• 4<sup>th</sup> general election</li> <li>• Non-congressism</li> <li>• Electoral verdict</li> <li>• Defection</li> <li>• Split in the Congress</li> <li>• Presidential election 1969</li> </ul>	<ul style="list-style-type: none"> <li>• Cartoon analysis</li> <li>• Map activity</li> <li>• Question strategy</li> <li>• Comparatively analysis: Political succession</li> <li>• Interpretation of cartoons</li> <li>• Map activity</li> </ul>	<p>The students will be able to understand:</p> <ul style="list-style-type: none"> <li>• The process of ensuring free and fair elections</li> <li>• Assess the dominance of congress from 1952 to 1967</li> <li>• The role of opposition parties</li> </ul> <p>The students will be able to understand-</p> <ul style="list-style-type: none"> <li>• The challenge of political succession of Nehru</li> <li>• Split in the Congress and opposition unity</li> <li>• The comparison between the new Congress and old Congress</li> </ul>

					<ul style="list-style-type: none"> <li>The 1971 election and restoration of the congress</li> </ul>		
August	1 <sup>st</sup> Aug-14 <sup>th</sup> Aug	11	7	Book 2, Ch.6 The Crisis of democratic order	<ul style="list-style-type: none"> <li>Background to emergency</li> <li>Economic context, Gujrat and Bihar Movements</li> <li>Conflict with the judiciary</li> <li>Declaration of emergency</li> <li>Consequences and lessons of emergency</li> <li>Politics after emergency</li> <li>Lok Sabha election 1977</li> <li>Janta Government</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion-based on newspaper articles concerning emergency</li> <li>Cartoon interpretation</li> <li>Map activity</li> </ul>	<p>The students will be able to understand-</p> <ul style="list-style-type: none"> <li>Economic condition before emergency</li> <li>Causes and consequences of emergency</li> <li>Lessons of emergency</li> <li>The shortcomings in the Janta party rule</li> </ul>
August	16 <sup>th</sup> Aug-30 <sup>th</sup> Aug	10	8	Book 1, Ch. 3 – Contemporary South Asia	<ul style="list-style-type: none"> <li>What is South Asia</li> <li>The military and democracy in Pakistan</li> <li>Democracy in Bangladesh</li> <li>Monarchy and democracy in Nepal</li> <li>Ethnic conflict and democracy in Sri Lanka</li> <li>India-Pakistan conflict</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the features which are common to all the south Asian countries</li> </ul>	<p>The students will be able to understand-</p> <ul style="list-style-type: none"> <li>The nature of the political system in the countries of the South Asian region</li> <li>Factors that have contributed to Pakistan's failure to build a stable democracy</li> <li>Factors that led to struggle for democracy in Bangladesh</li> <li>Justify the creation of SAARC</li> </ul>

				Book 1, Ch 4 International Organizations	<ul style="list-style-type: none"> <li>India and its neighbours</li> <li>Why international organizations?</li> <li>Evolution of the UN</li> <li>Reform of the UN after the Cold War</li> <li>Reform of structure and processes</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the measures taken by UNO to protect the world from military attacks</li> </ul>	<p>The students will be able to understand-</p> <ul style="list-style-type: none"> <li>The relevance of UNO</li> <li>The relevance of UNO agencies</li> </ul>
September	2 <sup>nd</sup> Sept- 10 <sup>th</sup> Sept	7	9	Book 1, Ch 4 International Organizations (cont.)  Revision of book 1 – Ch. 1 to 4  Revision of Book 2- Ch. 1 to 6	<ul style="list-style-type: none"> <li>Jurisdiction of the UN</li> <li>India and UN reforms</li> <li>The UN in a unipolar world</li> <li>Revision of MCQ, source-based questions, map questions and sample papers</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on Amnesty International</li> <li>Discussion on Human Rights Watch, WTO</li> </ul>	<p>The students will be able to understand-</p> <ul style="list-style-type: none"> <li>How the United Nations is working successfully in a unipolar world</li> </ul> <p>The students will be able to revise the concepts with the help of peer learning</p>
September	24 <sup>th</sup> Sept- 30 <sup>th</sup> Sept	5	10	Book 1 ch. 5- Security in the contemporary world	<ul style="list-style-type: none"> <li>Meaning of security</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the differences between traditional and non-</li> </ul>	<p>The students will be able to understand-</p> <ul style="list-style-type: none"> <li>Meaning and relevance of the traditional and non</li> </ul>

					<ul style="list-style-type: none"> <li>Traditional notions: External and internal</li> <li>Traditional security and co-operation</li> <li>Non traditional notion</li> </ul>	traditional concept of security	traditional concepts of security
October	1 <sup>st</sup> Oct-16 <sup>th</sup> Oct	11	11	<p>Book 1 ch. 5- Security in the contemporary world (cont.)</p> <p>Book 1,Ch.6 - Environment and Natural resources</p>	<ul style="list-style-type: none"> <li>New sources of threats</li> <li>Cooperative security</li> <li>India's security strategy</li> <li>Environmental concerns in global politics</li> <li>The protection of global commons</li> <li>Common but differentiated responsibilities</li> <li>India's stand on environmental issues</li> <li>Resources geopolitics</li> <li>The indigenous people and their rights</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the steps taken by different countries' governments on non-traditional security-health, epidemic etc</li> <li>Debate on the responsibilities of developed and developing countries for the conservation of the environment</li> </ul>	<p>The students will be able to understand-</p> <ul style="list-style-type: none"> <li>New threat to security</li> <li>How India is dealing with different security issues</li> </ul> <p>The students will be able to understand-</p> <ul style="list-style-type: none"> <li>Different global environmental issues</li> <li>The need to conserve the resources and use of the resources to facilitate sustainable development</li> </ul>
October	17 <sup>th</sup> Oct-30 <sup>th</sup> Oct	10	12	Book 1 Ch. 7- Globalisation	<ul style="list-style-type: none"> <li>The concept of globalization</li> <li>Causes of globalization</li> </ul>	<ul style="list-style-type: none"> <li>Question Strategy</li> <li>Cartoon analysis</li> <li>Discussion on the impact of globalization</li> </ul>	<p>The students will be able to understand –</p> <ul style="list-style-type: none"> <li>Concept of globalization</li> <li>Causes and consequences of globalization</li> </ul>

					<ul style="list-style-type: none"> <li>Political, economic, cultural consequences</li> <li>India and globalization</li> <li>Resistance to globalization</li> </ul>		<ul style="list-style-type: none"> <li>Impact of globalization on India</li> </ul>
November	4 <sup>th</sup> Nov-16 <sup>th</sup> Nov	10	13	<p>Book 2, ch 7-Regional aspirations</p> <p>Book 1 ch. 8- Recent developments in Indian Politics</p>	<ul style="list-style-type: none"> <li>Region and the nation</li> <li>Areas of tension</li> <li>Jammu and Kashmir</li> <li>Roots of the problem</li> <li>External and internal disputes</li> <li>Politics since 1948</li> <li>2002 and beyond</li> <li>Punjab: cycle of violence</li> <li>Road to peace</li> <li>The northeast</li> <li>Secessionist Movements</li> <li>Accommodation and national integration</li> <li>Context of the 1990s</li> <li>Era of coalitions</li> <li>Alliance politics</li> <li>Mandal implemented</li> <li>Ayodhya Dispute</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the demands of autonomy in J &amp; K, Punjab, North East</li> <li>Map activity</li> <li>Discussion on different developments taking place in India in the 20<sup>th</sup> century</li> <li>Interpretations of cartoon</li> </ul>	<p>The students will be able to understand-</p> <ul style="list-style-type: none"> <li>Rise of regional aspirations and government response</li> <li>Implication of regional demands</li> <li>Appreciate the initiatives taken by the Indian government in dealing with regional demands</li> </ul> <p>The students will be able to understand –</p> <ul style="list-style-type: none"> <li>The trends and developments in Indian politics</li> <li>Meaning of coalition government</li> <li>Political rise of OBC</li> </ul>

					<ul style="list-style-type: none"> <li>Emergence of a new consensus</li> </ul>		<ul style="list-style-type: none"> <li>Emergence of growing consensus</li> </ul>
November	18 <sup>th</sup> Nov-29 <sup>th</sup> Nov	10	14	Revision Book 1 - Ch. 1 to ch 5 Book 2 – Ch. 1 to Ch 6	<ul style="list-style-type: none"> <li>Board questions and sample papers</li> </ul>		The students will be able to revise the concepts with the help of peer learning
December	10 <sup>th</sup> Dec-19 <sup>th</sup> Dec	8	15	Second Term			
December	20 <sup>th</sup> Dec-31 <sup>st</sup> Dec	7	16	Revision Book 1 - Ch. 1 to ch 7 Book 2 – Ch. 1 to Ch 8	Board questions and sample papers		The students will be able to revise all the topics and get confidence
January	8 <sup>th</sup> Jan-20 <sup>th</sup> Jan	9	17	Pre board exam			
January	21 <sup>st</sup> Jan-31 <sup>st</sup> Jan	9	18				
February	3 <sup>rd</sup> Feb-12 <sup>th</sup> Feb	8	19				
February	13 <sup>th</sup> Feb-21 <sup>st</sup> Feb	8	20				

**\*UNIT TEST 1:**

**Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May**

**Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May**

**\*MID TERM:**

**All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.**

**\*UNIT TEST 2:**

**Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec**

**Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec**

**\*SECOND TERM:**

**Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec**

**\*PRE BOARD EXAMS:**

**Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan**

**\*FINAL EXAMS:**

**All classes except X and XII - 24<sup>th</sup> Feb onwards**

[illegible]

April and May	18 <sup>th</sup> April-3 <sup>rd</sup> May	13	2	Unit 2: Money and Banking  Unit 6: Development Experience (1947-90) and Economic Reforms since 1991	Ch: <u>Banking</u> -Central bank and its functions - Control of credit: Bank Rate, CRR, SLR etc.  Ch: <u>Indian Economy on the eve of Independence</u> - A brief Introduction of the state of the Economy	- Project on Reserve Bank of India and Digital India -Mind mapping  - Discussion method -Mind maps	Students will be able to:  Elaborate functions of RBI  Analyse different ways of credit control  Visualize the performance conditions of Indian economy during colonial period in holistic way
May	13 <sup>th</sup> May-17 <sup>th</sup> May	5	3	Unit 6: Development Experience (1947-90) and Economic Reforms since 1991	Ch: <u>Indian Economy (1950-1990)</u> -Indian economic system and common goals of Five-Year Plans -Main features, problems and policies of agriculture -Industry (IPR 1956; SSI-role and importance) -Foreign trade	- Statement based questions - Brainstorming sessions - Flowchart	Students will be able to:  Enumerate the strategies followed in the agricultural sector and in the industrial sector in a complete way
May (X & XII)	22 <sup>nd</sup> May-31 <sup>st</sup> May	7	4	Unit 6: Development Experience (1947-90) and Economic Reforms since 1991	Ch: <u>Liberalization, Pvt. and Globalization</u> -Features and appraisals of LPG policy - Demonetization and GST	-Case study -Reasoning based questions -Discussion method	Students will be able to:  Identify the MNCs and their efficiency
July	1 <sup>st</sup> July-15 <sup>th</sup> July	12	5	Unit 4: Government Budget and the Economy	Ch: <u>Government budget</u> - Meaning, Objectives and components -Classification of Receipts: revenue and capital -Classification of expenditure: Revenue and capital expenditure -Balanced, surplus and deficit budget: measures of govt. deficit	-High order thinking skills (HOTS) -Quiz	Students will be able to:  Develop cognitive skills to Classify receipts & expenditure of budget  Differentiate among balanced, surplus and deficit budget

July	16 <sup>th</sup> July- 31 <sup>st</sup> July	12	6	Unit 7: Current challenges facing Indian Economy	Ch: <u>Rural Development</u> -Key issues: credit and marketing -role of cooperatives -agri. diversification -alternative farming -organic farming	-Project on Organic Farming -Case study	Students will be able to:  Establish interrelationship between measures coordinated by government for efficiency in agricultural sector
August	1 <sup>st</sup> Aug- 14 <sup>th</sup> Aug	11	7	Unit 7: Current challenges facing Indian Economy  Unit 1: National Income and related aggregates	Ch: <u>Employment</u> -Growth and changes in work force participation rate in formal and informal sectors -problems and policies  Ch: <u>Circular flow of income</u> (two sector model)	-Multiple choice questions (MCQs) -Flowchart  -Flow charts -Discussion	Students will be able to:  Discuss informalisation and casualization of workforce with the related case-studies and objectives.  Evaluate circular flow of income in two sector model
August	16 <sup>th</sup> Aug- 30 <sup>th</sup> Aug	10	8	Unit 1: National Income and related aggregates	Ch: <u>Basic concepts in macroeconomics</u> - Types of goods; Stocks and flows; gross investment & depreciation -Methods of calculating National Income -Aggregates related to National Income: GNP, NNP, GDP, NDP - at MP & FC; - Real and Nominal GDP -GDP Deflator, GDP and Welfare	-Numerical practice - Case study -Reasoning based questions -discussion.	Students will be able to:  Calculate national income by Value added or Product Method, Expenditure Method, and Income Method  Develop critical thinking skills to explain about GDP Deflator, GDP and Welfare
September	2 <sup>nd</sup> Sept- 10 <sup>th</sup> Sept	7	9	Unit 7: Current challenges facing Indian Economy	Ch- <u>Sustainable Economic Development</u> -Meaning -Effects of Economic Development on resources and Environment including Global Warming	-Project on Environmental crisis; Waste Management in India; Sustainable Development Goals	Students will be able to:  Highlight the factors responsible for environment degradation and assess the steps and methods to curb this loss.

September	24 <sup>th</sup> Sept- 30 <sup>th</sup> Sept	5	10	Unit 8: Development Experience of India	Comparison with neighbor -India and Pakistan -India and China	-Quiz -Mind mapping	Students will be able to: Compare India with Pakistan and China on the basis of economic growth
October	1 <sup>st</sup> Oct- 16 <sup>th</sup> Oct	11	11	Unit 8: Development Experience of India  Unit 3: Determination of Income and Employment	-Issues- Economic growth, Population, Sectoral development and other Human Development indicators  -Aggregate Demand and its components: propensity to consume and save (average and marginal)	-Case study -Reasoning based questions -Discussion  -Group Discussion on Keynes psychological law of consumption	Students will be able to: Compare India with Pakistan and China on HDI basis, population basis  Develop understanding of consumption function and its components, differentiate between ex ante and ex post components of savings and consumption.
October	17 <sup>th</sup> Oct- 30 <sup>th</sup> Oct	10	12	Unit 3: Determination of Income and Employment	-Short run equilibrium output -Investment multiplier and its mechanism -meaning of full and involuntary unemployment -Problems of Excess and Deficient Demand -Measures to correct them	-Numerical practice -Debate on fiscal and monetary policy measures	Students will be able to:  Evaluate the monetary policy, short term and long-term measure by RBI and GOI to curb excess demand and deficient demand
November	4 <sup>th</sup> Nov- 16 <sup>th</sup> Nov	10	13	Unit 5: Balance of Payments	Ch: <u>Balance of payments A/C</u> - Meaning and components; -Balance of payments - Surplus and Deficit -Foreign exchange rate - Fixed and flexible rates and managed floating -Determination of exchange rate in a free market, Merits and demerits of flexible and fixed exchange rate. -Managed Floating exchange rate system	-Case study -Competency based questions	Students will be able to:  Comprehend components of BOP along with different types of transactions.  Assess the different types of foreign exchange systems

November	18 <sup>th</sup> Nov- 29 <sup>th</sup> Nov	10	14	Unit 7: Current challenges facing Indian Economy (Revision)	Ch: Human capital formation  Ch: Rural Development	-Revision tests -Matching type questions	Students will be able to:  Identify sources of human capital formation  Revise agricultural diversification and process of rural development
December	10 <sup>th</sup> Dec- 19 <sup>th</sup> Dec	8	15	SECOND TERM			
December	20 <sup>th</sup> Dec- 31 <sup>st</sup> Dec	7	16	Unit 4: Government Budget & the Economy (Revision)	-Budget	-Assertion Reason based questions	Students will be able to:  Revise objectives and components of budget
January	8 <sup>th</sup> Jan- 20 <sup>th</sup> Jan	9	17	PRE-BOARD EXAM			
January	21 <sup>st</sup> Jan- 31 <sup>st</sup> Jan	9	18	Unit 2: Money and Banking (Revision)	-Money -Banking	- Case study - Reasoning questions -Oral discussion	Students will be able to: Recapitulate credit creation process Learn functions of central bank
February	3 <sup>rd</sup> Feb- 12 <sup>th</sup> Feb	8	19	Unit 6: Development Experience (1947-90) and Economic Reforms since 1991(Revision)	-Indian economy (1950-1990) -LPG policy	-Image questions -Revision tests	Students will be able to:  Recapitulate 5-year plans of Indian economy and LPG policies
February	13 <sup>th</sup> Feb- 21 <sup>st</sup> Feb	8	20	Unit 3: Determination of Income and Employment (Revision)	-Calculation of National Income		Students will be able to: Revise related aggregates of national income

**\*UNIT TEST 1:**

**Class XII – 4<sup>th</sup> May,2024 to 10<sup>th</sup> May,2024**

**\*MID TERM:**

**Class XII-11<sup>th</sup> Sept,2024 to 23<sup>rd</sup> Sept.,2024**

**\*SECOND TERM:**

**Class XII- 29<sup>th</sup> Nov,2024 to 16<sup>th</sup> Dec,2024**

**\*PRE-BOARD EXAMS:**

**Class XII- 8<sup>th</sup> Jan,2025 to 22<sup>nd</sup> Jan,2025**



# GURU NANAK PUBLIC SCHOOL, PITAMPURA

PEDAGOGICAL PLANNER

SESSION 2024-25

GRADE: XII

SUBJECT: ACCOUNTANCY

TEXT BOOK: NCERT

: T.S. GREWAL

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	3rd April-17th April	11	1	FUNDAMENTALS OF PARTNERSHIP	-Provision of Partnership Act in the absence of deed -Profit and Loss Appropriation Account and Partners' Capital Account	-Mind maps - Flow charts	Students will be able to: State the meaning of partnership, partnership deed, provisions in the absence of partnership deed.
April and May	18th April-3rd May	13	2	FUNDAMENTALS OF PARTNERSHIP  VALUATION OF GOODWILL	-Past adjustments -Guarantee to a partner  - Methods of valuation	-Scanner questions - Case Studies - Work Sheets - Assertion-Reasoning Questions  -Scanner questions - Case Studies	Students will be able to: Differentiate between fixed and fluctuating capital; Develop the understanding and skill of preparation of Profit & Loss Appropriation Acc, making past adjustments  Develop the understanding and skill of valuation of goodwill using diff. methods
May	13th May-17th May	5	3	CHANGE IN PROFIT SHARING RATIO	-Gaining and Sacrificing ratio -Revaluation Account and Partner's Capital Account	-Application questions - Case studies -Work sheets	Students will be able to: Calculate sacrificing ratio and gaining ratio
May (X & XII)	22nd May-31st May	7	4	ADMISSION OF A PARTNER	-Sacrificing Ratio -Treatment of Goodwill - Accumulated Profits and Reserves -Revaluation Account and - Partner's Capital Account	-Application based questions - Case studies - Work sheets	Students will be able to: Develop the understanding and skill of treatment of goodwill as per AS26, treatment of revaluation of assets and reassessment of liabilities, treatment of reserves and accumulated profit





<b>November</b>	<b>4<sup>th</sup> Nov- 16<sup>th</sup> Nov</b>	<b>10</b>	<b>13</b>	<b>ACCOUNTING FOR DEBENTURES</b>	<b>-Issue of Debentures at Par, at premium and discount -Issue of debentures other than cash -Issue of debentures as collateral security -Interest on debentures -Issue of debentures from point of view of redemption</b>	<b>-Discussion method - Case Studies - Scanner questions.</b>	<b>Students will be able to:  Explain the accounting treatment of different categories of transactions related to issue of debentures</b>
<b>November</b>	<b>18<sup>th</sup> Nov- 29<sup>th</sup> Nov</b>	<b>10</b>	<b>14</b>	<b>REVISION</b>	<b>Sample Papers</b>	<b>Chapter-wise discussion of questions</b>	<b>To enable critical thinking of students through individual doubt session</b>
<b>December</b>	<b>10<sup>th</sup> Dec- 19<sup>th</sup> Dec</b>	<b>8</b>	<b>15</b>	<b>PREBOARD EXAM</b>			
<b>December</b>	<b>20<sup>th</sup> Dec- 31<sup>st</sup> Dec</b>	<b>7</b>	<b>16</b>	<b>REVISION</b>	<b>Sample Papers</b>	<b>To discuss important questions</b>	<b>Quick recapitulation of chapters</b>
<b>January</b>	<b>8<sup>th</sup> Jan- 20<sup>th</sup> Jan</b>	<b>9</b>	<b>17</b>	<b>PREBOARD EXAM</b>			
<b>January</b>	<b>21<sup>st</sup> Jan- 31<sup>st</sup> Jan</b>	<b>9</b>	<b>18</b>	<b>Remedial Classes</b>	<b>Individual doubts</b>	<b>Chapter-wise discussion of questions</b>	<b>To enable students to grasp important topics</b>
<b>February</b>	<b>3<sup>rd</sup> Feb- 12<sup>th</sup> Feb</b>	<b>8</b>	<b>19</b>	<b>Remedial Classes</b>	<b>Individual doubts</b>	<b>Chapter-wise quick revision.</b>	<b>To enable students to grasp important topics from board point of view</b>
<b>February</b>	<b>13<sup>th</sup> Feb- 21<sup>st</sup> Feb</b>	<b>8</b>	<b>20</b>	<b>Remedial Classes</b>	<b>Individual doubts</b>	<b>Chapter-wise discussion of questions for quick revision.</b>	<b>To enable students to grasp important topics from board point of view</b>

**\*UNIT TEST 1:**

**Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May**

**Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May**

**\*MID TERM:**

**All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.**

**\*UNIT TEST 2:**

**Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec**

**Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec**

**\*SECOND TERM:**

**Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec**

**\*PRE-BOARD EXAMS:**

**Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan**

**\*FINAL EXAMS:**

**All classes except X and XII - 24<sup>th</sup> Feb onwards**



# GURU NANAK PUBLIC SCHOOL, PITAMPURA

## PEDAGOGICAL PLANNER

SESSION 2024-25

GRADE: XII

SUBJECT: BUSINESS STUDIES

TEXT BOOK: NCERT

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	3 <sup>rd</sup> April- 17 <sup>th</sup> April	11	1	Ch 1: Nature & Significance of Management	Concept & Importance -Nature of Mgt. - Levels of Mgt. - Management functions - Coordination	-Real life examples - Role play - Case based questions	Students will be able to: Acquire knowledge about management concept & analyse the levels of management through case studies
April and May	18 <sup>th</sup> April-3 <sup>rd</sup> May	13	2	Ch 2: Principles of Management	Concept & Significance -Fayol's principles -Taylor's principles & techniques	-Flow charts - Case studies - Quiz	Students will be able to: Develop understanding skills & to create thinking for different principles of management through case studies.
May	13 <sup>th</sup> May- 17 <sup>th</sup> May	5	3	Ch 3: Business Environment  Ch 11: Marketing Management	-Concept; - Dimensions; - Demonetisation - Impact of LPG  - Functions; - Philosophies - Marketing Mix 4 P's Product Mix	-Application based questions - Role play - Newspaper reading  - Case studies - Real life examples - Role play - Demonstration method	To develop understanding & analytical skills to identify the dimensions of business environment  To enable students to understand the concept of marketing and to compare the philosophies of marketing.
May (X & XII)	22 <sup>nd</sup> May-31 <sup>st</sup> May	7	4	Ch 11: Marketing Management  Project Work	-Product Mix - Price Mix -Place Mix - Promotion Mix  - Distribution of topics for project	- Case studies - Real life examples - Demonstration method  - Data collection	To develop understanding & analytical skills to identify & explain the tools used for marketing  To equip the students for preparing project files for Board Practical & discussing the topics in detail

July	1 <sup>st</sup> July- 15 <sup>th</sup> July	12	5	Ch 4: Planning	Concept, Importance & Limitation; Planning Process; Types of Plans	-Case Based Questions - Flow charts - Passing the parcel - Role Play-types of plans	Students will be able to: Develop understanding and application skills to describe the content & use analytical skills to differentiate b/w plans.
				Ch 5: Organising	- Concept & Importance; Organising process	- Flow charts	To understand the organising process through case studies
July	16 <sup>th</sup> July- 31 <sup>st</sup> July	12	6	Ch 5: Organising	-Structure of Org. - Delegation concept - Decentralisation	- Real life examples - Question-answer session	The student/ learner will be able to: Understand the suitability of functional and divisional structure & differentiate b/w delegation and decentralisation.
				Ch 6: Staffing	-Concept &Importance - Staffing process - Recruitment process	- Real life examples - Case studies - Flow charts - Multiple choice questions	To develop understanding of staffing concept with reference to process of staffing
August	1 <sup>st</sup> Aug- 14 <sup>th</sup> Aug	11	7	Ch 6: Staffing	- Selection process - Training & Develop.	-Case based questions -Flow charts - Newspapers ads	To create situations related to selection techniques from newspaper advertisements
				Ch 7: Directing	-Concept &Importance - Elements-Motivation - Incentives; Maslow's Need Hierarchy Theor	- Application based questions - Flow charts	To develop an understanding of different needs & to remember them with the help of flow chart
August	16 <sup>th</sup> Aug- 30 <sup>th</sup> Aug	10	8	Ch 9: Financial Management	-Concept; - role & objectives - Financial Decisions - Financial Planning - Capital Structure	-Case studies - HOTS - Quiz - Flow charts	To develop understanding skills & analytical skills to Classify the financial decisions through case-based questions;
				Ch 10: Financial Markets	Stock exchange & SEBI - Functions &Objective	-Mind Maps - Flow Charts - Recapitulation	Financial planning & retain the factors affecting capital structure by repetition/revision method  To understand the functions of Stock Exchange & SEBI and to retain them through flow charts



November	4 <sup>th</sup> Nov- 16 <sup>th</sup> Nov	10	13	Ch 8: Controlling  Project Work	-Concept & Importance; -Relationship b/w planning & controlling; -Steps of process	- Multiple Type Questions - Real life examples -Flow charts  Completion of project files as per Board specifications.	Students will be able to: Develop thinking & reasoning skills to establish relation b/w planning & controlling To create steps of controlling through flow chart. To develop reasoning skills to establish relationship among various concepts of project topic
November	18 <sup>th</sup> Nov- 29 <sup>th</sup> Nov	10	14	Revision	Sample Papers	Chapter-wise discussion of questions for quick revision. Sample question papers to be discussed also	To enable critical thinking of students through individual doubt session. Quick recap of chapters
December	10 <sup>th</sup> Dec- 19 <sup>th</sup> Dec	8	15	Second Term Exams			
December	20 <sup>th</sup> Dec- 31 <sup>st</sup> Dec	7	16	Revision	Individual doubts	Sample papers Chapter-wise revision	To clarify doubts of students and to practice sample papers
January	8 <sup>th</sup> Jan- 20 <sup>th</sup> Jan	9	17	Pre-Board Exams			
January	21 <sup>st</sup> Jan- 31 <sup>st</sup> Jan	9	18	Remedial Classes	Individual doubts	Chapter-wise discussion of questions for quick revision.	To enable students to grasp important topics from board point of view
February	3 <sup>rd</sup> Feb- 12 <sup>th</sup> Feb	8	19	Remedial Classes	Individual doubts	Chapter-wise discussion of questions for quick revision.	To enable students to grasp important topics from board point of view
February	13 <sup>th</sup> Feb- 21 <sup>st</sup> Feb	8	20	Remedial Classes	Individual doubts	Chapter-wise discussion of questions for quick revision.	To enable students to grasp important topics from board point of view

**\*UNIT TEST 1:**

Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May  
Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May

**\*SECOND TERM:**

Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec

**\*MID TERM:**

All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.

**\*PRE-BOARD EXAMS:**

Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan

**\*UNIT TEST 2:**

Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec  
Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec

**\*FINAL EXAMS:**

All classes except X and XII - 24<sup>th</sup> Feb onwards



# GURU NANAK PUBLIC SCHOOL, PITAMPURA

## PEDAGOGICAL PLANNER

### SESSION 2024-25

**GRADE: 12<sup>th</sup>**

**SUBJECT: Mathematics**

**TEXT BOOK : NCERT PART I AND II**

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	3 <sup>rd</sup> April- 17 <sup>th</sup> April	13	1	CHAPTER 12 : Linear Programming          Chapter 3: Matrices	*Graphical method of solving linear programming problems *Types of matrices, *Operation on matrices *Transpose of a matrix *Symmetric and skew symmetric matrices *Invertible matrices .	Graph of a bounded region by giving 3 linear inequalities . ( eg: 3 page 401)  Case study based on matrix in the form of word problem . ( From sample paper )  To find matrix addition , subtraction and multiplication in an excel sheet .	Students will able to solve the questions of linear programming.    Students will be able to solve the questions of matrices
April and May	18 <sup>th</sup> April- 3 <sup>rd</sup> May	13	2	Chapter 4: DETERMINANTS	*Determinant *Area of a triangle *Minors and Cofactors	Cost of different items by using different methods *Elimination method *Matrix method (Q16 Ex 4.5)	To find analytically the limit of a function $f(x)$ at $x=c$ and also to check the continuity of the function at that point.

				Chapter 5 : CONTINUITY AND DIFFERENTIABILITY	*Adjoint and Inverse of a Matrix *Application of determinant and Matrices  *Continuity *Differentiability *Exponential and Logarithmic functions *Logarithmic Differentiation *Derivatives of function in Parametric Forms *Second Order Derivative	*inverse of a matrix in a spread sheet .  Check the continuity of $F(x) =  x $ and $F(x) = [x]$ through graphical method and algebraically method .	Students will be able to understand the difference between continuity and differentiability .
May	13 <sup>th</sup> May- 17 <sup>th</sup> May	5	3	Chapter 2 : INVERSE TRIGONOMETRIC FUNCTION	Definition, range, domain, principal value branch, Graph of inverse trigonometric function, Elementary properties of inverse trigonometric function	Graph of inverse function * $\sin^{-1} x$ * $\cos^{-1} x$ *Graph of $\sin x$ and $\sin^{-1} x$ on a single graph paper . *Graph of $\cos x$ and $\cos^{-1} x$ on a single graph paper .	TO explore the principal value of function using a unit circle Students will be able to solve the questions of inverse trigonometric function
May (X & XII)	22 <sup>nd</sup> May- 31 <sup>st</sup> May	7	4	Chapter 6 : Application of Derivatives	*Rate of change of Quantities .	*To check increasing and decreasing intervals for the function $F(x) = x^2 - 4x + 6$	1. To understand the concepts of increasing and decreasing functions. 2.To understand the concept of local maxima , local minima and point of inflection
July	1 <sup>st</sup> July- 15 <sup>th</sup> July	12	5	Revision of Chapter 6 : Application of Derivatives	*Rate of change of Quantities. *Increasing and Decreasing Functions. * Maxima and Minima	*Find two positive numbers whose sum is 24 and their product is as large as possible.  *A rectangular sheet of tin 45cm by 24 cm is to be made into a box without top, by cutting off square	Learner will be able to apply their knowledge of maxima and minima in real life situation .

						<p>from each corner and folding up the flaps , what should be the side of the square to be cut off so that the volume of the box is maximum. Explain it through paper folding and cutting .</p> <p>*A wire of length 28 m is to be cut into two pieces . One of the pieces is to be made into a square and other into a circle . What should be the length of the two pieces so that the combined area of the square and the circle is minimum? Explain with the help of thread .</p>	
July	16 <sup>th</sup> July- 31 <sup>st</sup> July	12	6	Chapter 7 : Integrals	<p>*Integration as an Inverse Process of Differentiation</p> <p>*Methods of Integration</p> <p>*Integrals of some particular functions</p> <p>*integration by partial fractions</p> <p>*integration by parts</p> <p>*Definite Integral</p> <p>*Fundamental Theorem of Calculus</p> <p>*Evaluation of Definite integrals by substitution</p>		Learners will be able to understand all methods of integration and will apply their knowledge in different types of integration questions.

					*some properties of definite integrals		
August	1 <sup>st</sup> Aug-14 <sup>th</sup> Aug	11	7	Chapter :8 Application of Integrals	*Introduction *Area under simple curves .	*Area enclosed by circle *Area enclosed by ellipse *Graph of $y =  x + 3 $	Students will be able to draw the graph of different questions and will be able to find the area of the given figure by using Integration method .
August	16 <sup>th</sup> Aug-30 <sup>th</sup> Aug	10	8	Revision of chapter 7 and chapter 8	Board questions + sample papers		Students will be able to recapitulate the concepts of all chapters and able to solve questions themselves .
September	2 <sup>nd</sup> Sept-10 <sup>th</sup> Sept	7	9	Revision of chapter 5 and 6	Board questions + sample papers		Students will be able to recapitulate the concepts of all chapters and able to solve questions themselves .
September	24 <sup>th</sup> Sept-30 <sup>th</sup> Sept	5	10	Chapter10 : Vector algebra	*Some basic concepts *Types of vectors *Addition of vectors * Multiplication of a vector by a scalar *Product of two vectors	*to show A(2,-1,1) B(1 , -2 , -5) and C(3,-4,-4) are vertices of a right triangle .	Students will be able to under vectors and can correlate with the real life situations .
October	1 <sup>st</sup> Oct-16 <sup>th</sup> Oct	11	11	Chapter 11 Three dimensional geometry	*Direction cosine and Direction ratios of a line *Equation of a line in space *Angle between two lines *shortest distance between two lines .	*to find distance between parallel lines. *to find shortest distance between skew and parallel lines .	Students will be able to find the shortest distance between the given lines and can correlate with the real life situations.
October	17 <sup>th</sup> Oct-30 <sup>th</sup> Oct	10	12	Chapter 13 Probability	*Conditional probability *Multiplication Theorem on Probability *Independent Events	Baye's theorem *eg 19 *eg 20 *eg 22	Students will be able to identify the situation and can apply Baye's formula into those questions and relate with the real life situations .

					*Baye's Theorem		
Novem ber	4 <sup>th</sup> Nov- 16 <sup>th</sup> Nov	10	13	Chapter 1  Relation and Function	*Types of Relations  *Types of Functions  *Composition of Functions and Invertible Function.	Ex 1.1 ( Top check equivalence relation ) *Q12 *Q14 *Q 11  Ex 1.2 ( to check 1-1 and onto) *Q1 *Q3	Students will be able to identify equivalence relation , one one and onto functions .
Novem ber	18 <sup>th</sup> Nov- 29 <sup>th</sup> Nov	10	14	Revision :  Chapter 10 : vectors  Chapter 11 : 3D	Board questions + sample papers		Students will be able to revise concepts with peer leaning .
Decemb er	10 <sup>th</sup> Dec- 19 <sup>th</sup> Dec	8	15	SECOND TERM			
Decemb er	20 <sup>th</sup> Dec-31 <sup>st</sup> Dec	7	16	Revision :  Chapter 10 : vectors  Chapter 11 : 3D	Board questions + sample papers		Students will be able to gain confidence by revising all topics and will get best scores in the board examination .
January	8 <sup>th</sup> Jan- 20 <sup>th</sup> Jan	9	17	PRE BOARD EXAM			Students will be able to identify their weaknesses by giving pre board examination and can rectify their mistakes and will give better result in the board examination .
January	21 <sup>st</sup> Jan- 31 <sup>st</sup> Jan	9	18				
Februar y	3 <sup>rd</sup> Feb- 12 <sup>th</sup> Feb	8	19				

Februar y	13 <sup>th</sup> Feb-21 <sup>st</sup> Feb	8	20				
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**\*UNIT TEST 1:**

**Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May**

**Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May**

**\*MID TERM:**

**All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.**

**\*UNIT TEST 2:**

**Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec**

**Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec**

**\*SECOND TERM:**

**Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec**

**\*PRE BOARD EXAMS:**

**Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan**

**\*FINAL EXAMS:**

**All classes except X and XII - 24<sup>th</sup> Feb onwards**



# GURU NANAK PUBLIC SCHOOL, PITAMPURA

## PEDAGOGICAL PLANNER

SESSION 2024-25

GRADE: XII

SUBJECT: PHYSICS

TEXT BOOK : NCERT

MONTH	DATES	WORKING DAYS	UNIT	CONTENT / TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE Students will able to:-
April	3rd April-17th April	11	1	<b>Electrostatics</b>  Chapter-1: Electric Charges and Fields	<ul style="list-style-type: none"> <li>Electric charges, Conservation of charge, Coulomb's law-force between two-point charges, forces between multiple charges; superposition principle and continuous charge distribution.</li> <li>Electric field, electric field due to a point charge, electric field lines, electric dipole, electric field due to a dipole, torque on a dipole in uniform electric field.</li> </ul>	<b>ACTIVITY:-</b> To measure the resistance and impedance of an inductor with or without iron core.  <b>PRACTICAL:-</b> To determine resistivity of two / three wires by plotting a graph for potential difference versus current.	1.Understand concept of electrostatic force and field.  2. Apply the concept of static electricity in selection of cloths as per the weather conditions
April and May	18th April-3rd May	13	2	<b>Chapter-1: Electric Charges and Fields</b>	Electric flux, statement of Gauss's theorem and its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet and uniformly charged thin spherical shell (field inside and outside).	<b>ACTIVITY:-</b> To measure resistance, voltage (AC/DC), current (AC) and check continuity of a given circuit using multimeter.  <b>PRACTICAL:-</b> To find resistance of a given wire / standard resistor using metre bridge.	1.Understand the concept of capacitor.  2. By using the concept of electrostatic s students can protect themselves from lightning
May	13th May-17th May	5	3	<b>Chapter-2: Electrostatic Potential and Capacitance</b>	<ul style="list-style-type: none"> <li>Electric potential, potential difference, electric potential due to a point charge, a dipole and system of charges; equipotential surfaces,</li> </ul>	<b>PRACTICAL:-</b> To verify the laws of combination (series) of resistances using a metre bridge. OR To verify the	1.Understand the electric potential and potential gradient.

					electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field.	laws of combination (parallel) of resistances using a metre bridge.  AND  <b>ACITIVITY:-</b> To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and a power source.	2.Understand the potential energy and torque due to an electric dipole. 3. Apply the concept of charging to charge any conductor at home.
<b>May</b> <b>(X &amp; XII)</b>	<b>22<sup>nd</sup></b> <b>May-31<sup>st</sup></b> <b>May</b>	<b>7</b>	<b>4</b>	<b>Chapter-2:</b> <b>Electrostatic</b> <b>Potential</b> <b>and</b> <b>Capacitance</b>	<ul style="list-style-type: none"> <li>Conductors and insulators, free charges and bound charges inside a conductor. Dielectrics and electric polarization, capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor (no derivation, formulae only).</li> </ul>	<b>PRACTICAL:-</b> To determine resistance of a galvanometer by half-deflection method and to find its figure of merit.  AND  <b>ACITIVITY:-</b> To assemble the components of a given electrical circuit.	1.Understand the difference between drift velocity and mobility of electrons in a conductor.  2. Apply the concept of current and potential difference on measuring the resistance of conductor /electrical appliances at home.
<b>July</b>	<b>1<sup>st</sup> July-</b> <b>15<sup>th</sup> July</b>	<b>12</b>	<b>5</b>	<b>Current</b> <b>Electricity</b>  <b>Chapter-3:</b> <b>Current</b> <b>Electricity</b>	<ul style="list-style-type: none"> <li>Electric current, flow of electric charges in a metallic conductor, drift velocity, mobility and their relation with electric current; Ohm's law, V-I characteristics (linear and non-linear).</li> <li>Electrical energy and power, electrical resistivity and conductivity, temperature dependence of resistance, Internal resistance of a cell, potential difference and emf of a cell, combination of cells in series and in parallel, Kirchhoff's rules, Wheatstone bridge.</li> </ul>	<b>PRACTICAL:-</b> To convert the given galvanometer (of known resistance and figure of merit) into a voltmeter of desired range and to verify the same. OR To convert the given galvanometer (of known resistance and figure of merit) into an ammeter of desired range and to verify the same.  AND	1.Know the difference between emf and potential difference.  2. Plot the graph between the V and I and then they will calculate the resistance of conductor by the slope of same graph.

						<b>ACITIVITY:-</b> To study the variation in potential drop with length of a wire for a steady current.	
<b>July</b>	<b>16<sup>th</sup> July-31<sup>st</sup> July</b>	<b>12</b>	<b>6</b>	<b>Magnetic Effects of Current and Magnetism</b>  <b>Chapter-4: Moving Charges and Magnetism</b>	<ul style="list-style-type: none"> <li>Concept of magnetic field, Oersted's experiment.</li> <li>Biot - Savart law and its application to current carrying circular loop.</li> <li>Ampere's law and its applications to infinitely long straight wire. Straight solenoid (only qualitative treatment), force on a moving charge in uniform magnetic and electric fields.</li> </ul>	<b>ACITIVITY:-</b> To draw the diagram of a given open circuit comprising at least a battery, resistor/rheostat, key, ammeter and voltmeter. Mark the components that are not connected in proper order and correct the circuit and also the circuit diagram.	1. Apply the concept of Biot savart's law in calculating the magnetic field due to current carrying circular loop and straight conductor. 2. Apply the Ampere's law to calculate the magnetic field due to infinitely long straight wire, straight and toroidal solenoid's
<b>August</b>	<b>1<sup>st</sup> Aug-14<sup>th</sup> Aug</b>	<b>11</b>	<b>7</b>	<b>Chapter-4: Moving Charges and Magnetism</b>  <b>Chapter-6: Electromagnetic Induction</b>	<p>Force on a current-carrying conductor in a uniform magnetic field, force between two parallel current-carrying conductors- definition of ampere, torque experienced by a current loop in uniform magnetic field; Current loop as a magnetic dipole and its magnetic dipole moment, moving coil galvanometer its current sensitivity and conversion to ammeter and voltmeter.</p> <ul style="list-style-type: none"> <li>Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's Law, Self and mutual induction</li> </ul>	<b>ACITIVITY:-</b> To identify a diode, an LED, a resistor and a capacitor from a mixed collection of such items.	<p>1. Plot the graph between the B and r .</p> <p>2. Understand the torque experienced by a current loop in uniform magnetic field .</p>
<b>August</b>	<b>16<sup>th</sup> Aug-30<sup>th</sup> Aug</b>	<b>10</b>	<b>8</b>	<b>Chapter-5: Magnetism and Matter</b>	<ul style="list-style-type: none"> <li>Bar magnet, bar magnet as an equivalent solenoid (qualitative treatment only), magnetic field intensity due to a magnetic dipole</li> </ul>	<b>ACITIVITY:-</b> Use of multimeter to see the unidirectional flow of current in case of a diode	1. calculate the current and voltage sensitivity of moving coil galvanometer.

				<p style="text-align: center;">&amp;</p> <p><b>Chapter-11: Dual Nature of Radiation and Matter</b></p>	<p>(bar magnet) along its axis and perpendicular to its axis (qualitative treatment only), torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only), magnetic field lines.</p> <ul style="list-style-type: none"> <li>Magnetic properties of materials- Para-, dia- and ferro - magnetic substances with examples, Magnetization of materials, effect of temperature on magnetic properties.</li> <li>Dual nature of radiation, Photoelectric effect, Hertz and Lenard's observations; Einstein's photoelectric equation-particle nature of light.</li> <li>Experimental study of photoelectric effect</li> </ul> <p>Matter waves-wave nature of particles, de-Broglie relation.</p>	<p>and an LED and check whether a given electronic component (e.g., diode) is in working order.</p>	<p>2. Analyse the torque on a magnet placed in uniform magnetic field.</p> <p>3. differentiate between permanent magnet and temporary magnet by observing area of Hysteresis curve.</p>
<b>Septemb er</b>	<b>2<sup>nd</sup> Sept- 10<sup>th</sup> Sept</b>	<b>7</b>	<b>9</b>	<b>Chapter- 7: Alternating Current</b>	<p>Alternating currents, peak and RMS value of alternating current/voltage; reactance and impedance; LCR series circuit (phasors only), resonance, power in AC circuits, power factor, wattless current. AC generator, Transformer.</p>	<p><b>ACITIVITY:-</b> To study effect of intensity of light (by varying distance of the source) on an LDR.</p> <p><b>ACITIVITY:-</b> To study effect of intensity of light (by varying distance of the source) on an LDR.</p>	<p>1.Understand the concept of EMI.</p> <p>2.Analyse the difference between self and mutual induction and there applications.</p>

				MID TERM EXAM REVISION	MID TERM EXAM REVISION		
September	24 <sup>th</sup> Sept-30 <sup>th</sup> Sept	5	10	<b>Unit 5: Electromagnetic waves</b>  <b>Chapter-8: Electromagnetic Waves</b>	<ul style="list-style-type: none"> <li>Basic idea of displacement current, Electromagnetic waves, their characteristics, their transverse nature (qualitative idea only). Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays) including elementary facts about their uses.</li> </ul>	<b>ACTIVITY:-</b> Use of multimeter to see the unidirectional flow of current in case of a diode and an LED and check whether a given electronic component (e.g., diode) is in working order.	1. Understand the concept of EM waves and their types.  2. Apply the conceptual knowledge to check the functioning of various device via Hand on experience.
October	1 <sup>st</sup> Oct-16 <sup>th</sup> Oct	11	11	<b>Optics</b>  <b>Chapter-9: Ray Optics and Optical Instruments</b>	<ul style="list-style-type: none"> <li><b>Ray Optics:</b> Reflection of light, spherical mirrors, mirror formula, refraction of light, total internal reflection and optical fibers, refraction at spherical surfaces, lenses, thin lens formula, lens maker's formula, magnification, power of a lens, combination of thin lenses in contact, refraction of light through a prism.</li> </ul>	<b>PRACTICAL:-</b> To find the value of v for different values of u in case of a concave mirror and to find the focal length.  <b>PRACTICAL:-</b> To find the focal length of a concave lens, using a convex lens.	1. Understand the concept of reflection of light, spherical mirrors, mirror formula.  2. Understand the magnification, power of a lens, combination of thin lenses in contact, combination of a lens and a mirror.
October	17 <sup>th</sup> Oct-30 <sup>th</sup> Oct	10	12	<b>Chapter-9: Ray Optics and Optical Instruments</b>  <b>&amp;</b> <b>Chapter-10: Wave Optics</b>	<ul style="list-style-type: none"> <li><b>Optical instruments:</b> Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers.</li> <li>Wave optics: Wave front and Huygen's principle, reflection and</li> </ul>	<b>PRACTICAL:-</b> To find the focal length of a convex mirror, using a convex lens.	1. Apply the concept of refraction in finding the refractive index of a glass slab with the help of possible.  2. Application the concept of TIR in cables used in

					refraction of plane wave at a plane surface using wave fronts.	<b>PRACTICAL:-</b> To find the focal length of a convex lens by plotting graphs between $u$ and $v$ or between $1/u$ and $1/v$ .	computers and transmission of Data.
<b>November</b>	<b>4<sup>th</sup> Nov-16<sup>th</sup> Nov</b>	<b>10</b>	<b>13</b>	<b>Chapter-10: Wave Optics</b>  <b>&amp;</b> <b>Electronic Devices</b>  <b>Chapter-14: Semiconductor or Electronics: Materials, Devices and Simple Circuits</b>	<ul style="list-style-type: none"> <li>Proof of laws of reflection and refraction using Huygen's principle. Interference, Young's double slit experiment and expression for fringe width (No derivation final expression only), coherent sources and sustained interference of light, diffraction due to a single slit, width of central maxima (qualitative treatment only).</li> </ul> <b>&amp;</b> <ul style="list-style-type: none"> <li>Energy bands in conductors, semiconductors and insulators (qualitative ideas only) Intrinsic and extrinsic semiconductors- p and n type, p-n junction</li> <li>Semiconductor diode - I-V characteristics in forward and reverse bias, application of junction diode - diode as a rectifier.</li> </ul>	<b>PRACTICAL:-</b> To draw the I-V characteristic curve for a p-n junction diode in forward and reverse bias.	1.construct the astronomical telescope of desired magnification using the concept of angular magnification  2.Understand the n type and p type semiconductor  3. Understand the energy band gaps in conductor, semiconductor and insulator
<b>November</b>	<b>18<sup>th</sup> Nov-29<sup>th</sup> Nov</b>	<b>10</b>	<b>14</b>	<b>Atoms and Nuclei</b>  <b>Chapter-12: Atoms</b>	<ul style="list-style-type: none"> <li>Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model of hydrogen atom, Expression for radius of <math>n</math>th possible orbit, velocity and energy of electron in his orbit, of hydrogen line spectra (qualitative treatment only).</li> </ul>	<b>PRACTICAL:-</b> To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation.	Understand the details and applications of Rutherford's model of atom

				<b>&amp; Chapter-13: Nuclei</b>  <b>And Revision</b>	<ul style="list-style-type: none"> <li>Composition and size of nucleus, nuclear force</li> <li>Mass-energy relation, mass defect; binding energy per nucleon and its variation with mass number; nuclear fission, nuclear fusion.</li> </ul>		
<b>Decemb er</b>	<b>10<sup>th</sup> Dec- 19<sup>th</sup> Dec</b>	<b>8</b>	<b>15</b>	<b>SECOND TERM EXAM</b>	<b>SECOND TERM EXAM</b>		Identify the lacking point of there practice and will try to polish there skills.
<b>Decemb er</b>	<b>20<sup>th</sup> Dec- 31<sup>st</sup> Dec</b>	<b>7</b>	<b>16</b>	<b>REVISION</b>	<b>SAMPLE PAPER PRACTICE</b>		Remember the important facts, figures, topics and methodologies
<b>January</b>	<b>8<sup>th</sup> Jan- 20<sup>th</sup> Jan</b>	<b>9</b>	<b>17</b>		<b>PRE BOARD EXAM</b>		Identify the lacking point of there practice and will try to polish there skills.
<b>January</b>	<b>21<sup>st</sup> Jan- 31<sup>st</sup> Jan</b>	<b>9</b>	<b>18</b>	<b>REVISION</b>	<b>SAMPLE PAPER PRACTICE</b>		Assess and gauge knowledge, practice and apply knowledge in the questions.
<b>Februar y</b>	<b>3<sup>rd</sup> Feb- 12<sup>th</sup> Feb</b>	<b>8</b>	<b>19</b>	<b>REVISION</b>	<b>SAMPLE PAPER PRACTICE</b>		Remember the important facts, figures, topics and methodologies

<b>February</b>	<b>13<sup>th</sup> Feb- 21<sup>st</sup> Feb</b>	<b>8</b>	<b>20</b>	<b>REVISION</b>	<b>SAMPLE PAPER PRACTICE</b>	Assess and gauge knowledge, practice and apply knowledge in the questions.
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**\*UNIT TEST 1:**  
**Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May**  
**Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May**

**\*MID TERM:**  
**All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.**

**\*UNIT TEST 2:**  
**Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec**  
**Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec**

**\*SECOND TERM:**  
**Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec**

**\*PRE BOARD EXAMS:**  
**Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan**

**\*FINAL EXAMS:**  
**All classes except X and XII - 24<sup>th</sup> Feb onwards**



# GURU NANAK PUBLIC SCHOOL, PITAMPURA

## PEDAGOGICAL PLANNER

SESSION 2024-25

GRADE: 12

SUBJECT: Chemistry

TEXT BOOK : NCERT

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	3rd April-17th April	11	1	CH 1-SOLUTION	Types of solutions, expression of concentration of solutions of solids in liquids, solubility of gases in liquids, solid solutions, Raoult's law, colligative properties - relative lowering of vapour pressure, elevation of boiling point, depression of freezing point, osmotic pressure, determination of molecular masses using colligative properties, abnormal molecular mass, Van't Hoff factor.	Determination of concentration/ molarity of $\text{KMnO}_4$ solution by titrating it against a standard solution of: i) Oxalic acid, ii) Ferrous Ammonium Sulphate	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>To Identify different types of solutions, including solid solutions (alloys), liquid solutions (aqueous and non-aqueous), and gaseous solutions (such as air).</li> <li>To Apply the Van't Hoff factor in calculations involving colligative properties and determination of molecular mass for solutions with abnormal behavior.</li> </ul>
April and May	18th April-3rd May	13	2	CH 6-HALOHALKANE AND HALOARENES	<p><b>Haloalkanes:</b> Nomenclature, nature of C–X bond, physical and chemical properties, optical rotation mechanism of substitution reactions.</p> <p><b>Haloarenes:</b> Nature of C–X bond, substitution reactions (Directive influence of halogen in monosubstituted compounds only).</p>	<p>To identify the haloalkane and haloarene functional groups present in an organic compound.</p> <p>Preparation of organic compound.</p>	<ul style="list-style-type: none"> <li>To Understand the IUPAC system for naming haloalkanes and haloarenes, including the prioritization of substituents and the numbering of carbon atoms.</li> </ul>

					Uses and environmental effects of - dichloromethane, trichloromethane, tetrachloromethane, iodoform, freons, DDT.		<ul style="list-style-type: none"> <li>To Compare the C–X bond in haloalkanes and haloarenes, considering factors such as resonance stabilization and hybridization.</li> <li>Analyze the factors influencing the rate and stereochemistry of substitution reactions in chiral haloalkanes and directive effects in mono-substituted haloarenes.</li> </ul>
May	13 <sup>th</sup> May- 17 <sup>th</sup> May	5	3	CH 7 – ALCOHOL, PHENOL AND ETHER	<b>Alcohols:</b> Nomenclature, methods of preparation, physical and chemical properties (of primary alcohols only), identification of primary, secondary and tertiary alcohols, mechanism of dehydration, uses with special reference to methanol and ethanol.	To identify alcohol, phenols functional groups present in an organic compound.	<ul style="list-style-type: none"> <li>To Understand the IUPAC system for naming alcohols, which involves identifying the longest carbon chain containing the hydroxyl group and assigning appropriate suffixes and prefixes.</li> <li>To Differentiate between primary, secondary, and tertiary alcohols based on their molecular structure and the number of carbon atoms directly bonded to the carbon bearing the hydroxyl group.</li> </ul>
May (X & XII)	22 <sup>nd</sup> May-	7	4	CH 7- ALCOHOL , PHENOL AND ETHER	<b>Phenols:</b> Nomenclature, methods of preparation, physical and chemical properties, acidic nature of phenol,	To identify ethers groups present in an organic compound.	<ul style="list-style-type: none"> <li>Explain the physical properties of phenols and ether, such as</li> </ul>

	31 <sup>st</sup> May				<p>electrophilic substitution reactions, uses of phenols.</p> <p><b>Ethers:</b> Nomenclature, methods of preparation, physical and chemical properties, uses.</p>		<p>their solubility, boiling point, and acidity, compared to alcohols and aromatic hydrocarbons. Discuss the chemical reactivity of phenols, focusing on electrophilic aromatic substitution reactions and their ortho-para directing effects.</p> <ul style="list-style-type: none"> <li>To Explore the uses of ethers in various applications, including as solvents, anesthetics, fuel additives, and as intermediates in organic synthesis.</li> </ul>
July	1 <sup>st</sup> July- 15 <sup>th</sup> July	12	5	<b>CH 2 - ELECTROCHEMISTRY</b>	<p>Redox reactions, EMF of a cell, standard electrode potential, Nernst equation and its application to chemical cells, Relation between Gibbs energy change and EMF of a cell, conductance in electrolytic solutions, specific and molar conductivity, variations of conductivity with concentration, Kohlrausch's Law, electrolysis and law of electrolysis (elementary idea), dry cell-electrolytic cells and Galvanic cells, lead accumulator, fuel cells, corrosion.</p>	<p>Variation of cell potential in <math>\text{Zn}/\text{Zn}^{2+}  \text{Cu}^{2+}/\text{Cu}</math> with change in concentration of electrolytes (<math>\text{CuSO}_4</math> or <math>\text{ZnSO}_4</math>) at room temperature.</p>	<ul style="list-style-type: none"> <li>To apply the Nernst equation to calculate the EMF of a cell under non-standard conditions.</li> <li>To understand the relationship between the Gibbs energy change (<math>\Delta G</math>) and the EMF of a cell (<math>E</math>) through the equation <math>\Delta G = -nFE</math>, where <math>n</math> is the number of moles of electrons transferred and <math>F</math> is the Faraday constant.</li> <li>To Describe the construction and working principle of a dry cell, an electrolytic cell, and a galvanic cell.</li> </ul>

<b>July</b>	<b>16<sup>th</sup> July- 31<sup>st</sup> July</b>	<b>12</b>	<b>6</b>	<b>CH 3 – CHEMICAL KINETICS</b>	Rate of a reaction (Average and instantaneous), factors affecting rate of reaction: concentration, temperature, catalyst; order and molecularity of a reaction, rate law and specific rate constant, integrated rate equations and half-life (only for zero and first order reactions), concept of collision theory (elementary idea, no mathematical treatment), activation energy, Arrhenius equation.	Effect of concentration and temperature on the rate of reaction between Sodium Thiosulphate and Hydrochloric acid.	To make learner the understanding of reaction kinetics, covering concepts such as rate of reaction, factors affecting rate, order and molecularity, rate laws, integrated rate equations, collision theory, and the Arrhenius equation. They emphasize both theoretical concepts and practical applications in analyzing and predicting reaction rates.
<b>August</b>	<b>1<sup>st</sup> Aug- 14<sup>th</sup> Aug</b>	<b>11</b>	<b>7</b>	<b>CH 4 – d AND f BLOCK ELEMENTS</b>	General introduction, electronic configuration, occurrence and characteristics of transition metals, general trends in properties of the first row transition metals – metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation, preparation and properties of $K_2Cr_2O_7$ and $KMnO_4$ .	Preparation of double salt of Ferrous Ammonium Sulphate or Potash Alum	<ul style="list-style-type: none"> <li>To make them aware of significance of transition metals in various applications, including catalysis, electronics, medicine, and materials science.</li> <li>To understand the electronic configuration of transition metals, emphasizing the filling of d-orbitals and the stability of half-filled and fully-filled configurations.</li> <li>To Explore the occurrence of transition metals in nature, including their abundance in Earth's crust and geological processes responsible for their concentration.</li> </ul>
<b>August</b>	<b>16<sup>th</sup> Aug-</b>	<b>10</b>	<b>8</b>	<b>CH 4 – d AND f BLOCK ELEMENTS</b>	<b>Lanthanoids</b> - Electronic configuration, oxidation states,	Preparation of Potasalum crystal.	<ul style="list-style-type: none"> <li>To understand the electronic configuration of</li> </ul>

	<b>30<sup>th</sup> Aug</b>				chemical reactivity and lanthanoid contraction and its consequences. <b>Actinoids</b> - Electronic configuration, oxidation states and comparison with lanthanoids.	Determination of one cation and one anion in a given salt. Cation : Pb <sup>2+</sup> , Cu <sup>2+</sup> , As <sup>3+</sup> , Al <sup>3+</sup> , Fe <sup>3+</sup> , Mn <sup>2+</sup> , Zn <sup>2+</sup> , Cu <sup>2+</sup> , Ni <sup>2+</sup> , Ca <sup>2+</sup> , Sr <sup>2+</sup> , Ba <sup>2+</sup> , Mg <sup>2+</sup> , NH <sub>4</sub> <sup>+</sup> Anions: (CO <sub>3</sub> ) <sup>2-</sup> , S <sup>2-</sup> , (SO <sub>3</sub> ) <sup>2-</sup> , (NO <sub>2</sub> ) <sup>-</sup> , (SO <sub>4</sub> ) <sup>2-</sup> , Cl <sup>-</sup> , Br <sup>-</sup> , I <sup>-</sup> , PO <sub>3</sub> <sup>-4</sup> , (C <sub>2</sub> O <sub>4</sub> ) <sup>2-</sup> , CH <sub>3</sub> COO <sup>-</sup> , NO <sub>3</sub>	lanthanoids, which involves the filling of 4f orbitals..  • To analyze the unique properties and applications of actinoids in various fields, such as nuclear energy, materials science, and environmental remediation.
<b>September</b>	<b>2<sup>nd</sup> Sept- 10<sup>th</sup> Sept</b>	<b>7</b>	<b>9</b>	<b>REVISION</b>	Revision	Important concepts with question- answer discussion.	to build confidence and motivation in their learning journey. To reinforce understanding of the topics.
<b>September</b>	<b>24<sup>th</sup> Sept- 30<sup>th</sup> Sept</b>	<b>5</b>	<b>10</b>	<b>CH 5 – COORDINATION COMPOUNDS</b>	Coordination compounds - Introduction, ligands, coordination number, colour, magnetic properties and shapes, IUPAC nomenclature of mononuclear coordination compounds. Bonding, Werner's theory, VBT, and CFT; structure and stereoisomerism, importance of coordination compounds (in qualitative analysis, extraction of metals and biological system).	Separation of pigments present in the leaves (spinach) and flowers (rose, marigold) by paper chromatography and determination of R <sub>f</sub> value of components.	To Provide learner with a comprehensive understanding of coordination compounds, covering their composition, properties, nomenclature, bonding theories, and practical applications. in various scientific and technological fields.
<b>October</b>	<b>1<sup>st</sup> Oct- 16<sup>th</sup> Oct</b>	<b>11</b>	<b>11</b>	<b>CH 8 – ALDEHYDE, KETONES AND CARBOXYLIC ACIDS</b>	<b>Aldehydes and Ketones:</b> Nomenclature, nature of carbonyl group, methods of preparation, physical and chemical properties, mechanism of nucleophilic addition, reactivity of alpha hydrogen in aldehydes, uses. <b>Carboxylic Acids:</b> Nomenclature, acidic nature, methods of	To identify the aldehyde, ketones and carboxylic acids functional groups present in an organic compound.	To have understanding of aldehydes, ketones, and carboxylic acids, covering their nomenclature, preparation methods, physical and chemical properties, reactivity, and practical applications. They emphasize both theoretical concepts and practical aspects, fostering critical

					preparation, physical and chemical properties; uses.		thinking and problem-solving skills in the study of organic chemistry.
<b>October</b>	<b>17<sup>th</sup> Oct- 30<sup>th</sup> Oct</b>	<b>10</b>	<b>12</b>	<b>CH 9 - AMINES</b>	<p><b>Amines:</b> Nomenclature, classification, structure, methods of preparation, physical and chemical properties, uses, identification of primary, secondary and tertiary amines.</p> <p><b>Diazonium salts:</b> Preparation, chemical reactions and importance in synthetic organic chemistry.</p>	To identify the amines functional groups present in an organic compound.	<ul style="list-style-type: none"> <li>Classify amines into primary, secondary, and tertiary based on the number of alkyl or aryl groups attached to the nitrogen atom.</li> <li>Understand the structures of primary, secondary, and tertiary amines, including bond angles and molecular geometry.</li> <li>Describe various methods for preparing amines, including reduction of nitro compounds, reductive amination of ketones or aldehydes</li> <li>To know the importance of distinguishing between different types of amines in organic synthesis and qualitative analysis.</li> </ul>
<b>November</b>	<b>4<sup>th</sup> Nov- 16<sup>th</sup> Nov</b>	<b>10</b>	<b>13</b>	<b>CH 10 - BIOMOLECULES</b>	<b>Carbohydrates</b> - Classification (aldoses and ketoses), monosaccharides (glucose and fructose), D-L configuration oligosaccharides (sucrose, lactose, maltose), polysaccharides (starch, cellulose, glycogen); Importance of carbohydrates.	To study the characteristics of carbohydrates, fats and proteins in pure form and detection of their presence in the given foodstuffs	<ul style="list-style-type: none"> <li>To have understanding of biomolecules, covering carbohydrates, proteins, hormones, vitamins, and nucleic acids.</li> </ul>

					<b>Proteins</b> -Elementary idea of - amino acids, peptide bond, polypeptides, proteins, structure of proteins - primary, secondary, tertiary structure and quaternary structures (qualitative idea only), denaturation of proteins; enzymes. Hormones - Elementary idea excluding structure. <b>Vitamins</b> - Classification and functions. <b>Nucleic Acids:</b> DNA and RNA.		<ul style="list-style-type: none"> <li>To emphasize the structural features, functions, and physiological importance of these molecules in living organisms.</li> </ul>
November	18 <sup>th</sup> Nov-29 <sup>th</sup> Nov	10	14	REVISION	Revision	Important concepts with question- answer discussion. Practice reactions and numericals for quick notes and revision.	To build confidence and motivation in their learning journey. To reinforce understanding of the topics.
December	10 <sup>th</sup> Dec-19 <sup>th</sup> Dec	8	15	EXAMS	SECOND TERM EXAM	SECOND TERM EXAM	SECOND TERM EXAM
December	20 <sup>th</sup> Dec-31 <sup>st</sup> Dec	7	16	REVISION	Revision and Sample Paper Practice	Sample paper solving and answer formation.	<ul style="list-style-type: none"> <li>to strengthen their understanding.</li> <li>to address areas of weakness. to enhance exam preparedness.</li> <li>to encourage active engagement.</li> </ul>
January	8 <sup>th</sup> Jan-20 <sup>th</sup> Jan	9	17	EXAMS	PREBOARD EXAM	PREBOARD EXAM	PREBOARD EXAM
January	21 <sup>st</sup> Jan-31 <sup>st</sup> Jan	9	18	REVISION	Revision	Important concepts with question- answer discussion. Practice reactions and numericals for quick notes and revision.	To build confidence and motivation in their learning journey. To reinforce understanding of the topics.

<b>February</b>	<b>3<sup>rd</sup> Feb- 12<sup>th</sup> Feb</b>	<b>8</b>	<b>19</b>	<b>REVISION</b>	Revision and Sample Paper Practice	Sample paper solving and answer formation.	<ul style="list-style-type: none"> <li>• to strengthen their understanding.</li> <li>• to address areas of weakness. to enhance exam preparedness.</li> <li>• to encourage active engagement.</li> </ul>
<b>February</b>	<b>13<sup>th</sup> Feb- 21<sup>st</sup> Feb</b>	<b>8</b>	<b>20</b>	<b>REVISION</b>	Revision and Sample Paper Practice	Sample paper solving and answer formation.	<ul style="list-style-type: none"> <li>• to strengthen their understanding.</li> <li>• to address areas of weakness. to enhance exam preparedness.</li> <li>• to encourage active engagement.</li> </ul>

**\*UNIT TEST 1:**

**Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May**

**Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May**

**\*MID TERM:**

**All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.**

**\*UNIT TEST 2:**

**Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec**

**Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec**

**\*SECOND TERM:**

**Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec**

**\*PRE BOARD EXAMS:**

**Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan**

**\*FINAL EXAMS:**

**All classes except X and XII - 24<sup>th</sup> Feb onwards**



# GURU NANAK PUBLIC SCHOOL, PITAMPURA

## PEDAGOGICAL PLANNER

SESSION 2024-25

GRADE: XII

SUBJECT: BIOLOGY

TEXT BOOK : NCERT

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	3 <sup>rd</sup> April- 17 <sup>th</sup> April	11	1	<b>Reproduction :</b>  Sexual Reproduction in Flowering Plants	Flower structure; development of male and female gametophytes; pollination - types, agencies and examples; out breeding devices; pollen-pistil interaction; double fertilization; post fertilization events - development of endosperm and embryo, development of seed and formation of fruit; special modes- apomixis, parthenocarpy, polyembryony; Significance of seed dispersal and fruit formation.	Flowers adapted to pollination by different agencies (wind, insects, birds)  Prepare a temporary mount to observe pollen germination.	<b>Students will be able :</b> <ul style="list-style-type: none"> <li>To acquire knowledge of Pre fertilization , fertilization and post fertilization events.</li> <li>To make the learners understand about the asexual and sexual reproduction in flowering plants</li> </ul>
April and May	18 <sup>th</sup> April- 3 <sup>rd</sup> May	13	2	<b>Reproduction :</b>	Male and female reproductive systems; microscopic anatomy of testis and	Identification of stages of gamete development, i.e., T.S. of testis and T.S. of ovary	<ul style="list-style-type: none"> <li>To consider the evolutionary advantages of the</li> </ul>

				<b>Human Reproduction</b>	ovary; gametogenesis - spermatogenesis and oogenesis; menstrual cycle; fertilisation, embryo development upto blastocyst formation, implantation; pregnancy and placenta formation; parturition; lactation	through permanent slides (from grasshopper/mice).  Prepare a temporary mount of onion root tip to study mitosis	genetic variation that comes from sexual reproduction.  <ul style="list-style-type: none"> <li>To realize the role of hormones in regulating the process of spermatogenesis and oogenesis which helps in gamete formation, fertilization and implantation.</li> </ul>
<b>May</b>	<b>13<sup>th</sup> May-17<sup>th</sup> May</b>	<b>5</b>	<b>3</b>	<b>Reproduction:</b>  <b>Reproductive Health</b>	Need for reproductive health and prevention of Sexually Transmitted Diseases (STDs); birth control - need and methods, contraception and medical termination of pregnancy (MTP); amniocentesis; infertility and assisted reproductive technologies - IVF, ZIFT, GIFT (elementary idea for general awareness).	T.S. of blastula through permanent slides (Mammalian).  Meiosis in onion bud cell or grasshopper testis through permanent slides.  ART INTEGRATED PROJECT: <b>Scientific Report making</b> Pick any recent research topic according to the syllabus and prepare a report.	<ul style="list-style-type: none"> <li>To create awareness regarding various sexually transmitted diseases.</li> <li>To make them aware of the different ways to have sound reproductive health</li> </ul>
<b>May (X &amp; XII)</b>	<b>22<sup>nd</sup> May-31<sup>st</sup> May</b>	<b>7</b>	<b>4</b>	<b>Genetics and Evolution:</b>  <b>Principles of Inheritance and variation</b>	Mendel's Laws of Inheritance Inheritance of one gene theory Inheritance of two gene theory	To Study the pedigree chart on the genetic traits like widow's peak, Rolling tongue, Blood group, color blindness	<ul style="list-style-type: none"> <li>To appreciate a new change (evolution) can be due to mutation which develops adaptability according to the environment.</li> </ul>

July	1 <sup>st</sup> July-15 <sup>th</sup> July	12	5	<b>Genetics and Evolution:</b>  <b>Principles of Inheritance and variation</b>	Sex determination Mutation  Genetic disorder	To prepare a pedigree chart on any of the genetic disease. Study of Mendelian inheritance.  Study of Mendelian inheritance using pea seeds of different colours and Shape and Size.	<ul style="list-style-type: none"> <li>To describe Chromosomal theory of inheritance and will understand how it modified Mendel's limitations.</li> <li>To sensitize that genetic disorders occurs due to change in chromosomal number, chromosomal aberrations and mutations.</li> </ul>
July	16 <sup>th</sup> July-31 <sup>st</sup> July	12	6	<b>Genetics and Evolution:</b>  Molecular basis of Inheritance	The DNA ,The search of Genetic Material RNA World Replication Transcription Genetic code	Isolate DNA from Plant material.	<ul style="list-style-type: none"> <li>To understand the location and chemical composition of DNA.</li> <li>To explain the process of protein synthesis.</li> </ul>
August	1 <sup>st</sup> Aug-14 <sup>th</sup> Aug	11	7	<b>Genetics and Evolution:</b>  Molecular basis of Inheritance	translation; gene expression and regulation - lac operon; Genome, Human and rice genome projects; DNA fingerprinting	Classifying the sequences into DNA, RNA and Protein.	<ul style="list-style-type: none"> <li>To Understand and express the different pattern of sequencing of DNA by the process of DNA finger printing.</li> </ul>
August	16 <sup>th</sup> Aug-30 <sup>th</sup> Aug	10	8	<b>Genetics and Evolution:</b>  <b>Evolution</b>	Origin of life; biological evolution and evidences for biological evolution (paleontology, comparative anatomy, embryology and molecular evidences); Darwin's contribution, modern synthetic theory of evolution;	Study of analogous and homologus organ in various plants and animals	<ul style="list-style-type: none"> <li>To understand different theories on evolution.</li> <li>To apply the knowledge of evolution of human beings by the molecular study of analogous and homologous organ in animals and their anatomical evidences.</li> </ul>

[illegible]

					bio-fertilizers. Antibiotics; production and judicious use.		that microbes are not always bane but act as boon in our daily life
<b>October</b>	<b>1<sup>st</sup> Oct- 16<sup>th</sup> Oct</b>	<b>11</b>	<b>11</b>	<b>Biotechnology and its Applications</b>  <b>Biotechnology - Principles and Processes</b>	Genetic Engineering (Recombinant DNA Technology).  Tools for recombinant DNA Technology  Process of Recombinant DNA technology	Isolate DNA from available plant material such as spinach, green pea seeds, papaya, etc.	<ul style="list-style-type: none"> <li>Understand Basic concept of genetic engineering</li> <li>Learn basic tools of rDNA technology</li> <li>Describe restriction enzymes, cloning vector</li> <li>Understand procedures, to transfer rDNA into host cell.</li> </ul>
<b>October</b>	<b>17<sup>th</sup> Oct- 30<sup>th</sup> Oct</b>	<b>10</b>	<b>12</b>	<b>Biotechnology and its Applications</b>	Application of biotechnology in health and agriculture: Human insulin and vaccine production, stem cell technology, gene therapy; genetically modified organisms - Bt crops; transgenic animals; biosafety issues, biopiracy and patents	Report preparation: Study the effect of antibiotics on microorganism.	<ul style="list-style-type: none"> <li>To Value the ethical concerns regarding manipulation of DNA and learn care and safety.</li> <li>To Illustrate the examples like insulin, Hepatitis B vaccine etc developed by using this technique playing important role in improving health.</li> </ul>
<b>tNovember</b>	<b>4<sup>th</sup> Nov- 16<sup>th</sup> Nov</b>	<b>10</b>	<b>13</b>	<b>Ecology and Environment:</b>  <b>Organisms and Populations</b>	Population interactions - mutualism, competition, predation, parasitism; population attributes - growth, birth rate and death rate, age distribution. (Topics excluded: Organism	To determine population density and frequency by quadrat method.  Adaptation of xerophytic and aquatic plants and animals  Models specimen showing symbolic association in root	<ul style="list-style-type: none"> <li>To emphasize on development of skills like observational, experimental, critical thinking and problem solving skill determining and inculcating values like Awareness, Responsibility.</li> </ul>

					and its Environment, Major Abiotic Factors, Responses to Abiotic Factors, Adaptations)	modules of leguminous plants, Cuscuta on host, lichens.	
<b>November</b>	<b>18<sup>th</sup> Nov-29<sup>th</sup> Nov</b>	<b>10</b>	<b>14</b>	<b>Ecology and Environment:</b> <b>Ecosystem</b>  <b>SECOND TERM EXAM (REVISION)</b>	Ecosystems: Patterns, components; productivity and decomposition; energy flow; pyramids of number, biomass, energy (Topics excluded: Ecological Succession and Nutrient Cycles).  <b>SECOND TERM EXAM (REVISION)</b>	Analysis of Soil Texture, pH, Water holding capacity, Moisture content.  Illustrations of ecological pyramids of number, biomass and energy by citing different examples.	<ul style="list-style-type: none"> <li>To understand Basic concept of Ecosystem</li> <li>To understand different types of food chains, grazing and detritus food chain</li> </ul>
<b>December</b>	<b>10<sup>th</sup> Dec-19<sup>th</sup> Dec</b>	<b>8</b>	<b>15</b>	<b>Reproduction</b> <b>Genetics &amp; Evolution</b> <b>Biology &amp; Human welfare</b> <b>Biotechnology &amp; its applications</b>	<b>SECOND TERM EXAM</b>	<b>SECOND TERM EXAM</b>	<b>SECOND TERM EXAM</b>
<b>December</b>	<b>20<sup>th</sup> Dec-31<sup>st</sup> Dec</b>	<b>7</b>	<b>16</b>	<b>Ecology and Environment:</b> <b>Biodiversity and its conservation</b>	Biodiversity- Concept, patterns, importance; loss of biodiversity; biodiversity conservation; hotspots, endangered organisms,	To study pH, clarity and presence of living organism in water.	<ul style="list-style-type: none"> <li>To Critically assess relationships between human and scientific perspectives on conservation</li> </ul>

				<p>extinction, Red Data Book, Sacred Groves, biosphere reserves, national parks, wildlife, sanctuaries and Ramsar sites.</p> <p><b>PRE- BOARD EXAM (REVISION)</b></p>	<p><b>PRE- BOARD EXAM (REVISION)</b></p>		
January	8 <sup>th</sup> Jan-20 <sup>th</sup> Jan	9	17	<p>Reproduction</p> <p>Genetics &amp; Evolution</p> <p>Biology &amp; Human welfare</p> <p>Biotechnology &amp; its applications</p> <p>Ecology &amp; Environment</p>	<b>PRE- BOARDS EXAM</b>	<b>PRE- BOARDS EXAM</b>	<b>PRE- BOARDS EXAM</b>
January	21 <sup>st</sup> Jan-31 <sup>st</sup> Jan	9	18	<p>Reproduction</p> <p>Genetics &amp; Evolution</p> <p>Biology &amp; Human welfare</p> <p>Biotechnology &amp; its applications</p> <p>Ecology &amp; Environment</p>	Final Boards revision	Sample paper discussion, Previous year questions assignments and diagram practice.	<ul style="list-style-type: none"> <li>To build confidence and motivation in their learning journey.</li> <li>To reinforce understanding of the topics.</li> </ul>
February	3 <sup>rd</sup> Feb-12 <sup>th</sup> Feb	8	19	<p>Reproduction</p> <p>Genetics &amp; Evolution</p> <p>Biology &amp; Human welfare</p> <p>Biotechnology &amp; its applications</p>	Final Boards revision	Sample paper discussion, Previous year questions assignments and diagram practice.	<ul style="list-style-type: none"> <li>to clarify doubts</li> <li>to practice application of knowledge</li> </ul>

				<b>Ecology &amp; Environment</b>			
<b>February</b>	<b>13<sup>th</sup> Feb-21<sup>st</sup> Feb</b>	<b>8</b>	<b>20</b>	<b>Reproduction</b> <b>Genetics &amp; Evolution</b> <b>Biology &amp; Human welfare</b> <b>Biotechnology &amp; its applications</b> <b>Ecology &amp; Environment</b>	<b>Final Boards revision</b>	Sample paper discussion, Previous year questions assignments and diagram practice.	<ul style="list-style-type: none"> <li>to clarify doubts</li> <li>to practice application of knowledge</li> </ul>

**\*UNIT TEST 1:**

**Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May**

**Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May**

**\*MID TERM:**

**All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.**

**\*UNIT TEST 2:**

**Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec**

**Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec**

**\*SECOND TERM:**

**Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec**

**\*PRE BOARD EXAMS:**

**Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan**

**\*FINAL EXAMS:**

**All classes except X and XII - 24<sup>th</sup> Feb onwards**



# GURU NANAK PUBLIC SCHOOL, PITAMPURA

## PEDAGOGICAL PLANNER

### SESSION 2024-25

**GRADE: XII**

**SUBJECT: Computer Science**

**TEXT BOOK : Preeti Arora**

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TO PIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	3 <sup>rd</sup> April-17 <sup>th</sup> April	11	1	CHAPTER 1- Review of Python Basics	<ul style="list-style-type: none"> <li>• Tokens</li> <li>• Operators</li> <li>• Comments</li> <li>• Flow of execution</li> <li>• Strings</li> </ul>	Write python script : i) to check whether a number is prime or not ii) Write a python script to check if the entered number is Armstrong or not.	- To enable the students to recall the basic topics covered in the last session.
April and May	18 <sup>th</sup> April-3 <sup>rd</sup> May	13	2	CHAPTER 1- Review of Python Basics  CHAPTER 6- Computer Networks	<ul style="list-style-type: none"> <li>• Lists</li> <li>• Tuples</li> <li>• Dictionary</li> <li>• About computer network</li> <li>• Components of Data Communication</li> <li>• Network Devices</li> </ul>	i) Write a python script to find factorial of the entered number . ii) Write a python script to take input for a number and print its table	- To enable the students to comprehend the evolution of computer network, Components , modes and techniques of Data Communication
May	13 <sup>th</sup> May-17 <sup>th</sup> May	5	3	CHAPTER 2- Functions	<ul style="list-style-type: none"> <li>• Functions</li> <li>• Parameters and arguments</li> </ul>	i) Write a python script to enter the number of terms and to print the Fibonacci Series using functions	To enable the students to i) understand the concept of functions ii) know the importance of Network devices

				CHAPTER 6- Computer Networks	<ul style="list-style-type: none"> <li>• Types of networks</li> <li>• Types of network topologies</li> </ul>		
May (X & XII)	22 <sup>nd</sup> May- 31 <sup>st</sup> May	7	4	CHAPTER 2- Functions  CHAPTER 6 - Computer Networks	<ul style="list-style-type: none"> <li>• Passing arguments to functions</li> <li>• Communication media</li> <li>• Protocols</li> <li>• Introduction to web services</li> </ul>		To enable i) the students to learn to write programs to pass arguments to a function. <b>ii)</b> the students understand the concepts of protocols and web services
July	1 <sup>st</sup> July- 15 <sup>th</sup> July	12	5	CHAPTER 3 – Using Python Libraries	<ul style="list-style-type: none"> <li>• Importing Modules</li> <li>• Locating modules</li> <li>• Standard Libraries functions and modules</li> </ul>		Students will be able to i) understand the use of modules ii) understand about package, library and built in functions
July	16 <sup>th</sup> July- 31 <sup>st</sup> July	12	6	CHAPTER 4 – Data File Handling	<ul style="list-style-type: none"> <li>• Data file operations</li> <li>• Reading , writing , appending and deleting from text file , binary file and csv files</li> </ul>	Write a python script i) to read contents from a file and display the number of vowels , consonants, uppercase alphabets and lower case alphabets ii) to read a file named “article.txt”, count and print the following: (i). length of the file(total characters in file) (ii).total alphabets (iii). total upper case alphabets (iv). total lower case alphabets (v). total digits (vi). total spaces (vii). total special characters	Students will be able to i) Know the difference between the three types of files and their operations.

						<p>iii) to read contents of a binary file and search for a rollno . If rollno is found print the name otherwise print “record not found”</p> <p>iv) to store roll no ,name and marks of 5 students in a binary file. Update the marks of a particular roll no</p> <p>v) Write a Python program using functions to perform read and write operations onto a “student.csv” file having fields rollno, name ,stream and marks</p>	
August	1 <sup>st</sup> Aug-14 <sup>th</sup> Aug	11	7	CHAPTER 8-Relational Database and SQL	<ul style="list-style-type: none"> <li>• About DBMS and DBMS models</li> <li>• Overview of SQL and MYSQL</li> <li>• Classification of SQL statements</li> <li>• SQL commands</li> <li>• SQL query processing</li> </ul>		<p>The students will be</p> <p>i)able to understand about SQL and MYSQL</p> <p>ii) able to write sql queries based on given tables</p>
August	16 <sup>th</sup> Aug-30 <sup>th</sup> Aug	10	8	CHAPTER 8-Relational Database and SQL	<ul style="list-style-type: none"> <li>• SQL aliases</li> <li>• Order by</li> <li>• Aggregate functions</li> <li>• Group by</li> </ul> <p>Having</p>		<p>The students will be</p> <p>i) Able to use group by and having clause</p> <p>ii) Able to sort the tables in ascending and descending order</p>
September	2 <sup>nd</sup> Sept-10 <sup>th</sup> Sept	7	9	Revision for Mid-Term			To enable students to revise sample papers

September	24 <sup>th</sup> Sept-30 <sup>th</sup> Sept	5	10	CHAPTER 8- Relational Database and SQL	<ul style="list-style-type: none"> <li>• SQL Joins</li> </ul>		The students will be able to write queries to join tables
October	1 <sup>st</sup> Oct-16 <sup>th</sup> Oct	11	11	CHAPTER 5- Data Structures in Python	<ul style="list-style-type: none"> <li>• Introduction to stack</li> <li>• PUSH / POP operations</li> <li>• Traversing a stack</li> </ul>	i) Write a menu driven python program to maintain book details like book code, book title and price using stacks data structures? (implement push(), pop() and traverse() functions. ii) Write a menu driven python program to maintain employee details like empno, name and salary using stacks data structure? (implement insert(), delete() and traverse() functions)	Students will be able to understand the meaning of stack, its implementation using lists and various operations.
October	17 <sup>th</sup> Oct-30 <sup>th</sup> Oct	10	12	CHAPTER 9 – Interface MYSQL with Python	<ul style="list-style-type: none"> <li>• Installing MYSQL connector</li> <li>• Establishing connection between MYSQL and PYTHON</li> </ul>	i) Write a program to connect with a database and store records of 5 employees(empno,name and salary) and display those records ii) Write a program to connect with a database and store records of 5 employees(empno,name and salary) and display those records iii) Write a program to connect with employee table in mysql and print records having salary more than 55000 iv) Write a program to connect with employee table in mysql and update records of employees by increasing salary by 1000 of all those employees who are getting less than 80000 v) Write a program to connect with employee table in mysql and delete the record on the basis of inputted salary.	<b>The students will be able to establish connection between MYSQL and python so that they can be used as front end and back end</b>

November	4 <sup>th</sup> Nov- 16 <sup>th</sup> Nov	10	13	<b>Project work</b>			
November	18 <sup>th</sup> Nov- 29 <sup>th</sup> Nov	10	14	Revision			
December	10 <sup>th</sup> Dec- 19 <sup>th</sup> Dec	8	15	Second Term Exams			
December	20 <sup>th</sup> Dec- 31 <sup>st</sup> Dec	7	16	Revision	Sample Papers	Sample Papers	
January	8 <sup>th</sup> Jan- 20 <sup>th</sup> Jan	9	17	Pre-Board Exams		-----	
January	21 <sup>st</sup> Jan- 31 <sup>st</sup> Jan	9	18	Recapitulation in Remedial classes	Practical Practice/ Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To make students revise the topics
February	3 <sup>rd</sup> Feb- 12 <sup>th</sup> Feb	8	19	Recapitulation in Remedial classes	Practical Practice/ Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To make students revise the topics.
February	13 <sup>th</sup> Feb- 21 <sup>st</sup> Feb	8	20	Recapitulation in Remedial classes	Practical Practice/ Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To make students revise the topics.

**\*UNIT TEST 1:**

Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May

Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May

**\*MID TERM:**

All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.

**\*UNIT TEST 2:**

Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec

Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec

**\*SECOND TERM:**

Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec

**\*PRE BOARD EXAMS:**

Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan

**\*FINAL EXAMS:**

All classes except X and XII - 24<sup>th</sup> Feb onwards



**GURU NANAK PUBLIC SCHOOL, PITAMPURA**  
**PEDAGOGICAL PLANNER**  
**SESSION 2024-25**

**GRADE: XII**

**SUBJECT: INFORMATICS PRACTICES(065)**

**TEXT BOOK : PREETI ARORA**

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	3 <sup>rd</sup> April- 17 <sup>th</sup> April	11	1	<ul style="list-style-type: none"> <li>CHAPTER 1- Data Handling Using Pandas</li> <li>CHAPTER 5- Computer Networks</li> </ul>	<ul style="list-style-type: none"> <li>Features of Pandas <ul style="list-style-type: none"> <li>Data structures in Pandas</li> </ul> </li> <li>Overview and evolution of computer network</li> <li>Basic terminology</li> <li>Types of computer networks</li> </ul>	<b>1) Write a Pandas program to compare the elements of the two Pandas Series?</b> <b>2) Write a Python program to convert a dictionary to a Pandas series.</b> <b>Sample Series:</b> <b>Dictionary: {'a': 100, 'b': 200, 'c': 300, 'd': 400, 'e': 800}</b> <b>Converted series:</b> <b>a 100</b> <b>b 200</b> <b>c 300</b> <b>d 400</b> <b>e 800 dtype: int64</b>	- To enable the students <ul style="list-style-type: none"> <li>i) understand the concept of series in Pandas</li> <li>ii) comprehend about basics of network</li> </ul>
April and May	18 <sup>th</sup> April- 3rd May	13	2	<ul style="list-style-type: none"> <li>CHAPTER 1- Data Handling Using Pandas</li> <li>CHAPTER 5- Computer Networks</li> </ul>	<ul style="list-style-type: none"> <li>Series Attributes</li> <li>Operations on series</li> <li>Network devices</li> <li>Network Topologies</li> </ul>	<b>1) Write a Pandas program to add, subtract, multiple and divide two Pandas Series</b> <b>2) Write a program to sort the element of Series S1 into S2</b> <b>3) Write a program to create a series S to store a range of values where the user gives the upper and the lower limits. Let the indexes be default values.</b>	- Students will be able to <ul style="list-style-type: none"> <li>i) perform various operations on</li> <li>ii) Understand about network devices like gateway, repeater, router and topologies like star and bus.</li> </ul>

May	13 <sup>th</sup> May- 17th May	5	3	<ul style="list-style-type: none"><li>•CHAPTER 1- Data Handling Using Pandas<ul style="list-style-type: none"><li>○ CHAPTER 5- Computer Networks</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Introduction of a dataframe</li><li>• Creation and accessing dataframe</li><li>• Introduction to Internet and web services</li></ul>	<p><b>1) Write a program to accept the name and salary of n number of employees and then create the series to store names as indexes and salary as the data. The program must accept the name of the employee whose salary needs to be changed and the new salary of the employee and then update it in Series.</b></p> <p><b>2) Write a program in python to create the following dataframe named “DATA”storing the details of NEET students:</b></p> <table><tr><th></th><th>Name</th><th>City</th><th>Score</th><th>Qualify</th><th>Category</th><th></th></tr><tr><td>12000</td><td>Rishi Kumar</td><td>Delhi</td><td>560</td><td>No</td><td>Gen</td><td></td></tr><tr><td>12001</td><td>Sehdev Pal</td><td>Noida</td><td>800</td><td>No</td><td>Gen</td><td></td></tr><tr><td>12002</td><td>Simy Ghosh</td><td>Delhi</td><td>1200</td><td>Yes</td><td>ST</td><td></td></tr><tr><td>12003</td><td>Pooja Tyagi</td><td>Gurgaon</td><td>900</td><td>Yes</td><td>SC</td><td></td></tr><tr><td>12004</td><td>Kapil Arora</td><td>Gurgaon</td><td>1060</td><td>Yes</td><td>Gen</td><td></td></tr></table>		Name	City	Score	Qualify	Category		12000	Rishi Kumar	Delhi	560	No	Gen		12001	Sehdev Pal	Noida	800	No	Gen		12002	Simy Ghosh	Delhi	1200	Yes	ST		12003	Pooja Tyagi	Gurgaon	900	Yes	SC		12004	Kapil Arora	Gurgaon	1060	Yes	Gen		To enable the students to i) understand the difference in dataframe and series ii)do programs on creation of dataframe ii) understand about domain names, URL,EMAIL , chat and web server
	Name	City	Score	Qualify	Category																																												
12000	Rishi Kumar	Delhi	560	No	Gen																																												
12001	Sehdev Pal	Noida	800	No	Gen																																												
12002	Simy Ghosh	Delhi	1200	Yes	ST																																												
12003	Pooja Tyagi	Gurgaon	900	Yes	SC																																												
12004	Kapil Arora	Gurgaon	1060	Yes	Gen																																												
May (X &XII)	22 <sup>nd</sup> May-31 <sup>st</sup> May	7	4	<ul style="list-style-type: none"><li>•CHAPTER 1- Data Handling Using Pandas</li><li>•CHAPTER 5- Computer Networks</li></ul>	<ul style="list-style-type: none"><li>• Adding and deleting column of a dataframe</li><li>• Binary operations</li><li>• Web browser</li></ul>	<p><b>1) ‘ Considering the above created dataframe and write pandas queries to do the following:</b></p> <p><b>(a) Display names where score &gt;1000</b></p> <p><b>(b) Increase the score of all the candidates by 25 marks</b></p> <p><b>(c) Display the details of candidates with the roll nos 12003 and 12004</b></p>	To enable the students to – be able to do various operations on dataframe - understand about various web browsers, cookies and plug-ins																																										
July	1 <sup>st</sup> July- 15 <sup>th</sup> July	12	5	<ul style="list-style-type: none"><li>•CHAPTER 1- Data Handling Using Pandas</li></ul>	<ul style="list-style-type: none"><li>• Concatenation and merging of dataframes</li></ul>	<p><b>1) Write a program to consider the dataframe created in above question and display a menu to show the following information regarding the dataframe.</b></p> <p><b>Transpose, Column names, indexes, datatypes of individual columns, size and shape of the dataframe. Your program must keep on displaying as per the menu till the user’s choice.</b></p> <p><b>3) Write a Pandas program to select the rows where the height is not known, i.e. is NaN.</b></p>	Students will be able to learn on how to concatenate and merge dataframes																																										

						'name': ['Asha', 'Radha', 'Kamal', 'Divy', 'Anjali'], 'height': [ 5.5, 5, np.nan, 5.9, np.nan], 'age': [11, 23, 22, 33, 22]	
July	16 <sup>th</sup> July-31 <sup>st</sup> July	12	6	CHAPTER 1- Data Handling Using Pandas	<ul style="list-style-type: none"> <li>Handling CSV FILES</li> </ul>	<p><b>4) Write a Pandas program to select the name of persons whose height is between 5 to 5.5 (both values inclusive)</b></p> <p>'name': ['Asha', 'Radha', 'Kamal', 'Divy', 'Anjali'], 'height': [ 5.5, 5, np.nan, 5.9, np.nan], 'age': [11, 23, 22, 33, 22]</p> <p><b>5) Write a panda program to read marks detail of Manasvi and Calculate sum of all marks</b></p> <p><b>6) Write a Pandas program to sort the data frame first by 'Designation' in Ascending order, then by 'Name' in Descending order.</b></p>	Students will be able to Write programs using Dataframe
August	1 <sup>st</sup> Aug- 14 <sup>th</sup> Aug	11	7	CHAPTER 3- Data Visualization Using Matplotlib	<ul style="list-style-type: none"> <li>Matplotlib</li> <li>Types of charts</li> </ul>	<p><b>1) Draw the histogram based on the Production of Wheat in different Years</b> Year:2000,2002,2004,2006,2008,2010 ,2012,2014,2016,2018 Production':4,6,7,15,24,2,19,5,16,4</p> <p><b>2) Write a program to create dataframe for 3 student including name and roll numbers. and add new columns for 5 subjects and 1 column to calculate percentage. It should include random numbers in marks of all subjects</b></p> <p><b>3) The table shows passenger car fuel rates in miles per gallon for several years. Make a LINE GRAPH of the data. During which 2-year period did the fuel rate decrease?</b></p>	Students will be able to i) Know about Matplotlib library ii) Write programs to make various types of charts

						<p><b>YEAR: 2000 2002 2004 2006</b>  <b>RATE: 21.0 20.7 21.2 21.6</b></p> <p><b>4) Create a dataframe to store examination work of 10 classes (class and pass percentage)</b>  <b>Eg. – class pass percentage</b>  <b>XI 97%</b>  <b>XII 100%</b></p> <p><b>5) The number of bed-sheets manufactured by a factory during five consecutive weeks is given below.</b></p> <p><b>Week First Second Third Fourth Fifth</b>  <b>Number of Bed-sheets</b>  <b>600 850 700 300 900</b></p> <p><b>6) The number of students in 7 different classes is given below. Represent this data on the bar graph.</b></p> <p><b>Class 6th 7th 8th</b>  <b>9th 10th 11th 12th</b>  <b>Number of Students 130 120</b>  <b>135 130 150 80 75</b></p>	
August	16 <sup>th</sup> Aug-30 <sup>th</sup> Aug	10	8	○ CHAPTER 4 – Database Query using SQL	<ul style="list-style-type: none"> <li>• Functions in Mysql</li> <li>• Mathematics and aggregate functions</li> </ul>		i) Students will be able to create table and perform mathematical functions
September	2 <sup>nd</sup> Sept-10 <sup>th</sup> Sept	7	9	Revision for Mid-Term			To enable students to revise topics and solve previous years sample papers

September	24 <sup>th</sup> Sept-30 <sup>th</sup> Sept	5	10	<ul style="list-style-type: none"> <li>CHAPTER 4 – Database Query using SQL</li> </ul>	<ul style="list-style-type: none"> <li>Sorting in SQL</li> <li>Group by and having clause</li> </ul>		Students will be able to i) understand about sorting . ii) Performing group by and having operations
October	1 <sup>st</sup> Oct-16 <sup>th</sup> Oct	11	11	<ul style="list-style-type: none"> <li>CHAPTER 4 – Database Query using SQL</li> <li>CHAPTER 6 – Societal Impacts</li> </ul>	<ul style="list-style-type: none"> <li>SQL Joins</li> <li>Introduction about societal impacts</li> <li>Digital footprints</li> <li>Net and communication etiquettes</li> <li>Data Protection</li> </ul>		Students will be able to i) perform joins on tables ii) learn about Digital footprints and communication etiquettes
October	17 <sup>th</sup> Oct-30 <sup>th</sup> Oct	10	12	<ul style="list-style-type: none"> <li>CHAPTER 6 – Societal Impacts</li> </ul>	<ul style="list-style-type: none"> <li>IPR</li> <li>Cybercrime</li> <li>E-waste management</li> </ul>		The students will be able <ul style="list-style-type: none"> <li>to learn about Intellectual Property Rights, Cyber Law .</li> <li>Understand how to manage waste</li> </ul>
November	4 <sup>th</sup> Nov-16 <sup>th</sup> Nov	10	13	Revision			
November	18 <sup>th</sup> Nov-29 <sup>th</sup> Nov	10	14	Revision			
December	10 <sup>th</sup> Dec-19 <sup>th</sup> Dec	8	15	Second Term Exams			
December	20 <sup>th</sup> Dec-31 <sup>st</sup> Dec	7	16	Revision	Sample Papers	Sample Papers	
January	8 <sup>th</sup> Jan-20 <sup>th</sup> Jan	9	17	Pre-Board Exams		-----	
January	21 <sup>st</sup> Jan-31 <sup>st</sup> Jan	9	18	Recapitulation in Remedial classes	Practical Practice/ Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To make students revise the topics

February	3 <sup>rd</sup> Feb- 12 <sup>th</sup> Feb	8	19	Recapitulation in Remedial classes	Practical Practice/ Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To make students revise the topics
February	13 <sup>th</sup> Feb- 21 <sup>st</sup> Feb	8	20	Recapitulation in Remedial classes	Practical Practice/ Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To make students revise the topics

**\*UNIT TEST 1:**

Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May

Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May

**\*MID TERM:**

All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.

**\*UNIT TEST 2:**

Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec

Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec

**\*SECOND TERM:**

Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec

**\*PRE BOARD EXAMS:**

Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan

**\*FINAL EXAMS:**

All classes except X and XII - 24<sup>th</sup> Feb onwards



**GURU NANAK PUBLIC SCHOOL, PITAMPURA**  
**PEDAGOGICAL PLANNER**  
**SESSION 2024-25**

**GRADE: XII**

**SUBJECT: INFORMATICS PRACTICES(065)**

**TEXT BOOK : PREETI ARORA**

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	1st April- 17 <sup>th</sup> April	11	1	<ul style="list-style-type: none"> <li>•CHAPTER 1- Data Handling Using Pandas</li> <li>○ CHAPTER 5- Computer Networks</li> </ul>	<ul style="list-style-type: none"> <li>• Features of Pandas <ul style="list-style-type: none"> <li>• Data structures in Pandas</li> </ul> </li> <li>• Overview and evolution of computer network</li> <li>• Basic terminology</li> <li>• Types of computer networks</li> </ul>	<b>1) Write a Pandas program to compare the elements of the two Pandas Series?</b> <b>2) Write a Python program to convert a dictionary to a Pandas series. Sample Series:</b> <b>Dictionary: {'a': 100, 'b': 200, 'c': 300, 'd': 400, 'e': 800}</b> <b>Converted series:</b> <b>a 100</b> <b>b 200</b> <b>c 300</b> <b>d 400</b> <b>e 800 dtype: int64</b>	- To enable the students i) understand the concept of series in Pandas ii) comprehend about basics of network
April and May	18 <sup>th</sup> April- 3rd May	13	2	<ul style="list-style-type: none"> <li>•CHAPTER 1- Data Handling Using Pandas</li> <li>○ CHAPTER 5- Computer Networks</li> </ul>	<ul style="list-style-type: none"> <li>• Series Attributes</li> <li>• Operations on series</li> <li>• Network devices</li> <li>• Network Topologies</li> </ul>	<b>1) Write a Pandas program to add, subtract, multiple and divide two Pandas Series</b> <b>2) Write a program to sort the element of Series S1 into S2</b> <b>3) Write a program to create a series S to store a range of values where the user gives the upper and the lower limits. Let the indexes be default values.</b>	- Students will be able to i) perform various operations on ii) Understand about network devices like gateway, repeater, router and topologies like star and bus.

May	13 <sup>th</sup> May- 17th May	5	3	<ul style="list-style-type: none"><li>•CHAPTER 1- Data Handling Using Pandas<ul style="list-style-type: none"><li>○ CHAPTER 5- Computer Networks</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Introduction of a dataframe</li><li>• Creation and accessing dataframe</li><li>• Introduction to Internet and web services</li></ul>	<p><b>1) Write a program to accept the name and salary of n number of employees and then create the series to store names as indexes and salary as the data. The program must accept the name of the employee whose salary needs to be changed and the new salary of the employee and then update it in Series.</b></p> <p><b>2) Write a program in python to create the following dataframe named “DATA”storing the details of NEET students:</b></p> <table><tr><th></th><th>Name</th><th>City</th><th>Score</th><th>Qualify</th><th>Category</th><th></th></tr><tr><td>12000</td><td>Rishi Kumar</td><td>Delhi</td><td>560</td><td>No</td><td>Gen</td><td></td></tr><tr><td>12001</td><td>Sehdev Pal</td><td>Noida</td><td>800</td><td>No</td><td>Gen</td><td></td></tr><tr><td>12002</td><td>Simy Ghosh</td><td>Delhi</td><td>1200</td><td>Yes</td><td>ST</td><td></td></tr><tr><td>12003</td><td>Pooja Tyagi</td><td>Gurgaon</td><td>900</td><td>Yes</td><td>SC</td><td></td></tr><tr><td>12004</td><td>Kapil Arora</td><td>Gurgaon</td><td>1060</td><td>Yes</td><td>Gen</td><td></td></tr></table>		Name	City	Score	Qualify	Category		12000	Rishi Kumar	Delhi	560	No	Gen		12001	Sehdev Pal	Noida	800	No	Gen		12002	Simy Ghosh	Delhi	1200	Yes	ST		12003	Pooja Tyagi	Gurgaon	900	Yes	SC		12004	Kapil Arora	Gurgaon	1060	Yes	Gen		To enable the students to i) understand the difference in dataframe and series ii)do programs on creation of dataframe ii) understand about domain names, URL,EMAIL , chat and web server
	Name	City	Score	Qualify	Category																																												
12000	Rishi Kumar	Delhi	560	No	Gen																																												
12001	Sehdev Pal	Noida	800	No	Gen																																												
12002	Simy Ghosh	Delhi	1200	Yes	ST																																												
12003	Pooja Tyagi	Gurgaon	900	Yes	SC																																												
12004	Kapil Arora	Gurgaon	1060	Yes	Gen																																												
May (X &XII)	22 <sup>nd</sup> May-31 <sup>st</sup> May	7	4	<ul style="list-style-type: none"><li>•CHAPTER 1- Data Handling Using Pandas</li><li>•CHAPTER 5- Computer Networks</li></ul>	<ul style="list-style-type: none"><li>• Adding and deleting column of a dataframe</li><li>• Binary operations</li><li>• Web browser</li></ul>	<p><b>1) ‘ Considering the above created dataframe and write pandas queries to do the following:</b></p> <p><b>(a) Display names where score &gt;1000</b></p> <p><b>(b) Increase the score of all the candidates by 25 marks</b></p> <p><b>(c) Display the details of candidates with the roll nos 12003 and 12004</b></p>	To enable the students to – be able to do various operations on dataframe - understand about various web browsers, cookies and plug-ins																																										
July	1 <sup>st</sup> July- 15 <sup>th</sup> July	12	5	<ul style="list-style-type: none"><li>•CHAPTER 1- Data Handling Using Pandas</li></ul>	<ul style="list-style-type: none"><li>• Concatenation and merging of dataframes</li></ul>	<p><b>1) Write a program to consider the dataframe created in above question and display a menu to show the following information regarding the dataframe.</b></p> <p><b>Transpose, Column names, indexes, datatypes of individual columns, size and shape of the dataframe. Your program must keep on displaying as per the menu till the user’s choice.</b></p> <p><b>3) Write a Pandas program to select the rows where the height is not known, i.e. is NaN.</b></p>	Students will be able to learn on how to concatenate and merge dataframes																																										

						'name': ['Asha', 'Radha', 'Kamal', 'Divy', 'Anjali'], 'height': [ 5.5, 5, np.nan, 5.9, np.nan], 'age': [11, 23, 22, 33, 22]	
July	16 <sup>th</sup> July-31 <sup>st</sup> July	12	6	CHAPTER 1- Data Handling Using Pandas	<ul style="list-style-type: none"> <li>Handling CSV FILES</li> </ul>	<p><b>4) Write a Pandas program to select the name of persons whose height is between 5 to 5.5 (both values inclusive)</b></p> <p>'name': ['Asha', 'Radha', 'Kamal', 'Divy', 'Anjali'], 'height': [ 5.5, 5, np.nan, 5.9, np.nan], 'age': [11, 23, 22, 33, 22]</p> <p><b>5) Write a panda program to read marks detail of Manasvi and Calculate sum of all marks</b></p> <p><b>6) Write a Pandas program to sort the data frame first by 'Designation' in Ascending order, then by 'Name' in Descending order.</b></p>	Students will be able to Write programs using Dataframe
August	1 <sup>st</sup> Aug- 14 <sup>th</sup> Aug	11	7	CHAPTER 3- Data Visualization Using Matplotlib	<ul style="list-style-type: none"> <li>Matplotlib</li> <li>Types of charts</li> </ul>	<p><b>1) Draw the histogram based on the Production of Wheat in different Years</b> Year:2000,2002,2004,2006,2008,2010 ,2012,2014,2016,2018 Production':4,6,7,15,24,2,19,5,16,4</p> <p><b>2) Write a program to create dataframe for 3 student including name and roll numbers. and add new columns for 5 subjects and 1 column to calculate percentage. It should include random numbers in marks of all subjects</b></p> <p><b>3) The table shows passenger car fuel rates in miles per gallon for several years. Make a LINE GRAPH of the data. During which 2-year period did the fuel rate decrease?</b></p>	Students will be able to i) Know about Matplotlib library ii) Write programs to make various types of charts

						<p><b>YEAR: 2000 2002 2004 2006</b>  <b>RATE: 21.0 20.7 21.2 21.6</b></p> <p><b>4) Create a dataframe to store examination work of 10 classes (class and pass percentage)</b>  <b>Eg. – class pass percentage</b>  <b>XI 97%</b>  <b>XII 100%</b></p> <p><b>5) The number of bed-sheets manufactured by a factory during five consecutive weeks is given below.</b></p> <p><b>Week First Second Third Fourth Fifth</b>  <b>Number of Bed-sheets</b>  <b>600 850 700 300 900</b></p> <p><b>6) The number of students in 7 different classes is given below. Represent this data on the bar graph.</b></p> <p><b>Class 6th 7th 8th</b>  <b>9th 10th 11th 12th</b>  <b>Number of Students 130 120</b>  <b>135 130 150 80 75</b></p>	
August	16 <sup>th</sup> Aug-30 <sup>th</sup> Aug	10	8	○ CHAPTER 4 – Database Query using SQL	<ul style="list-style-type: none"> <li>• Functions in Mysql</li> <li>• Mathematics and aggregate functions</li> </ul>		i) Students will be able to create table and perform mathematical functions
September	2 <sup>nd</sup> Sept-10 <sup>th</sup> Sept	7	9	Revision for Mid-Term			To enable students to revise topics and solve previous years sample papers

September	24 <sup>th</sup> Sept-30 <sup>th</sup> Sept	5	10	<ul style="list-style-type: none"> <li>CHAPTER 4 – Database Query using SQL</li> </ul>	<ul style="list-style-type: none"> <li>Sorting in SQL</li> <li>Group by and having clause</li> </ul>		Students will be able to i) understand about sorting . ii) Performing group by and having operations
October	1 <sup>st</sup> Oct-16 <sup>th</sup> Oct	11	11	<ul style="list-style-type: none"> <li>CHAPTER 4 – Database Query using SQL</li> <li>CHAPTER 6 – Societal Impacts</li> </ul>	<ul style="list-style-type: none"> <li>SQL Joins</li> <li>Introduction about societal impacts</li> <li>Digital footprints</li> <li>Net and communication etiquettes</li> <li>Data Protection</li> </ul>		Students will be able to i) perform joins on tables ii) learn about Digital footprints and communication etiquettes
October	17 <sup>th</sup> Oct-30 <sup>th</sup> Oct	10	12	<ul style="list-style-type: none"> <li>CHAPTER 6 – Societal Impacts</li> </ul>	<ul style="list-style-type: none"> <li>IPR</li> <li>Cybercrime</li> <li>E-waste management</li> </ul>		The students will be able <ul style="list-style-type: none"> <li>to learn about Intellectual Property Rights, Cyber Law .</li> <li>Understand how to manage waste</li> </ul>
November	4 <sup>th</sup> Nov-16 <sup>th</sup> Nov	10	13	Revision			
November	18 <sup>th</sup> Nov-29 <sup>th</sup> Nov	10	14	Revision			
December	10 <sup>th</sup> Dec-19 <sup>th</sup> Dec	8	15	Second Term Exams			
December	20 <sup>th</sup> Dec-31 <sup>st</sup> Dec	7	16	Revision	Sample Papers	Sample Papers	
January	8 <sup>th</sup> Jan-20 <sup>th</sup> Jan	9	17	Pre-Board Exams		-----	
January	21 <sup>st</sup> Jan-31 <sup>st</sup> Jan	9	18	Recapitulation in Remedial classes	Practical Practice/ Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To make students revise the topics

February	3 <sup>rd</sup> Feb- 12 <sup>th</sup> Feb	8	19	Recapitulation in Remedial classes	Practical Practice/ Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To make students revise the topics
February	13 <sup>th</sup> Feb- 21 <sup>st</sup> Feb	8	20	Recapitulation in Remedial classes	Practical Practice/ Individual doubts	Chapter/Topic-wise discussion clearing individual doubts	To make students revise the topics

**\*UNIT TEST 1:**

Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May

Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May

**\*MID TERM:**

All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.

**\*UNIT TEST 2:**

Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec

Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec

**\*SECOND TERM:**

Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec

**\*PRE BOARD EXAMS:**

Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan

**\*FINAL EXAMS:**

All classes except X and XII - 24<sup>th</sup> Feb onwards



# GURU NANAK PUBLIC SCHOOL, PITAMPURA

## PEDAGOGICAL PLANNER

SESSION 2024-25

GRADE: XII

SUBJECT: PHYSICAL EDUCATION

TEXT BOOK: NCERT

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	3rd April-17 <sup>th</sup> April	11	1	Planning In Sports	Sports event management Committees Fixtures Intramural and Extramural Sports program	Game based learning  Classification of committees  Question answers and make plan for any sports event	Meaning and objectives of planning.  Various committees and its responsibilities (pre ,during and post)  Tournament-Knockout a, League or Round Robin and combination.
April and May	18 <sup>th</sup> April-3rd May	13	2	Children and Women in Sports	Postural Deformities Female Athlete Triad Women participation	Motor development and factor effecting it.  Exercise guidelines for different stages of growth and development.  Common postural deformities.  Sports participation of women in India.  Special consideration of (menarche and menstrual	Student will be able to Explain

						disfunction)  Female athlete triad (osteoporosis and eating disorder)	
<b>May</b>	<b>13<sup>th</sup> May- 17th May</b>	<b>5</b>	<b>3</b>	<b>Yoga and Lifestyle</b>	Obesity  Hypertension  Asthma  Back pain  Diabetes	Bhujangasana, pawanmuktasana etc.  Asthma procedure benefits and contraindication for Sukhasana, chakrasana, parvatasana etc.  Hypertension and back pain- tadasana, vajrasana, bhujangasana, vakrasana and shalabhasana.  Lecture cum Discussion	Student knows about what is the difference between asana and pranayama  What type of asana you can follow to reduce your body fat
<b>May (X &amp; XII)</b>	<b>22<sup>nd</sup> May- 31<sup>st</sup> May</b>	<b>7</b>	<b>4</b>	<b>Physical education and sports for CWSN</b>	Special Olympic  Paralympic  Deaflympic  Inclusion in sports	Concept of disability and disorder.  Types of disability, its causes and nature.  Types of disorder its causes and nature.  Disability etiquettes.  Advantages of physical activities for children with special needs.  Strategies to make physical activity accessible for children with special needs.	<b>Understands and improve posture deformities</b>

<b>July</b>	<b>1<sup>st</sup> July- 15<sup>th</sup> July</b>	<b>12</b>	<b>5</b>	<b>Sports and Nutrition</b>	Balance Diet  Macro and Micro Nutrient  Important of diet	Lecture cum discussion	Students knows about what is the difference between asana and pranayama
<b>July</b>	<b>16<sup>th</sup> July- 31<sup>st</sup> July</b>	<b>12</b>	<b>6</b>	<b>Test and Measurement in Sports</b>	Fitness test  Rikli and jones test  Johnson test  Cardiovascular fitness	Motor fitness test -50mtr, standing start,600mtr run/ walk, sit and rich test, partial curl up, push up for boys (modified push up for girl) standing broad jump, agility- 4x10mtr shuttle run.  General motor fitness test – barrow.  Measurement of cardio vascular fitness Harvard step test and rock port test.  Rikli and jones – senior citizen fitness tests	Student will be able to Explain
<b>August</b>	<b>1<sup>st</sup> Aug- 14<sup>th</sup> Aug</b>	<b>11</b>	<b>7</b>	<b>Physiology and injuries in sports</b>	Physical fitness  Sports injuries  Effect of exercise on the muscular and cardiovascular system	Lecture cum discussion	Students know about importance of physical fitness and effect of exercise
<b>August</b>	<b>16<sup>th</sup> Aug- 30<sup>th</sup> Aug</b>	<b>10</b>	<b>8</b>	<b>Biomechanics and Sports</b>	Newtons law  Types of lever  Friction  Projectile	Meaning and importance of biomechanics in sports.  Types of movements.  Newtons laws of motion and its application in sports.  Friction and sports.	Understanding the relationship between friction and sports

September	2 <sup>nd</sup> Sept- 10 <sup>th</sup> Sept	7	9	Psychology and Sports	Personality Motivation Aggression Psychological attributes	Personality –definition and its types-trait.  Motivation-types and techniques.  Meaning, concept and types of aggression,  Exercise adherence, enhancing, adherence.	Understanding of different techniques of sports
September	24 <sup>th</sup> Sept- 30 <sup>th</sup> Sept	5	10	Training In Sports		Strength/endurance/speed/flexibility- definition, types and method for improvement.  Coordinative abilities- definition and types  Circuit training- introduction and importance.	Understands various motor components
November	4 <sup>th</sup> Nov- 16 <sup>th</sup> Nov	10	13		REVISION		

**\*UNIT TEST 1:**

Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May

Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May

**\*MID TERM:**

All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.

**\*UNIT TEST 2:**

Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec

Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec

**\*SECOND TERM:**

Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec

**\*PRE BOARD EXAMS:**

Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan

**\*FINAL EXAMS:**

**All classes except X and XII - 24<sup>th</sup> Feb onwards**

# GURU NANAK PUBLIC SCHOOL, PITAMPURA

## PEDAGOGICAL PLANNER

SESSION 2024-25

GRADE: XII , SUBJECT: PUNJABI , TEXT BOOK: Lazmi Punjabi 12 (Punjab School Sikhya Board )

MONTH	DATES	WORKING DAYS	UNIT	CONTENT/TOPIC	SUB-TOPIC	SUBJECT ENRICHMENT ACTIVITY/ PROJECT	LEARNING OBJECTIVE
April	3rd April-17 <sup>th</sup> April	11	1	1ਕਵਿਤਾ :ਟੁਕੜੀ ਜੱਗ ਤੋਂ ਨਿਆਰੀ।( ਭਾਈ ਵੀਰ ਸਿੰਘ )  2ਅਣਡਿੱਠਾ ਪੈਰਾ :ਸਿਰਲੇਖ ਅਤੇ ਬਹੁਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ ਉੱਤਰ	1.ਕਵੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ।  ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ,ਕਵਿਤਾ ਦੀ ਭਰਪੂਰ ਵਿਆਖਿਆ।  ਪ੍ਰਸ਼ਨ ਉੱਤਰ ।  2.ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਅਣਡਿੱਠਾ ਪੈਰਾ ਤੋਂ ਉਸ ਨਾਲ ਸੰਬੰਧਿਤ ਬਹੁ ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ -ਉੱਤਰ ਅਤੇ ਸਿਰਲੇਖ	1.ਕਸ਼ਮੀਰ ਦੀ ਖੂਬਸੂਰਤੀ ਬਾਰੇ ਜਮਾਤ ਵਿੱਚ ਚਰਚਾ ਕੀਤੀ ਜਾਵੇਗੀ।  ਕਸ਼ਮੀਰ ਦੀ ਖੂਬਸੂਰਤੀ ਨੂੰ ਦਰਸਾਉਂਦੇ ਹੋਏ ਚਿੱਤਰ ਕਾਪੀ ਵਿੱਚ ਲਗਾਏ ਜਾਣਗੇ।  2. ਅਖਬਾਰਾਂ/ ਰਸਾਲਿਆਂ ਵਿੱਚੋਂ ਅਣਡਿੱਠੇ ਪੈਰੇ ਦੇ ਆਧਾਰ ਤੇ ਸੰਖੇਪ ਪ੍ਰਸ਼ਨ- ਉੱਤਰ / ਬਹੁ ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ -ਉੱਤਰ ਅਤੇ ਢੁਕਵਾਂ ਸਿਰਲੇਖ।	1.ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ ਕਿ ਕਸ਼ਮੀਰ ਇਕ ਖੂਬਸੂਰਤ ਥਾਂ ਹੈ।ਸਾਨੂੰ ਵਾਤਾਵਰਨ ਸੰਭਾਲ ਅਤੇ ਖੂਬਸੂਰਤ ਧਰਤੀ ਦੀ ਸੰਭਾਲ ਦੇ ਯਤਨ ਕਰਨੇ ਚਾਹੀਦੇ ਹਨ।  2. ਵਿਦਿਆਰਥੀ ਨੂੰ ਅਖਬਾਰਾਂ ਅਤੇ ਹੋਰ ਰਸਾਲੇ ਪੜ੍ਹਨ ਦੀ ਰੁਚੀ ਪੈਦਾ ਹੋਵੇਗੀ। ਭਾਸ਼ਾ ਤੇ ਪਕੜ ਮਜ਼ਬੂਤ ਹੋਵੇਗੀ। ਮਾਂ ਬੋਲੀ ਪ੍ਰਤੀ ਸਨਮਾਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।
April and May	18 <sup>th</sup> April-3rd May	13	2	1ਕਵਿਤਾ: ਤਾਜ ਮਹਲ ( ਪ੍ਰੋਫੈਸਰ ਮੋਹਨ ਸਿੰਘ )	ਕਵੀਆਂ ਬਾਰੇ ਭਰਪੂਰ ਜਾਣਕਾਰੀ ।  ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਕਵਿਤਾ ਦੀ ਭਰਪੂਰ ਵਿਆਖਿਆ।	1.*ਵਿਦਿਆਰਥੀ ਤਾਜ ਮਹਲ ਦਾ ਚਿੱਤਰ ਕਾਪੀ ਵਿੱਚ ਲਗਾਉਣਗੇ। ਜੇਕਰ ਉਹਨਾਂ ਨੇ ਤਾਜ ਮਹਿਲ ਵੇਖਿਆ ਹੈ ਤਾਂ ਆਪਣੇ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰਨਗੇ।  2. ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੀ ਸ਼ਹਾਦਤ ਅਤੇ ਮਾਤਾ ਗੁਜਰੀ ਜੀ ਸੰਬੰਧਿਤ ਤਸਵੀਰਾਂ ਇਕੱਤਰ	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਤਾਜ ਮਹਲ ਦੀ ਸੁੰਦਰਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ। ਇਤਿਹਾਸਿਕ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।ਮਜ਼ਦੂਰਾਂ ਤੇ ਹੁੰਦੇ ਅੱਤਿਆਚਾਰਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।ਮਜ਼ਦੂਰਾਂ ਦੇ ਹੱਕਾਂ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।  2. ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਬਾਲ- ਵੀਰਾਂ ਦੀ ਸ਼ਹਾਦਤ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ। ਸਿੱਖ

				2ਕਵਿਤਾ: ਚੁੰਮ ਚੁੰਮ ਰੱਖੇ (ਨੰਦ ਲਾਲ ਨੂਰਪੁਰੀ)	ਪ੍ਰਸ਼ਨ- ਉੱਤਰ ।	ਕਰਨੀਆਂ ।ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੀ ਸ਼ਹਾਦਤ ਬਾਰੇ ਜਮਾਤ ਵਿੱਚ ਚਰਚਾ ਕਰਨਾ।	ਕੌਮ ਵਿੱਚ ਹੋਈਆਂ ਸ਼ਹਾਦਤਾਂ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ । ਦੇਸ਼ - ਕੌਮ ਪ੍ਰਤੀ ਕੁਰਬਾਨੀ ਦੀ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ ।ਸਮਾਜ ਵਿੱਚ ਸੇਵਾ ਕਰਨ ਦਾ ਜਜ਼ਬਾ ਉਜਾਗਰ ਹੋਵੇਗਾ।
May	13 <sup>th</sup> May-17 <sup>th</sup> May	5	3	1.ਵਾਕ ਵਟਾਂਦਰਾ:          2 .ਕਾਰ ਵਿਹਾਰ ਦਾ ਪੱਤਰ	1.* ਸਧਾਰਨ ਵਾਕ ਸੰਯੁਕਤ ਵਾਕ *ਮਿਸ਼ਰਿਤ ਵਾਕ *ਹਾਂ -ਵਾਚਕ ਵਾਕ *ਨਾਂਹ -ਵਾਚਕ ਵਾਕ *ਕਰਤਰੀ- ਵਾਚਕ ਵਾਕ *ਕਰਮਨੀ -ਵਾਚਕ ਵਾਕ *ਪ੍ਰਸ਼ਨ -ਵਾਚਕ ਵਾਕ * ਵਿਸਮੈ-ਵਾਚਕ ਵਾਕ ਆਦਿ  2.ਕਾਰ ਵਿਹਾਰ ਦੇ ਵੱਖ- ਵੱਖ ਪੱਤਰਾਂ ਖਾਕਾ ਜਿਸ ਵਿੱਚ :ਆਰੰਭਕ, ਮੱਧ ਭਾਗ ,ਅੰਤ ਭਾਗ ਅਤੇ ਵਿਸ਼ੇ ਦਾ ਵਿਸਤਾਰ	ਵਿਦਿਆਰਥੀ ਜਮਾਤ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸਮੂਹ ਬਣਾਏ ਜਾਣਗੇ ਉਹਨਾਂ ਵਿੱਚ ਵਾਕ ਵਟਾਂਦਰੇ ਦਾ ਮੁਕਾਬਲਾ ਕਰਵਾਇਆ ਜਾਵੇਗਾ ।  2.ਵੱਖ -ਵੱਖ ਵਿਸ਼ਿਆਂ ਤੇ ਕਾਰ ਵਿਹਾਰ ਦੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਅਭਿਆਸ ਕਰਵਾਇਆ ਜਾਵੇਗਾ।	1. *ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਵਿਹਾਰਕ ਵਿਆਕਰਣ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। * ਸਮੇਂ ,ਸਥਿਤੀ ਅਤੇ ਮੌਕੇ ਅਨੁਸਾਰ ਸਹੀ ਚੰਗ ਨਾਲ ਵਾਕ ਪੇਸ਼ ਕਰਨ ਦੀ ਕਲਾ ਵਿੱਚ ਨਿਪੁੰਨਤਾ ਹਾਸਲ ਹੋਵੇਗੀ ।  2.*ਵਿਦਿਆਰਥੀ ਵੱਖ ਵੱਖ ਵਿਭਾਗਾਂ ਵਿੱਚ ਆਪਣੀ ਗੱਲ ਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਪੇਸ਼ ਕਰਨ ਦੇ ਸਮਰੱਥ ਹੋਵੇਗਾ।  *ਵਿਹਾਰਕ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ ਭਾਸ਼ਾ ਤੇ ਪਕੜ ਮਜ਼ਬੂਤ ਹੋਵੇਗੀ।
May (X & XII)	22 <sup>nd</sup> May-31 <sup>st</sup> May		4	1.ਅਖਾਣ /ਅਖੌਤਾਂ	1.ਅਖਾਣ/ ਅਖੌਤਾਂ ਵਰਤ ਕੇ ਸਥਿਤੀ ਸਪਸ਼ਟ ਕਰਨਾ	1.ਜਮਾਤ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸਮੂਹ ਬਣਾਏ ਜਾਣਗੇ ਹਰ ਸਮੂਹਦਾ ਇੱਕ ਵਿਦਿਆਰਥੀ ਅਖਾਣ/ ਅਖੌਤਾਂ ਬੋਲੇਗਾ ਦੂਜੇ ਸਮੂਹ ਦਾ ਵਿਦਿਆਰਥੀ ਉਸਦਾ ਅਰਥ ਦੱਸੇਗਾ ਅਤੇ ਤੀਜੇ ਸਮੂਹ ਦਾ ਵਿਦਿਆਰਥੀ ਸਥਿਤੀ ਅਨੁਸਾਰ ਉਸ ਨੂੰ ਸਪਸ਼ਟ ਕਰੇਗਾ	1* ਵਿਹਾਰਕ ਵਿਆਕਰਣ ਦਾ ਅਭਿਆਸ ਹੋਵੇਗਾ। * ਸਥਿਤੀ ਅਨੁਸਾਰ ਅਖਾਣ/ ਅਖਾਉਤਾ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨਾ ਆਵੇਗਾ। * ਭਾਸ਼ਾਈ ਕੋਸ਼ਲ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। * ਪੰਜਾਬੀ ਲੋਕਯਾਨ ਨਾਲ ਸਾਂਝ ਵਧੇਗੀ।

				2.ਪੈਰਾ ਰਚਨਾ	2. ਸਮਾਜਿਕ, ਸੱਭਿਆਚਾਰਕ ਅਤੇ ਮਨੋਰੰਜਕ ਵਿਸ਼ੇ	2.ਸਮਾਜਿਕ, ਸੱਭਿਆਚਾਰਕ ਅਤੇ ਮਨੋਰੰਜਕ ਵਿਸ਼ਿਆਂ ਨਾਲ ਸੰਬੰਧਿਤ ਰਸਾਲੇ ਜਮਾਤ ਵਿੱਚ ਪੜ੍ਹਵਾਏ ਜਾਣਗੇ। ਵੱਖ ਵੱਖ ਵਿਸ਼ਿਆਂ ਤੇ ਚਰਚਾ ਕਰਵਾਈ ਜਾਵੇਗੀ।	2. ਪੈਰਾ ਰਚਨਾ ਦੇ ਅਭਿਆਸ ਨਾਲ ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਆਲੇ ਦੁਆਲੇ ਦੇ ਵਿਸ਼ਿਆਂ ਪ੍ਰਤੀ ਸੰਵੇਦਨਸ਼ੀਲ ਹੋਵੇਗਾ। * ਵਿਚਾਰ ਪ੍ਰਗਟ ਕਰਨ ਦੀ ਕਲਾ ਵਿੱਚ ਨਿਪੁੰਨ ਹੋਵੇਗਾ। * ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ ਕੌਸ਼ਲ ਵਿੱਚ ਮਾਹਿਰ ਹੋਵੇਗਾ। *
July	1 <sup>st</sup> July-15 <sup>th</sup> July	12	5	1.ਕਹਾਣੀ: ਸਾਂਝ:( ਸੁਜਾਨ ਸਿੰਘ )  2 ਕਹਾਣੀ :ਨੀਲੀ( ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ )	*ਕਹਾਣੀਕਾਰਾਂ : ਸੁਜਾਨ ਸਿੰਘ ਅਤੇ ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ ਬਾਰੇ ਜਾਣਕਾਰੀ ।  *ਐੱਥੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ।  *ਪ੍ਰਸ਼ਨ ਉੱਤਰ।  ਬਹੁ ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ ਉੱਤਰ  *ਪਾਤਰ- ਚਿਤਰਨ	1*ਵਿਦਿਆਰਥੀ ਜਮਾਤ ਵਿੱਚ ਚਰਚਾ ਕਰਨਗੇ ਜਦੋਂ ਉਹਨਾਂ ਨੂੰ ਆਪਣੀ ਅਤੇ ਕਿਸੇ ਦੂਜੇ ਦੀ ਕਿਸੇ ਗੱਲ ਵਿੱਚ ਸਾਂਝ ਮਹਿਸੂਸ ਹੋਈ ਹੋਵੇ। * ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਆਪਣਿਆਂ ਅਨੁਭਵ ਸਾਂਝੇ ਕਰਨਗੇ ਜਦੋਂ ਉਹਨਾਂ ਨੇ ਕਿਸੇ ਦੀ ਮਦਦ ਕੀਤੀ ਹੋਵੇ।  2. ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਮਨ ਭਾਉਂਦੇ ਪਸ਼ੂ -ਪੰਛੀ ਬਾਰੇ ਚਰਚਾ ਕਰਨਗੇ। * ਜਮਾਤ ਵਿੱਚ ਚਰਚਾ ਕੀਤੀ ਜਾਵੇਗੀ ਕਿ ਪਸ਼ੂਆਂ -ਪੰਛੀਆਂ ਵਿੱਚ ਵੀ ਭਾਵਨਾਵਾਂ ਹੁੰਦੀਆਂ ਹਨ ।	1. ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਨੇਕੀ ਕਰਨ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਹੋਵੇਗੀ। * ਹਮਦਰਦੀ ਦੀ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ । * ਬਜ਼ੁਰਗਾਂ ਦਾ ਸਨਮਾਨ ਕਰਨ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਹੋਵੇਗੀ। * ਮਿਹਨਤ ਵਿੱਚ ਭਰੋਸਾ ਵੱਧੇਗਾ। * ਸਾਂਝ ਪਾਉਣ ਵਿੱਚ ਨਿਪੁਣ ਹੋਣਗੇ। * ਵਿਦਿਆਰਥੀ ਵਿੱਚ ਨੈਤਿਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ।  2 ਨੀਲੀ ਕਹਾਣੀ ਦੇ ਅਧਿਅਨ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਮਨੁੱਖੀ ਮਾਨਸਿਕਤਾ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।  * ਬਹਾਨੇਬਾਜ਼ ਅਤੇ ਸੁਆਰਥੀ ਬੰਦੇ ਦੀ ਪਰਖ ਕਰ ਸਕਣਗੇ। * ਪਸ਼ੂਆਂ ਅਤੇ ਪਰਿੰਦਿਆਂ ਨਾਲ ਪਿਆਰ ਵਧੇਗਾ।
July	16 <sup>th</sup> July-31 <sup>st</sup> July	12	6	ਪੰਜਾਬ ਦੇ ਮੇਲੇ ਤੇ ਤਿਉਹਾਰ ( ਡਾ.ਐਸ ਵਣਜਾਰਾ ਬੇਦੀ)	* ਲੇਖਕ ਬਾਰੇ ਜਾਣਕਾਰੀ।	ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਆਪਣੇ ਜੀਵਨ ਵਿੱਚ ਜਿਹੜੇ- ਜਿਹੜੇ ਮੇਲੇ ਵੇਖੇ ਹਨ ਜਾਂ ਜਿਨ੍ਹਾਂ	ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਪ੍ਰਤਿਭਾ ਦਾ ਨਿਖਾਰ ਹੋਵੇਗਾ। ਉਹਨਾਂ ਦੇ ਚਰਿੱਤਰ ਨਿਰਮਾਣ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।

					<p>*ਮੇਲਿਆਂ ਅਤੇ ਤਿਉਹਾਰਾਂ ਦਾ ਲੋਕ-ਜੀਵਨ ਵਿੱਚ ਮਹੱਤਵ।</p> <p>*ਧੀਆਂ ਦਾ ਮੇਲਾ* ਗੁੱਗੇ ਨਾਲ ਸੰਬੰਧਿਤ ਮੇਲਾ *ਛਪਾਰ ਦਾ ਮੇਲਾ *ਦੇਵੀ ਮਾਤਾ ਦੇ ਮੇਲੇ *ਜਰਗ ਦਾ ਮੇਲਾ *ਪੀਰਾਂ ਫਕੀਰਾਂ ਦੇ ਮੇਲੇ *ਗੁਰੂ ਸਾਹਿਬਾਂ ਦੀ ਯਾਦ ਵਿੱਚ ਮੇਲੇ *ਮੈਸਮੀ ਮੇਲੇ *ਅਨੰਦਪੁਰ ਸਾਹਿਬ ਦਾ ਹੋਲਾ ਮਹੱਲਾ *ਮੁਕਤਸਰ ਦਾ ਮੇਲਾ।</p> <p>*ਨਵਾਂ ਸੰਮਤ *ਹੋਲੀ ਰਾਮ ਨੈਮੀ *ਗੋਗਾ ਨੈਮੀ ਦਾ ਤਿਉਹਾਰ *ਜਨਮ ਅਸ਼ਟਮੀ *ਸ਼ਰਾਧ ਕਰਨੇ *ਗੋਰਜਾ ਦੀ ਖੇਤੀ *ਲੋੜਹੀ* ਦੁਸ਼ਹਿਰਾ *ਦੀਵਾਲੀ ਆਦਿ ।</p>	<p>ਮੇਲਿਆਂ ਬਾਰੇ ਸੁਣਿਆ ਹੈ ,ਉਹਨਾਂ ਬਾਰੇ ਜਮਾਤ ਵਿੱਚ ਭਰਪੂਰ ਚਰਚਾ ਕੀਤੀ ਜਾਵੇਗੀ।</p> <p>ਵਿਦਿਆਰਥੀ ਮੇਲਿਆਂ ਬਾਰੇ ਆਪਣੇ ਅਨੁਭਵ ਸਾਂਝਿਆਂ ਕਰਨਗੇ।</p> <p>ਮੇਲਿਆਂ ਦੀਆਂ ਤਸਵੀਰਾਂ ਕਾਪੀ ਵਿੱਚ ਵੀ ਲਗਾਈਆਂ ਜਾਣਗੀਆਂ ।</p>	<p>ਮਨ ਪਰਚਾਵਾ ਹੋਵੇਗਾ । ਧਾਰਮਿਕ ਅਤੇ ਕਲਾਤਮਕ ਭਾਵਾਂ ਦੀ ਸਾਂਝ ਵਧੇਗੀ।</p>
August	1 <sup>st</sup> Aug- 14 <sup>th</sup> Aug	11	7	ਪੰਜਾਬ ਦੇ ਰਸਮ ਰਿਵਾਜ (ਗੁਲਜ਼ਾਰ ਸਿੰਘ ਸੰਧੂ)	<p>* ਗਰਭ ਸੰਸਕਾਰ ਜਣੇਪੇ ਦੀਆਂ ਰਸਮਾਂ *ਗੁੜਤੀ ਦੀ ਰਸਮ *ਪੰਜਵੀਂ ਨਹਾਉਣ ਦੀ ਰਸਮ *ਛੱਟੀ ਦੀ ਰਸਮ *ਬਾਹਰ ਵਧਾਉਣ ਦੀ ਰਸਮ *ਨਾਮ ਤੇ ਮੁੰਡਨ ਸੰਸਕਾਰ *ਧੀਆਂ ਨਾਲ ਵਿਤਕਰਾ *ਕੁੜਮਾਈ *ਸਾਹਾ</p>	<p>*ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਆਪਣੇ ਪਰਿਵਾਰ ਦੀਆਂ ਵੱਖ -ਵੱਖ ,ਰਸਮਾਂ -ਰੀਤਾਂ ਬਾਰੇ ਚਰਚਾ ਕਰਨਗੇ।</p> <p>* ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਜਿਹੜੀਆਂ -ਜਿਹੜੀਆਂ ਰਸਮਾਂ- ਰੀਤਾਂ , ਵੇਖੀਆਂ ,ਸੁਣੀਆਂ , ਹੰਡਾਈਆਂ ਹਨ ਉਹਨਾਂ ਬਾਰੇ ਆਪਣੇ ਅਨੁਭਵ ਸਾਂਝੇ ਕਰਨਗੇ।</p>	<p>*ਵਿਦਿਆਰਥੀ, ਮਨੁੱਖੀ ਜੀਵਨ ਵਿੱਚਲੇ ਰਸਮਾਂ -ਰਿਵਾਜਾਂ, ਕਦਰਾਂ- ਕੀਮਤਾਂ ਅਤੇ ਜਜ਼ਬਿਆਂ ਤੋਂ ਜਾਣੂ ਹੋਣਗੇ । *ਭਾਈਚਾਰੇ ਦੇ ਜਨਮ- ਮਰਨ ਤੇ ਵਿਆਹ ਸ਼ਾਦੀ ਦੇ ਮੌਕਿਆਂ ਤੇ ਜਦੋਂ ਰਸਮਾਂ -ਰਿਵਾਜਾਂ ਨੂੰ ਵੇਖਣਗੇ ਤਾਂ ਉਹਨਾਂ ਵਿੱਚ ਸਮੂਹ ਦੀ ਭਾਵਨਾ ਦਾ ਜਜ਼ਬਾ ਵਧੇਗਾ। * ਦੁਖਦਾਈ ਮੌਕੇ ਦੀਆਂ ਰਸਮਾਂ ਬਾਰੇ ਜਾਣ ਕੇ, ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਦੁਜਿਆਂ ਤੇ ਮਨ ਦਾ ਭਾਰ ਹਲਕਾ ਕਰਨ ਦੀ ਸੋਚ ਪੈਦਾ ਹੋਵੇਗੀ ।</p>

					<p>ਕਚਾਉਣਾ *ਕੜਾਈ ਚੜਾਉਣੀ *ਵਟਣੇ ਦੀ ਰਸਮ * ਨਾਨਕਾ ਮਲੇ ਆਉਣਾ *ਸੇਰਾਬੰਦੀ ਤੇ ਘੋੜੀ ਦੀ ਰਸਮ* ਜੰਡ ਦਾ ਸਵਾਗਤ *ਫੇਰਿਆਂ ਦੀ ਰਸਮ* ਦਾਜ ਤੇ ਖੱਟ* ਜੰਡ ਦੀ ਵਿਦਾਈਗੀ *ਪਾਣੀ ਵਾਰਨਾ  *ਮੈਤ ਦੀਆਂ ਰਸਮਾਂ ਆਦਿ।</p>		
August	16 <sup>th</sup> Aug-30 <sup>th</sup> Aug	10	8	<p>1.ਪੈਰਾ ਰਚਨਾ</p> <p>2. ਕਾਰ ਵਿਹਾਰ ਦੇ ਪੱਤਰ</p>	<p>ਸਮਾਜਿਕ, ਸੱਭਿਆਚਾਰਕ ਅਤੇ ਮਨੋਰੰਜਕ ਵਿਸ਼ੇ</p> <p>ਕਾਰ ਵਿਹਾਰ ਦੇ ਵੱਖ- ਵੱਖ ਪੱਤਰਾਂ ਖਾਕਾ ਜਿਸ ਵਿੱਚ :ਆਰੰਭਕ, ਮੱਧ ਭਾਗ ,ਅੰਤ ਭਾਗ ਅਤੇ ਵਿਸ਼ੇ ਦਾ ਵਿਸਤਾਰ</p>	<p>ਸਮਾਜਿਕ, ਸਭਿਆਚਾਰਕ ਅਤੇ ਮਨੋਰੰਜਕ ਵਿਸ਼ਿਆਂ ਨਾਲ ਸੰਬੰਧਿਤ ਰਸਾਲੇ ਜਮਾਤ ਵਿੱਚ ਪੜਵਾਏ ਜਾਣਗੇ। ਵੱਖ ਵੱਖ ਵਿਸ਼ਿਆਂ ਤੇ ਚਰਚਾ ਕਰਵਾਈ ਜਾਵੇਗੀ।</p> <p>ਵੱਖ -ਵੱਖ ਵਿਸ਼ਿਆਂ ਤੇ ਕਾਰ ਵਿਹਾਰ ਦੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਅਭਿਆਸ ਕਰਵਾਇਆ ਜਾਵੇਗਾ।</p>	<p>*ਪੈਰਾ ਰਚਨਾ ਅਤੇ ਪੱਤਰ ਰਚਨਾ ਦੇ ਅਭਿਆਸ ਨਾਲ ਵਿਦਿਆਰਥੀ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ ਕੌਸ਼ਲ ਵਿੱਚ ਮਹਾਰਤ ਹਾਸਲ ਕਰੇਗਾ</p> <p>* ਆਲੇ ਦੁਆਲੇ ਵਾਪਰ ਰਹੀਆਂ ਘਟਨਾਵਾਂ ਜਾਂ ਸਮੱਸਿਆਵਾਂ ਤੋਂ ਜਾਣੂ ਹੋਵੇਗਾ ਉਹਨਾਂ ਦੇ ਹੱਲ ਲਈ ਚਿੰਤਨਸ਼ੀਲ ਹੋਵੇਗਾ।</p> <p>*ਵਿਦਿਆਰਥੀ ਵੱਖ ਵੱਖ ਵਿਭਾਗਾਂ ਵਿੱਚ ਆਪਣੀ ਗੱਲ ਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਪੇਸ਼ ਕਰਨ ਦੇ ਸਮਰੱਥ ਹੋਵੇਗਾ।</p> <p>*ਵਿਹਾਰਕ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ ਭਾਸ਼ਾ ਤੇ ਪਕੜ ਮਜ਼ਬੂਤ ਹੋਵੇਗੀ।</p>
September	2 <sup>nd</sup> Sept-10 <sup>th</sup> Sept	7	9	<p>ਸੁਣਨ, ਬੋਲਣ ਕੌਸ਼ਲ ਦਾ ਅਭਿਆਸ ਅਤੇ ਮੁਲਾਂਕਣ</p>	<p>ਸਮਾਜਿਕ , ਸਭਿਆਚਾਰਕ, ਮਨੋਰੰਜਕ ਅਤੇ ਨੈਤਿਕ ਸਿੱਖਿਆ</p> <p>ਨਾਲ ਜੁੜੇ ਵਿਸ਼ਿਆਂ ਤੇ ਆਧਾਰਿਤ ਪੜਨ</p>	<p>ਵਿਦਿਆਰਥੀ ਨੂੰ ਵੱਖ ਵੱਖ ਵਿਸ਼ਿਆਂ ਤੇ ਲਿਖਣ ਲਈ ਦਿੱਤਾ ਜਾਵੇਗਾ।</p> <p>* ਸੁਣੀ ਗਈ ਕਹਾਣੀ ਜਾਂ ਲੇਖ ਦੇ ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਲਿਖਣੇ।</p>	<p>ਵਿਦਿਆਰਥੀ ਨੂੰ ਸ਼ੁੱਧ ਲਿਖਣ ਦਾ ਅਭਿਆਸ ਹੋਵੇਗਾ। ਰਚਨਾਤਮਕ ਯੋਗਤਾ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ ।</p> <p>* ਸੁਚੇਤ ਹੋ ਕੇ ਸੁਣਨ ਦੀ ਯੋਗਤਾ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ ।</p>

					,ਲਿਖਣ ਸੁਣਨ ਬੋਲਣ ਸਬੰਧੀ ਕਿਰਿਆਵਾਂ।	*ਆਮ ਜਾਣਕਾਰੀ ਦੇ ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਪੁੱਛਣੇ। ਕੋਈ ਵਾਦ ਵਿਵਾਦ ਭਾਸ਼ਣ ਜਾਂ ਕਵਿਤਾ ਬੁਲਵਾਈ ਜਾਵੇਗੀ।	*ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬੋਲਣ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਸਲ ਕਰਨਗੇ ਆਤਮ ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।
September	24 <sup>th</sup> Sept-30 <sup>th</sup> Sept	5	10	1.ਅਣਡਿੱਠੇ ਪੈਰੇ ਤੇ ਅਧਾਰਿਤ ਬਹੁ ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ  2. ਪੈਰਾ ਰਚਨਾ	1.*ਸ਼ਬਦ ਦਾ ਅਰਥ *ਪੈਰੇ ਨੂੰ ਸਮਝਣਾ *ਸਹੀ ਬਹੁ ਉਤਰ ਵਿਕਲਪੀ ਚੁਣਨਾ।  2. ਸਮਾਜਿਕ, ਸੱਭਿਆਚਾਰਕ ਅਤੇ ਮਨੋਰੰਜਕ ਵਿਸ਼ੇ	1.ਅਖਬਾਰਾਂ ਅਤੇ ਹੋਰ ਰਸਾਲਿਆਂ ਵਿੱਚੋਂ ਵੱਖ-ਵੱਖ ਪੈਰੇ ਪੜ੍ਹਵਾਏ ਜਾਣਗੇ ਅਤੇ ਬਹੁ ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਪੁੱਛੇ ਜਾਣਗੇ।  2.ਸਮਾਜਿਕ, ਸੱਭਿਆਚਾਰਕ ਅਤੇ ਮਨੋਰੰਜਕ ਵਿਸ਼ਿਆਂ ਨਾਲ ਸੰਬੰਧਿਤ ਰਸਾਲੇ ਜਮਾਤ ਵਿੱਚ ਪੜ੍ਹਵਾਏ ਜਾਣਗੇ। ਵੱਖ ਵੱਖ ਵਿਸ਼ਿਆਂ ਤੇ ਚਰਚਾ ਕਰਵਾਈ ਜਾਵੇਗੀ।	1.ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵੱਖ ਵੱਖ ਵਿਸ਼ਿਆਂ ਬਾਰੇ ਭਰਪੂਰ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ ਸਹੀ ਉੱਤਰ ਨੂੰ ਚੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਅਭਿਆਸ ਹੋਵੇਗਾ।  2. *ਕਲਪਨਾ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ *ਆਤਮ ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਵਾਧਾ * ਭਾਸ਼ਾ ਤੇ ਮਜ਼ਬੂਤ ਪਕੜ *ਪੜਨ -ਸੁਣਨ -ਲਿਖਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ।
October	1 <sup>st</sup> Oct-16 <sup>th</sup> Oct	11	11	1.ਵਾਰਸ ਸ਼ਾਹ (ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ)  2.ਮੇਰਾ ਬਚਪਨ (ਹਰਭਜਨ ਸਿੰਘ)  3. ਗੀਤ (ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ)	ਵਾਰਸ ਸ਼ਾਹ, ਹਰਭਜਨ ਸਿੰਘ ਅਤੇ ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ਬਾਰੇ ਭਰਪੂਰ ਜਾਣਕਾਰੀ। ਕਵਿਤਾਵਾਂ ਦੇ ਸ਼ਬਦ- ਅਰਥ, ਕਵਿਤਾਵਾਂ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ।  ਪ੍ਰਸ਼ਨ -ਉੱਤਰ।	1. 1947 ਈਸਵੀ ਦੀ ਵੰਡ ਵੇਲੇ ਦਾ ਦ੍ਰਿਸ਼ ਵੀਡੀਓ ਰਾਹੀਂ ਵਿਖਾਇਆ ਜਾਵੇਗਾ। ਗੀਰ -ਰਾਂਝਾ ਵੀਰ ਕਹਾਣੀ ਦੀ ਜਾਣਕਾਰੀ ਵੀ ਦਿੱਤੀ ਜਾਵੇਗੀ।  2. ਪਿਤਾ ਦੀ ਮੌਤ ਤੋਂ ਪਿੱਛੋਂ ਇਕੱਲੀ ਮਾਂ ਦੀਆਂ ਜ਼ਿੰਮੇਵਾਰੀਆਂ ਦੀ ਚਰਚਾ ਕੀਤੀ ਜਾਵੇਗੀ।  3. ਵਿਦਿਆਰਥੀ ਅਤੇ ਅਧਿਆਪਕ ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ਦਾ ਗੀਤ ਜਮਾਤ ਵਿੱਚ ਗਾਉਣਗੇ। ਗੀਤ ਨਾਲ ਸੰਬੰਧਿਤ ਚਿੱਤਰ ਜਮਾਤ ਵਿੱਚ ਵਿਖਾਏ ਜਾਣਗੇ।	1. ਵੰਡ ਦੇ ਦੁਖਾਂਤ ਦੇ ਨਾਲ- ਨਾਲ ਵਾਰਸ ਸ਼ਾਹ ਦੇ ਕਿੱਸਾ ਕਾਵਿ ਬਾਰੇ ਵੀ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।  2. ਵਿਦਿਆਰਥੀ ਨੂੰ ਇਸ ਗੱਲ ਦੀ ਸੋਝੀ ਹੋਵੇਗੀ ਕਿ ਮਾਂ ਆਪਣੇ ਬੱਚੇ ਲਈ ਕਿੰਨੀਆਂ ਕੁਰਬਾਨੀਆਂ ਦਿੰਦੀ ਹੈ ਪਤਾ ਬਿਨਾ ਉਸਦਾ ਜੀਵਨ ਅਤੇ ਪਿਤਾ ਬਿਨਾ ਬੱਚੇ ਦਾ ਜੀਵਨ ਸੌਖਾ ਨਹੀਂ ਹੁੰਦਾ। ਹਰ ਬੱਚੇ ਦੇ ਸੁੱਚੇ ਜਜ਼ਬਿਆਂ ਦੀ ਕਦਰ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ।  3. ਗੀਤ ਨੂੰ ਗਾਉਣਾ ਆਵੇਗਾ। ਬਿਰਹੇ ਦੀ ਭਾਵਨਾ ਨੂੰ ਪ੍ਰਗਟ ਕਰਦੇ ਬਿੰਬਾਂ ਨੂੰ ਸਮਝਣ ਦੀ ਸੋਝੀ ਆਵੇਗੀ।
October	17 <sup>th</sup> Oct-30 <sup>th</sup> Oct	10	12	1ਪੰਜਾਬ ਦੀਆਂ ਲੋਕ ਖੇਡਾਂ( ਸੁਖਦੇਵ ਮਾਦਪੁਰੀ)	*ਖੇਡਾਂ ਦੀ ਉਪਯੋਗਤਾ *ਵਿਰਾਸਤੀ ਖੇਡਾਂ ਕੀ ਹੁੰਦੀਆਂ ਹਨ *ਖੇਡ ਵਿੱਚ ਪੁੱਗਣਾ* ਟੋਲੀ ਬਣਾ ਕੇ ਖੇਡਣਾ* ਕਬੱਡੀ ਤੇ ਸੱਚੀ ਪੱਕੀ *ਕੁਸ਼ਤੀ *ਟਿਬਲਾ	ਸਕੂਲ ਵਿਖੇ ਖੇਡ ਅਧਿਆਪਕ ਦੇ ਸਹਿਯੋਗ ਨਾਲ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬ ਦੀਆਂ ਵਿਰਾਸਤੀ ਖੇਡਾਂ ਜਿਵੇਂ ਕਬੱਡੀ ਤੇ ਸੱਚੀ ਪੱਕੀ *ਕੁਸ਼ਤੀ *ਟਿਬਲਾ -ਟਿਬਲੀ * ਅੱਡੀ ਟੱਪਾ *ਬਾਂਦਰ ਕਿਲਾ *ਲਲਿਆਂ ਦੀ ਖੇਡ *ਸੱਕਰ ਭਿੱਜੀ *ਲੂਣ ਮਿਆਈ ,ਪੀਲ ਪਲੀਘਣ ਆਦਿ ਖਿਡਾਈਆਂ ਜਾਣਗੀਆਂ।	* ਵਿਦਿਆਰਥੀ ਦੀ ਖੇਡਾਂ ਵਿੱਚ ਰੁਚੀ ਵਧੇਗੀ। * ਸਰੀਰਕ ਅਤੇ ਮਾਨਸਿਕ ਵਿਕਾਸ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। * ਸਮੂਹ ਦੀ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ। * ਅਮੀਰ ਪੰਜਾਬੀ ਵਿਰਸੇ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।

					-ਟਿਬਲੀ * ਅੱਡੀ ਟੱਪਾ *ਬਾਂਦਰ ਕਿਲਾ *ਲਲਿਆਂ ਦੀ ਖੇਡ *ਸੱਕਰ ਭਿੱਜੀ *ਲੂਣ ਮਿਆਈ ,ਪੀਲ ਪਲੀਘਣ ਆਦਿ ।		* ਨੈਤਿਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਵਿੱਚ ਵਿਕਾਸ ਹੋਵੇਗਾ।
Novemb er	4 <sup>th</sup> Nov-16 <sup>th</sup> Nov	10	13	1.ਮਾੜਾ ਬੰਦਾ( ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼)          2.ਘਰ ਜਾ ਆਪਣੇ (ਗੁਲਜਾਰ ਸਿੰਘ ਸੰਧੂ)	*ਕਹਾਣੀਕਾਰਾਂ ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਅਤੇ ਗੁਲਜਾਰ ਸਿੰਘ ਸੰਧੂ ਦੇ ਬਾਰੇ ਜਾਣਕਾਰੀ।  * ਐੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ।  * ਪ੍ਰਸ਼ਨ- ਉੱਤਰ। * ਪਾਤਰ- ਚਿਤਰਨ	1. ਵਿਦਿਆਰਥੀ ਜਮਾਤ ਵਿੱਚ ਚਰਚਾ ਕਰਨਗੇ ਜਦੋਂ ਉਹਨਾਂ ਨੇ ਕਿਸੇ ਦੇ ਪਹਿਰਾਵੇ ਨੂੰ ਵੇਖ ਕੇ ਉਸ ਬਾਰੇ ਆਪਣੀ ਕੋਈ ਖਾਸ ਧਾਰਨਾ ਬਣਾ ਲਈ ਹੋਵੇ।  2. ਵਿਦਿਆਰਥੀ ਜਮਾਤ ਵਿੱਚ ਭੈਣ ਭਰਾ ਦੇ ਪਿਆਰ ਬਾਰੇ ਚਰਚਾ ਕਰਨਗੇ। * ਵਿਆਹ ਦੀਆਂ ਰਸਮਾਂ -ਰੀਤਾਂ ਬਾਰੇ ਵੀ ਚਰਚਾ ਕੀਤੀ ਜਾਵੇਗੀ। * ਜਿੰਨਾ ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਪੇਂਡੂ ਸੱਭਿਆਚਾਰ ਨੂੰ ਵੇਖਿਆ ਸੁਣਿਆ ਚਾਹ ਹੰਡਾਇਆ ਹੈ ਉਹ ਆਪਣੇ ਵਿਚਾਰ ਜਮਾਤ ਵਿੱਚ ਸਾਂਝਿਆਂ ਕਰਨਗੇ ।	1.ਮਾੜਾ ਬੰਦਾ ਕਹਾਣੀ ਦੇ ਅਧਿਅਨ ਨਾਲ ਵੀ ਵਿਦਿਆਰਥੀ: ਮਨੁੱਖੀ ਮਨ ਦੀਆਂ ਪਰਤਾਂ ਨੂੰ ਬਹੁਤ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਢੰਗ ਨਾਲ ਫਰੇਲਣ ਵਿੱਚ ਸਮਰੱਥ ਹੋਵੇਗਾ। * ਆਪਣੇ ਹੱਕਾਂ ਪ੍ਰਤੀ ਜਾਗਰੂਕ ਹੋਣ ਦੀ ਪ੍ਰੇਰਨਾ ਮਿਲੇਗੀ। * ਸੰਵੇਦਨਸ਼ੀਲਤਾ ਦਾ ਪਾਠ ਸਿੱਖਣਗੇ।  2. ਘਰ ਜਾ ਆਪਣੇ ਕਹਾਣੀ ਦੇ ਅਧਿਅਨ ਨਾਲ ਵਿਦਿਆਰਥੀ :ਪਰਿਵਾਰ ਦੇ ਮਹੱਤਵ ਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਸਮਝੇਗਾ। ਪੰਜਾਬੀਆਂ ਦੇ ਰੀਤੀ -ਰਿਵਾਜ ਤੇ ਪੇਂਡੂ ਸੱਭਿਆਚਾਰ ਨਾਲ ਸਾਂਝ ਪਵੇਗੀ। ਵਿਆਹ ਦੇ ਮਾਹੌਲ ਅਤੇ ਆਪਸੀ ਰਿਸ਼ਤਿਆਂ ਨੂੰ ਸਮਝਣ ਵਿੱਚ ਸਮਰੱਥ ਹੋਵੇਗਾ। ਭੈਣ- ਭਰਾ ਦੇ ਆਪਸੀ ਪਿਆਰ ਪ੍ਰਤੀ ਸਨਮਾਨ ਵਧੇਗਾ।
Novemb er	18 <sup>th</sup> Nov-29 <sup>th</sup> Nov	10	15	1.ਪੰਜਾਬ ਦੇ ਲੋਕ ਨਾਚ( ਡਾ. ਜਗੀਰ ਸਿੰਘ ਨੂਰ)	1.*ਲੋਕ ਨਾਚਾਂ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਮਹੱਤਵ ਲੋਕ *ਨਾਚ ਦੀ ਪ੍ਰਾਚੀਨਤਾ *ਪੰਜਾਬ ਦੇ ਲੋਕ ਨਾਚਾਂ ਦਾ ਵਰਗੀਕਰਨ* *ਗਿੱਧਾ *ਸੰਮੀ *ਕਿਕਲੀ *ਭੰਗੜਾ *ਝੂਮਰ* ਲੁੱਡੀ *ਧਮਾਲ ਆਦਿ।	1*ਸਕੂਲ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਗਿੱਧਾ, ਭੰਗੜਾ, ਕਿਕਲੀ, ਝੂਮਰ, ਲੁੱਡੀ, ਧਮਾਲ ਆਦਿ ਲੋਕ- ਨਾਚ ਵਿਖਾਏ ਜਾਣ ਕੇ ਅਤੇ ਸਿਖਾਏ ਵੀ ਜਾਣਗੇ।  *ਇਹਨਾਂ ਲੋਕ ਨਾਚਾਂ ਵਿੱਚ ਪ੍ਰਯੋਗ ਹੋਣ ਵਾਲੀ ਵੇਸ਼ -ਭੂਸ਼ਾ ,ਵਸਤਰ ,ਗਹਿਣੇ, ਸ਼ਿੰਗਾਰ ਆਦਿ ਦੀ ਜਾਣਕਾਰੀ ਵੀ ਦਿੱਤੀ ਜਾਵੇਗੀ।	*ਪੰਜਾਬੀ ਲੋਕ ਜਾਣ ਨਾਲ ਸਾਂਝ ਪਵੇਗੀ । * ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਅਤੇ ਪੰਜਾਬੀ ਇਤਿਹਾਸ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ। * ਪੰਜਾਬੀ ਲੋਕ ਨਾਚ ਸਿੱਖਣ ਲਈ ਵਿਦਿਆਰਥੀ ਪ੍ਰੇਰਿਤ ਹੋਵੇਗਾ। * ਮਨ -ਪਰਚਾਵਾ ਹੋਵੇਗਾ। * ਲੋਕ ਨਾਚ ਦੇ ਸਮੇਂ ਗਾਈਆਂ ਜਾਣ ਵਾਲੀਆਂ ਬੋਲੀਆਂ ਅਤੇ ਟੱਪਿਆਂ ਦੇ ਨਾਲ ਵਿਦਿਆਰਥੀ ਦੀ ਸੰਗੀਤ ਵਿੱਚ ਰੁਚੀ ਵਧੇਗੀ । * ਵਿਦਿਆਰਥੀ ਦੇ ਪੰਜਾਬੀ ਸ਼ਬਦ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ। * ਸਮੂਹਕ ਭਾਈਚਾਰੇ ਦੀ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ।

				2.ਅਖਾਣ-ਅਖਾਉਤਾਂ	2.ਅਖਾਣ/ਅਖਾਉਤਾਂ	2.ਜਮਾਤ ਵਿੱਚ ਸਮੂਹ ਬਣਾਏ ਜਾਣਗੇ। ਇੱਕ ਸਮੂਹ ਅਖਾਣ/ਅਖਾਉਤਾਂ ਬੋਲੇਗਾ, ਦੂਜਾ ਸਮੂਹ ਅਰਥ ਦੱਸੇਗਾ ਅਤੇ ਤੀਜਾ ਸਮੂਹ ਅਖਾਣ/ਅਖਾਉਤਾਂ ਵਰਤ ਕੇ ਸਥਿਤੀ ਸਪਸ਼ਟ ਕਰੇਗਾ। ਇਸ ਤਰ੍ਹਾਂ ਇਹ 'ਖੇਡ- ਵਿਧੀ' ਹਰ ਸਮੂਹ ਵਿੱਚ ਦੁਹਰਾਈ ਜਾਵੇਗੀ	2. *ਵਿਦਿਆਰਥੀ ਦੇ ਵਿਹਾਰਕ ਵਿਆਕਰਨ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।  * ਸਥਿਤੀਆਂ ਅਨੁਸਾਰ ਅਖਾਣ/ ਅਖਾਉਤਾਂ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨਾ ਆਵੇਗਾ। * ਪੰਜਾਬੀ ਲੋਕਯਾਨ ਨਾਲ ਸਾਂਝ ਪਵੇਗੀ। * ਆਤਮ ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।
Decemb er	10 <sup>th</sup> Dec-19 <sup>th</sup> Dec	8	15	ਪੈਰਾ ਰਚਨਾ	*ਸਾਡੀਆਂ ਸਮਾਜਿਕ ਕੁਰੀਤੀਆਂ ਵੱਡਾ ਪੈਰਾ ਜਾਂ ਲੇਖ: ਦਾਜ ਪਥਾ ,ਦਾਜ ਪ੍ਰਥਾ, ਭਰੂਣ ਹੱਤਿਆ, ਬਾਲ ਵਿਆਹ, ਮੰਗਤਿਆਂ ਦੀ ਸਮੱਸਿਆ ਆਦਿ ਬਾਰੇ ਚਰਚਾ, ਉਹਨਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸਮੱਸਿਆ ਨੂੰ ਹੱਲ ਕਰਨ ਬਾਰੇ ਵਿਚਾਰ।	*ਦਾਜ ਪ੍ਰਥਾ ,ਭਰੂਣ ਹੱਤਿਆ, ਵਿਹਾ ਮੰਗਤਿਆਂ ਦੀ ਸਮੱਸਿਆ ਆਦਿ ਨਾਲ ਸੰਬੰਧਿਤ ਤਸਵੀਰਾਂ ਇਕੱਠੀਆਂ ਕਰਕੇ ਕਾਪੀ ਵਿੱਚ ਲਗਾਉਣੀਆਂ ਅਤੇ ਭਰਪੂਰ ਚਰਚਾ ਕਰਨੀ।	*ਸਾਡੀਆਂ ਸਮਾਜਿਕ ਕੁਰੀਤੀਆਂ :ਵਿਸ਼ੇ ਦੇ ਵਿਚ, ਵੱਖ-ਵੱਖ ਲੇਖਾਂ ਦੇ ਕਈ ਵਿਸ਼ੇ, ਇਸ ਲੇਖ ਵਿੱਚ ਜੁੜੇ ਹੋਏ ਹਨ। ਵਿਦਿਆਰਥੀ ਨੂੰ ਅਨੇਕਾਂ ਵਿਸ਼ਿਆਂ ਦਾ ਭਰਪੂਰ ਗਿਆਨ ਪ੍ਰਾਪਤ ਹੋਵੇਗਾ। ਸਮਾਜਿਕ ਸਮੱਸਿਆਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ, ਉਨਾਂ ਦੇ ਕਾਰਨਾਂ ਦਾ ਹੱਲ ਪਤਾ ਲਗੇਗਾ ਅਤੇ ਸਮੱਸਿਆਵਾਂ ਨਾਲ ਨਜਿੱਠਣ ਦੀ ਸੋਝੀ ਪੈਦਾ ਹੋਵੇਗੀ। ਵਿਦਿਆਰਥੀ ਜਿੰਮੇਵਾਰ ਨਾਗਰਿਕ ਬਣਨਗੇ।
Decemb er	20 <sup>th</sup> Dec-31 <sup>st</sup> Dec	7	16	ਪੱਤਰ ਰਚਨਾ	ਕਿਸੇ ਸਮੱਸਿਆ ਦੇ ਹੱਲ ਲਈ ਸੰਬੰਧਤ ਵਿਭਾਗਾਂ ਨੂੰ ਪੱਤਰ।  ਸਮਾਜਿਕ ,ਮਨੋਰੰਜਕ, ਦੇਸ਼ -ਵਿਦੇਸ਼ ਨਾਲ ਸੰਬੰਧਤ , ਅਤੇ ਆਮ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਵਿਸ਼ਿਆਂ ਤੇ ਪੱਤਰ ਰਚਨਾ।	ਵਿਦਿਆਰਥੀ ਵੱਖ ਵੱਖ ਵਿਭਾਗਾਂ ਨਾਲ ਜੁੜੀਆਂ ਸਮੱਸਿਆਵਾਂ ਤੇ ਚਰਚਾ ਕਰਨਗੇ ਆਪਣੇ ਹੱਲ ਲਈ ਸੁਝਾਵ ਪੇਸ਼ ਕਰਨਗੇ।  ਵੱਖ ਵੱਖ ਵਿਭਾਗਾਂ ਸੰਸਥਾਵਾਂ ਨੂੰ ਕਾਰ ਵਿਹਾਰ ਦੇ ਪੱਤਰ ਲਿਖਣ ਦਾ ਅਭਿਆਸ ਕੀਤਾ ਜਾਵੇਗਾ।	*ਕਾਰ ਵਿਹਾਰ ਦੇ ਪੱਤਰ ਲਿਖਣ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਸਲ ਹੋਵੇਗੀ।  * ਸਮਾਜ ਵਿੱਚ ਆਪਣੀ ਵਿਸ਼ੇਸ਼ ਥਾਂ ਦਾ ਅਤੇ ਜਿੰਮੇਵਾਰੀ ਦਾ ਅਹਿਸਾਸ ਹੋਵੇਗਾ। * ਵਿਦਿਆਰਥੀ ਚੰਗਾ ਨਾਗਰਿਕ ਬਣੇਗਾ। * ਨੈਤਿਕ ਕਦਰਾਂ- ਕੀਮਤਾਂ ਵਿੱਚ ਵਾਧਾ। * ਸਮਾਜਿਕ ਦਾਇਰੇ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।
January	8 <sup>th</sup> Jan-20 <sup>th</sup> Jan	9	17	ਪ੍ਰੀ ਬੋਰਡ ਇਮਤਿਹਾਨ	ਪ੍ਰੀ ਬੋਰਡ ਇਮਤਿਹਾਨ	ਪ੍ਰੀ ਬੋਰਡ ਇਮਤਿਹਾਨ	-----
January	21 <sup>st</sup> Jan-31 <sup>st</sup> Jan	9	18	ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਲਿਖਣਾ	ਸਮਾਜਿਕ , ਸਭਿਆਚਾਰਕ,	*ਵਿਦਿਆਰਥੀ ਨੂੰ ਵੱਖ ਵੱਖ ਵਿਸ਼ਿਆਂ ਤੇ ਲਿਖਣ ਲਈ ਦਿੱਤਾ ਜਾਵੇਗਾ।	*ਵਿਦਿਆਰਥੀ ਨੂੰ ਸੁੱਧ ਲਿਖਣ ਦਾ ਅਭਿਆਸ ਹੋਵੇਗਾ। ਰਚਨਾਤਮਕ ਯੋਗਤਾ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।

				ਸੁਣਨ ਪ੍ਰੀਖਿਆ  ਬੋਲਣ ਪ੍ਰੀਖਿਆ	ਮਨੋਰੰਜਕ ਅਤੇ ਨੈਤਿਕ ਸਿੱਖਿਆ  ਨਾਲ ਜੁੜੇ ਵਿਸ਼ਿਆਂ ਤੇ ਆਧਾਰਿਤ ਸੁਣਨ- ਬੋਲਨ ਕਿਰਿਆਵਾਂ।	* ਸੁਣੀ ਗਈ ਕਹਾਣੀ ਜਾਂ ਲੇਖ ਦੇ ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਲਿਖਣੇ।  *ਆਮ ਜਾਣਕਾਰੀ ਦੇ ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਪੁੱਛਣੇ। ਕੋਈ ਵਾਦ ਵਿਵਾਦ ਭਾਸ਼ਣ ਜਾਂ ਕਵਿਤਾ ਬੁਲਵਾਈ ਜਾਵੇਗੀ।	* ਸੁਚੇਤ ਹੋ ਕੇ ਸੁਣਨ ਦੀ ਯੋਗਤਾ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।  *ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬੋਲਣ ਵਿੱਚ ਮੁਹਾਰਤ ਹਾਸਲ ਕਰਨਗੇ ਆਤਮ ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।
February	3 <sup>rd</sup> Feb-12 <sup>th</sup> Feb	8	19	ਦੁਹਰਾਈ ਅਤੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀਆਂ ਪਾਠ ਪੁਸਤਕ ਸਬੰਧੀ ਸਮੱਸਿਆਵਾਂ ਨੂੰ ਹੱਲ ਕੀਤਾ ਜਾਵੇਗਾ	* ਐਡਵਾਂਸ ਪੜਨ ਕੋਸ਼ਲ *ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ ਕੋਸ਼ਲ *ਵਿਹਾਰਕ ਵਿਆਕਰਣ *ਕਵਿਤਾਵਾਂ  *ਕਹਾਣੀਆਂ  *ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਦੀ ਜਾਣ -ਪਛਾਣ	ਜਮਾਤ ਵਿੱਚ ਟੈਸਟ ਲਏ ਜਾਣਗੇ	*ਵਿਦਿਆਰਥੀ ਦੀ ਭਾਸ਼ਾ ਤੇ ਪਕੜ ਮਜ਼ਬੂਤ ਹੋਵੇਗੀ। * ਮਾਂ ਬੋਲੀ ਨਾਲ ਪਿਆਰ ਵਧੇਗਾ। *ਇਮਤਿਹਾਨਾਂ ਦੀ ਤਿਆਰੀ ਹੋਵੇਗੀ। * ਆਤਮ ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।
February	13 <sup>th</sup> Feb-21 <sup>st</sup> Feb	8	20	ਦੁਹਰਾਈ ਅਤੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀਆਂ ਪਾਠ ਪੁਸਤਕ ਸਬੰਧੀ ਸਮੱਸਿਆਵਾਂ ਨੂੰ ਹੱਲ ਕੀਤਾ ਜਾਵੇਗਾ	*ਐਡਵਾਂਸ ਪੜਨ ਕੋਸ਼ਲ *ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ ਕੋਸ਼ਲ *ਵਿਹਾਰਕ ਵਿਆਕਰਣ *ਕਵਿਤਾਵਾਂ  *ਕਹਾਣੀਆਂ  *ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਦੀ ਜਾਣ -ਪਛਾਣ	ਜਮਾਤ ਵਿੱਚ ਟੈਸਟ ਲਏ ਜਾਣਗੇ	*ਵਿਦਿਆਰਥੀ ਦੀ ਭਾਸ਼ਾ ਤੇ ਪਕੜ ਮਜ਼ਬੂਤ ਹੋਵੇਗੀ। * ਮਾਂ ਬੋਲੀ ਨਾਲ ਪਿਆਰ ਵਧੇਗਾ। *ਇਮਤਿਹਾਨਾਂ ਦੀ ਤਿਆਰੀ ਹੋਵੇਗੀ। * ਆਤਮ ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।

**\*UNIT TEST 1:**

Class VI-X and XII – 4<sup>th</sup> May to 10<sup>th</sup> May

Class III to V- 6<sup>th</sup> May to 10<sup>th</sup> May

**\*MID TERM:**

All classes-11<sup>th</sup> Sept to 23<sup>rd</sup> Sept.

**\*UNIT TEST 2:**

**Class III-V and XI- 2<sup>nd</sup> Dec to 7<sup>th</sup> Dec**

**Class VI to IX- 2<sup>nd</sup> Dec to 9<sup>th</sup> Dec**

**\*SECOND TERM:**

**Class X and XII- 29<sup>th</sup> Nov to 16<sup>th</sup> Dec**

**\*PRE BOARD EXAMS:**

**Class X and XII- 8<sup>th</sup> Jan to 22<sup>nd</sup> Jan**

**\*FINAL EXAMS:**

**All classes except X and XII - 24<sup>th</sup> Feb onwards**