

| Subject: Computer Science | | | | | |
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| MONTH | UNIT/TOPIC | SOURCES/RESOURCES | LEARNING OBJECTIVE | LEARNING OUTCOMES | SUGGESTED ACTIVITIES/QUESTIONS |
| March | <ul style="list-style-type: none"> Revision of Python topics covered in Class XI | Source: Computer Science with Python (Preeti Arora) | Recapitulation of the python concepts studied in class XI Applying the concept practically | Students will be able to understand the basic concepts of the Python(XI) | Use of e-content : e-book Give one word questions using concepts of Python from class XI syllabus |
| April | <ul style="list-style-type: none"> Functions: types of function, creating user defined function, arguments and parameters, default parameters, positional parameters, function returning value(s), flow of execution, scope of a variable | Source: Computer Science with Python (Preeti Arora) | Understanding the concept of functions in Python Knowing user-defined functions and how to create them, returning values. Applying the concept practically | Students will be able to understand about functions, Built in functions, Module based function, User defined functions, how to write them. | Use of e-content : e-book Output based questions from functions will be given |
| May-June | <ul style="list-style-type: none"> Introduction to files, types of files, relative and absolute paths Text file: opening a text file, text file open modes, closing a text file, opening a file using with clause, writing/appending data to a text file, reading from a text file, seek and tell methods, manipulation of data in a text file Binary file: basic operations on a binary file: open using file open modes, close a binary file, import pickle module, dump() and load() method, read, write/create, search, append and update operations in a binary file CSV file: import csv module, open / close csv file, write into a csv file and read from a csv file | Source: Computer Science with Python (Preeti Arora) | Understanding the concept of files in Python Creating different types of files using Python i.e. Text file, Binary file, CSV File Applying the concept practically | Students will be able to understand the Concept of file handling. File Types: Text, Binary and CSV, Modes of file:- r,w,r+,w+,a,a+ Functions related with text file:-Open(),close(),read(),readline(),readlines(),write(),writelines(),flush(),seek(),tell() | HOTS: 1. Write a program to read and display file content line by line with each word separated by '#'. 2. Write a program to read the content of file and display the total number of consonants, uppercase, vowels and lower case characters. 3. Write a program to create binary file to store Rollno and Name, Search any Rollno and display name if Rollno found otherwise "Rollno not found". |
| July | <ul style="list-style-type: none"> Exception Handling: Introduction, handling exceptions using try-except-finally blocks Data Structure: Stack, operations on stack (push & pop), implementation of stack using list | Source: Computer Science with Python (Preeti Arora) | Understanding how to handle exceptions in Python Knowing how to implement stacks using lists Applying the concept practically | Students will be able to handle the exceptions in Python using try-except-finally blocks They will also understand the concept of stack, top of stack and implementation of stack using lists. | HOTS: 1. Write a program in Python to handle division with zero exception. 2. Write a menu driven program for creating a stack, displaying the elements in stack, deleting an element, exit from the program |
| August | <ul style="list-style-type: none"> Evolution of networking: introduction to computer networks Data communication terminologies: concept of communication, components of data communication, measuring capacity of communication media, IP address, switching techniques Transmission media: Wired communication media, Wireless media Network devices, Network topologies and types of networks Network protocol: HTTP, FTP, PPP, SMTP, TCP/IP, POP3, HTTPS, TELNET, VoIP Introduction to web services: WWW, Hyper Text Markup Language (HTML), Extensible Markup Language (XML), domain names, URL, website, web browser, web servers, web hosting | Source: Computer Science with Python (Preeti Arora) | Understanding the concepts of networking Knowing various networking devices, transmission media, protocols | Students will be able to understand the evolution of Networking along with basics of Computer Networking. Students will learn Switching Techniques o Circuit Switching o Packet Switching Basic terminologies in Data Communication, Transmission media Students will be able to understand the concept of Network devices, NIC, Modem, RJ45 Connector, Ethernet Card, Router & Bridge, Hub & Switch, Gateway, Wi-Fi Card | 1. Give study based question of network creation 2. Give one word questions, explanation based questions 3. Definitions of all the terminologies used. |
| September | Revision & Mid – Term Examination | | | | |

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| October | <ul style="list-style-type: none"> Database concepts: introduction to database concepts and its need Relational data model: relation, attribute, tuple, domain, degree, cardinality, keys Structured Query Language: introduction, Data Definition Language and Data Manipulation Language, data type, constraints, aliasing, distinct clause, where clause, in, between, order by, meaning of null, is null, is not null, like, update command, delete command, aggregate functions, group by, having clause, cartesian product on two tables, equi-join and natural join | Source: Computer Science with Python (Preeti Arora) | Understanding the concept of database and RDBMS Using joins on multiple tables Applying the concept practically | Students will be able to understand the Concept of Database and Structured Query Language. 1.Data Definition Language 2.Data Manipulation Language Students will be able to understand the concept of MySQL as RDBMS and understand: Creation of database in MYSQL, Data Types in MySQL, Create Table, Alter Table, Drop Table Working of constraints will be explained | 1.Queries using DISTINCT, BETWEEN, IN, LIKE, IS NULL, ORDER BY, GROUP BY, HAVING. 2. Queries for Aggregate functions- SUM(), AVG(), MIN(), MAX(), COUNT(). |
| November | <ul style="list-style-type: none"> Interface of python with an SQL database: connecting SQL with Python, performing insert, update, delete queries using cursor, display data by using connect(), cursor(), execute(), commit(), fetchone(), fetchall(), rowcount, creating database connectivity applications, use of %s format specifier or format() to perform queries | Source: Computer Science with Python (Preeti Arora) | Understanding how to connect Python IDLE with the MySQL database Executing MySQL queries from Python IDLE Applying the concept practically | Student will be able to understand the concept of MySQL as RDBMS and understand:Connectivity of Python IDLE with the MySQL and performing various queries. | 1. Write a Program to connect with database and store record of employee and display records. 2. Write a Program to connect with database and search employee number in table employee and display record, if empno not found display appropriate message. 3. Write a Program to connect with database and update the employee record of entered empno. |
| December | Pre-Board Examination | | | | |

| Subject : Legal Studies | | | | |
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| MONTH | SOURCE/RESOURCE | LEARNING OBJECTIVES | LEARNING OUTCOMES | SUGGESTED ACTIVITIES |
| April | Unit 1- Judiciary, Unit 2-ADR,Sources- https://www . magnet brains.com | Students will be able to trace the history of the origin and development of Indian Judicial system. | Students will be able to understand the working of Subordinate Courts, concept of judicial review. | List any two constitutional offices endowed with the function to advice and represent the govt. on legal matters. |
| May | UNIT-7 Legal Profession in India Unit -8 Legal Services Unit -6 International Law | students will be able to trace the history of legal Aid in India and main provisions of NALSA regulations 2010 | Learner will be able to know about the importance of legal aid. | Learner will write up the DISHA scheme. |
| JULY | Unit -5 Concept of Human Rights https://youtu.be/1u2FK2Kew2u | Students will be able to understand national and international law reforms | Students will be able to learn meaning of rights and human rights. | case study by students |
| AUGUST | Unit-3 Business Law and General Law Source:- https://youtu.be/XnSxP8CnQg | Students will be able to understand the formation of agreements and contracts.Understand and analyse illegal,void and voidable agreements. | Students will be able to critically analyse the remedies awarded for Breach of Contract as Damages. | case studies |
| October | Unit -4 General Laws Source:- https://youtu.be/MgRr42MZwAw | Students will come to know about sustainable development, pollution control board | Students will be able to explain sole proprietorship and partnership | Research and identify the legal forms of Coca Cola, India and KFC India. |
| November | Revision and practice of sample paper | | | |

| Subject : Mass Media | | | | |
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| MONTH | SOURCE/TOPIC | LEARNING OBJECTIVE | LEARNING OUTCOME | SUGGESTED ACTIVITY |
| March | Introduction to advertising , marketing and promotions Research and development Product categories Market segmentation Types, forms and functions of advertising | To Understand the fundamental concepts of advertising and to comprehend the concept and importance of market segmentation | The students will understand what goes behind excellent marketing and the game behind strong influence of promotional mix | Group activity where students analyze and present advertising campaigns for different product categories, discussing the strategies employed for each. |
| April | Introduction to the production process – Film and TV, pre- production, production and post-production, budgeting, locations, VFX, scheduling, lab processing Live and non-live broadcasting | To Understand the holistic process of creating films and TV programs, encompassing pre- production, production, and post-production phases and to grasp the key elements involved in broadcast media production | The students will be able to demonstrate knowledge of the sequential stages of film and TV production and analyze the impact of contributing factors on the overall production quality. | Have students collaboratively plan and execute a short film or TV segment. |
| July | Print media - organisational structure, Process of editorial department, reporting and process of printing the newspaper Radio - genres of radio programmes, technical elements of radio production, radio presenter and radio jockey, radio script writing | To Understand and comprehend the organizational structure of a print media outlet and Identify various genres of radio programs. | The students will be able to explain the step-by-step process involved in producing a newspaper, from news gathering through editorial decisions to the final printing and develop basic skills in writing scripts suitable for radio. | Practical session on newspaper production Produce a short radio program or podcast Hands-on experience in creating audio content |
| August | Internet - what is website, web development and design, planning, creation, purpose, audience, layout and documentation, mark-up languages, collaboration | To gain an understanding of the fundamental concepts related to websites and internet technology and explore the process of web development and design, including planning, creation, and collaboration. | The students will be able to explain the steps involved in the planning and creation of a website and understand the significance of collaboration in creating and maintaining a website. | The students will plan documentation and prototype of their own website. |
| October | New media - ICE age, convergence, digitalization, social media, shift in media model due to the internet Creative contribution of key people - roles of all the people involved in film and TV production (actor, director, cinematographer, producer, writer, composer, audiographer etc.) | To evaluate the transformative effects of the internet on traditional media models, identifying shifts in distribution, content creation, and audience engagement. To analyze how collaboration among different professionals enhances the overall quality of film and TV productions. | The students will understand the evolution of media through the ICE age, convergence, and digitalization and gain an in-depth understanding of the diverse roles involved in film and TV production. | Media Landscape Analysis: Have students conduct a research project on the evolving landscape of media Organize a broadcast simulation where students take on various roles such as anchors, directors, camera operators, and producers. |
| November | Types of headlines , interviews, difference between news articles and features Departments in a newspaper organisation, role of editor, sub-editor, reporter etc. Contributions made by Writer, Conceptualiser, Editor, Designer | To give a detailed insight into the minute details of print journalism, understand newspaper terminology To understand the roles and responsibilities of key people in website development | The students will be able to recognize the collaborative nature of newspaper work and the importance of effective communication within the organization. | The students will design a newspaper on their own and mention the terminology |

| Subject : Music (Vocal) | | |
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| MONTH | THEORY TOPICS | PRACTICAL |
| APRIL | Unit- 1 Brief of the following:- Alankar, Gram, Alap, Gamak, Taan Life Sketch and contribution of Ustad Faiyaz Khan and PT. Krishan Rao Shankar Description of Raag and Talas- Raag Bhairav ,Bageshwari and Jhap Taal , Rupak Taal. | One Drut Khayal With Simple Elaboration and Few tanas in Raag Bhairav and Bageshwari. Talas-Recitation of the Thekas of Rupak and Jhap Tala and Rupak with Dugun, Tigun and Chaugun Keeping tala With hand Beats. |

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| MAY | Unit- 2 Brief of the Following -: Khatka , Murki ,Kan and Gram Historical Development of the Time Theory of Indian music Detailed Study of Treatises of 'Sangeet Ratnakar' and 'Sangeet Parijat' | One Drut Khayal and Vilambit Khayal With Simple Elaboration and Few tanas in Raag Bhairav and Bageshwari. Talas-Recitation of the Thekas of Rupak and Jhap Tala and Rupak with Dugun, Tigun and Chaugun Keeping tala With hand Beats. |
| JULY | Unit- 3 Brief of the following:- Murchna ,Meend , Write Three Alankars Sets (Aroah, Avroah) to three different talas prescribed from the Syllabus | Alankars in Raag Bhairav, Malkauns and Bageshwari in different Talas. |
| AUGUST | Unit-4 Description of Raag Malkauns and Taal Dhamaar and one Dhamaar Gayan shali. Life Sketch and contribution of Ustad Bade Gulam Ali Khan Knowledge of the structure and various parts of Tanpura | One Dhamaar with Dugun Chaugun Laykaris in Raag Malkauns. Talas-Recitation of the Thekas of Dhamaar Tala with Dugun, Tigun and Chaugun Keeping tala With hand Beats. |
| OCTOBER | UNIT -5 Describe about the style , Gharana , Techniques etc. of his/her favourite Contemporary Dhrupad or Khyal singer. Description of Tarana. | One Tarana with Dugun Chaugun Laykari in Raag Bhairav |

| Subject : Painting | | | | | |
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| THEORY | | | | | |
| MONTH | SOURCES /RESOURCES | TOPICS | OBJECTIVES | LEARNING OUTCOMES | SUGGESTED ACTIVITIES |
| APRIL | https://nroer.gov.in/home/e-library/ http://ccrtindia.gov.in/visualarts.php http://www.nationalmuseumindia.gov.in/collections.asp https://nroer.gov.in/home/e-book/ | UNIT : I Miniature Painting (A)The Rajasthani School : Origin and Development 2. Sub- Schools- ewar, Bundi, Jodhpur,Bikaner,Kishangarh and Jaipur Main features of the Rajasthani School Appreciation of the following Rajasthani paintings (a) Maru Ragini (b) Chaugan Players (c)Krishna on Swing (c) Radha (Bani-Thani) (d) Bharat meets Rama at Chitrakuta | The history of Indian art for the students is to familiarize them with the various styles and modes of art expressions of the different parts of India. | The learner -knows and appreciate Indian art of painting during Medieval and Modern periods. - them. -Identifies the styles of Rajasthani paintings, different characteristic features of Indian art during different periods,regions and regimes and differentiate among them. | Sketchbook can be created with leftover papers of old notebooks Find out about the manuscript paintings of Eastern and Western India,where we find the Jain and Buddhist manuscripts written and painted on leafs together. From the websites, look at the painted manuscript and find about the period, place and script. Visit different website for virtual visit of Museums, look at the details of the artifact which are given for detailed study in your course/textbooks. Note down your observations of detailed plates. |
| MAY | | (B)The Pahari School : 1.Origin and Development 2.Sub- Schools- Basohli,Guler,Kangra, Chamba,Kulu-Mandi and Garhwal 3. Main features of the Pahari School 4. study and Appreciation of the following Pahari paintings: (a) Krishna with Gopis (b) Nand,Yashoda and Krishna with Kinsmen going to Vrindavana | This would enrich their vision and enable them to appreciate and develop an aesthetic sensibility to enjoy the beauty of nature and life. | -Identifies the styles of Pahari paintings, different characteristic features of Indian art during different periods ,regions and regimes and differentiate among them. They know the different cultural heritage, method, materials & techniques which were used. | There are several schools of Rajasthani and Pahari miniature paintings, find out about the miniature traditions of painting, which were the schools/styles, what were the themes, etc. Have you seen a miniature painting? Can you copy it and paint it in the actual size? |

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| JULY | | UNIT: II (A)The Mughal School: 1.Origin and Development 2. Main features of the Mughal School 3.Study of method & Appreciation of the following Mughal Paintings: (a) Krishna lifting Mount Goverdhana (b) Falcon on a Bird rest (c) Kabir and Raidas (d)Marriage Procession of Dara Shikoh | To observe and study the evolution of its mutations and synthesis with other style and the rise of an altogether new style. | Identifies the styles of Mughal paintings, different characteristic features of Indian art during different periods, regions and regimes and differentiate among them. The learner know about the great art treasure known as Mughal School of paintings. The bright history of Indian painting known as the golden period of Indian art. | In the Mughal period , the miniature traditions saw new heights. There are many styles and influences which were amalgamated into the Mughal miniatures and make it a robust Indian style. Find about these influences and how they are reflected. Take a one Mughal miniature and study it thoroughly, write a critique on it with illustrations, showing different features. |
| AUGUST | | (B) The Deccan School : Origin and Development 2. Main features of e Deccan School Study of method & Appreciation of the following Deccan paintings: (a) Hazrat nizamuddin Auliya and Amir Khusro (b)Chand bibi Playing Polo (Chaugan) | The students would be acquainted with brief glimpses of the development of Indian visual art as are required for concept formation. | Identifies the styles of Deccan paintings, different characteristic features of Indian art during different periods,regions and regimes and differentiate among them. The Learner know about early developments in Indian art of painting from the Deccan traditions in different part of the sub-continent | Collect photographs from magazines, calendars, greeting cards, or what all you can get at home, arrange them in a chronological order and make an album of Indian Arts of different periods. Write captions under each of them in 4-8 lines of information such as period, date, name of the object, material used in making it, name and place of Museum or Collection where it lies presently |
| SEPTEMBER | | MID TERM EXAMS | | | |
| OCTOBER | | UNIT: III The Bengal School of Painting National Flag of India and the Symbolic significance of its forms and the colours. 1.Introduction to the Bengal School of Painting Origin and development of the Bengal School Painting. Main features of the Bengal School of inting. 2. Contribution of Indian artists in the struggle for National Freedom movement. Studyand Appreciation of the following intings of the Bengal School: (a)Journey's End (b) Shiva and Sati (c) Radhika (d) Meghdoot | To expose them to the wide range of artistic impressions the media and the tools used. Students will get to know India's rich cultural heritage. | Identifies the styles of company paintings, Bengal School, Post Independence trends in modern arts etc. different characteristic features of Indian art during different periods, regions and regimes, and differentiate among them, Contribution of Indian artists in National freedom struggle | Read online articles on Revivalist school (Bengal School of Painting) new artistic methods & techniques . If available use computer for viewing art work of masters, view video clips suggested by the school teacher or in this calendar of activities. |
| NOVEMBER | | (C) The Modern Trends in Indian Art Study and Appreciation of the following contemporary (Modern) Indian Art. (a) Paintings: Rama Vanquishing the Pride of the Ocean Mother and Child Haldi Grinders Mother Teresa (b) Graphic- Prints: Children Devi Of Walls Man, Woman and Tree (c) Sculptures : Triumph of Labour Santhal Family Cries Unheard Ganesha | To develop aesthetic sense of the students through the understandin g of various important well known aspects and modes of visual art expression in India's rich cultural heritage from the Indus valley to present time. | The learner know about latest developments in Modern art of painting, sculpture and Graphics from the modern period to the Modern Trends in Indian art. Students will learn about the beauty of the monuments , their technical qualities and the artistic aspects of the cultural heritage. | Read online articles on Modern period developed new artistic methods & techniques. |
| DECEMBER | | Revision of unit I & II | | | |
| JANUARY | | Revision of unit III | | | |
| FEBRUARY | | ANNUAL EXAMS | | | |

| PRACTICAL | | | | | |
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| | RESOURCES/ MATERIAL | | OBJECTIVES | LEARNING OUT COMES | SUGGESTED ACTIVITIES |
| | <p>NCERT Syllabus/ State board syllabus</p> <ul style="list-style-type: none"> - Sketchbook can be created with leftover papers of old notebooks - Objects for study as per choice and availability - If available use computer for viewing art work of masters, view video clips suggested by the school teacher or in this calendar of activities - Colors and brushes for painting. Preference to be given to those created by students themselves. - Self-made Portfolio for maintaining records of the art work done. | | <ul style="list-style-type: none"> -To encourage the students to express their thoughts, feelings and creativity through the various visual art forms. -To develop their mental faculties of observations, imagination skill, critical thinking and physical skills. -To develop skill of using drawing and painting material(surface ,tools and equipments etc.) effectively. -To express the different feelings and moods of life and nature in lines, forms and colours. -Provide opportunities and encouragement to express oneself freely. -To create a platform for students to enhance their extra-curricular activities. | <p>The learner</p> <ul style="list-style-type: none"> - demonstrates safe and proper use of drawing and materials. - observes and selects subject matter and ideas for his/her work. - applies elements of art in painting to effectively communicate his/her ideas. - appreciates the beauty in nature and in man- made objects using the different elements of art. | <p>Following activities are based on your experience of Class XI and will help you perform more skillfully and artistically. Explore experiment and express freely for better results. Activity – 1</p> <ul style="list-style-type: none"> - Sketching of nature and of geometrical objects/ structures/ part of building in pencil / charcoal. - Sketching of natural forms at home such as; live plants and trees, available vegetables and fruits, leaves and flowers etc., - Geometrical forms such as; table, chair, TV, books, bucket, basket, building, monument etc. Any kitchen utensil as they are based on geometrical forms. - Sketching of clothes kept in different arrangements is interesting and important. <p>- While sketching focus should be on the use of line, form, light and shade, textures of objects etc.</p> <p>Any sketch book or plain notebook can be used for this purpose</p> |
| | | | | | <p>Activity – 2</p> <p>Object Study (still life) of a group of 2-3 objects (natural and geometrical) in pencil colors /charcoal, pastel or water colors while focusing on light and shade from a fixed point of view.</p> <ul style="list-style-type: none"> - For natural objects take; any vegetable or fruit. - For Geometrical objects take; thick book, any one kitchen utensil such as tumbler/bowl, jug etc. Any object which is based on geometrical forms like cubes, cones, cylinders and sphere can be used. - The group of objects can be organized at a distance of 5-6 feet. For Geometrical objects take; textbook, any one kitchen utensil such as tumbler/bowl, jug etc. - Use quarter size paper sheet or use your drawing file for the study. <p>Activity – 3</p> <p>Make A Viewfinder – Use a thick paper of 4x6 inches to make your viewfinder. Cut a clean rectangle window of 2x3 centimeters in the center. This will help you select compositions of your choice.</p> <p>Compose view from within the house or of outside visible from your house.</p> <ul style="list-style-type: none"> - use pencil charcoal or any other dry color available to make quick |
| | | | | | <p>compositions in your sketchbook.</p> <p>Activity – 4 Composition -</p> <ul style="list-style-type: none"> - Select any composition of your choice from your sketches made earlier and completes it using available colors. - One can make composition using folk art style (warli, madhubani, gond, etc.) of his/her region as composition. Try to make use of line, shape, form, texture, color and space in your composition. - Artwork created is to be maintained in portfolio for assessment. |

| Subject : Commercial Arts | | | |
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| THEORY | | | |
| RESOURCES | LEARNING OBJECTIVES | LEARNING OUTCOMES | SUGGESTED ACTIVITIES |
| APRIL: | UNIT : I (a) Six limbs of Indian painting and fundamentals of visual arts (Elements & principle) Theory Unit -1- Miniature Painting (a) The Rajasthani School of miniature Painting (b) The Pahari Schools of miniature Painting | Under this topic students observe the fundamentals of art & the basic criteria for doing the best work in painting. The very first Chapter is about miniature paintings, read the text carefully, open its QR Codes and read Exercises first. Make notes of your observations on different topics and sub-topics, how familiar you are with the names of the cave sites, do you find any similarities in your earlier works, child art, how did they paint and what were the reasons/objective behind the painting in your opinion etc. | Sketchbook can be created with leftover papers of old notebooks Visit different website for virtual visit of Museums, look at the details of the artifact which are given for detailed study in your course/textbooks. Note down your observations of detailed plates. |
| MAY: | Unit : II Mughal and Deccan School of Miniature Painting (16th Century AD to 19th Century AD) a) The Mughal School (1) Origin and development (2) Main Features of Mughal School (3) Study of method & material and appreciation of the following Mughal paintings Title (1) Krishna lifting Mount Govardhana (2) Falcon on a Bird rest (3) Kabir and Raidas (4) Marriage Procession of Dara Shikoh b) The Deccan School (1) Origin and development (2) Main features of the Deccan School (3) Study of method & material and appreciation of the following Deccan Paintings: Title (1) Hazrat Nizamuddin Auliya and Amir Khusro (2) Chand Bibi Playing Polo (Chaugan) | The second chapter is on Mughal and Deccan School of Miniature Painting Students will observe the different art facts. They know the different cultural heritage & the different techniques which were used by our ancestors. In this unit like previous chapters, read it carefully, take note of full page pictures and their description, the artifacts prescribed in your syllabus. The learner know about the great art treasure known as miniature paintings | Collect photographs from magazines, calendars, greeting cards, or what all you can get at home, arrange them in a chronological order and make an album of Indian Arts of different periods. Write captions under each of them in 4-8 lines of information such as period, date, name of the object, material used in making it, name and place of Museum or Collection where it lies presently. If available use Mobile phone / computer for viewing art work of masters, view video clips suggested by the school teacher or in this calendar of activities |
| JULY: PPT Presentation on the topic National Flag and its symbolic significance | (a) National Flag of India and symbolic significance of its form and the colours | | |

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| AUGUST | (b) (1) Introduction to the Bengal School of Paintings (i) Origin & development of Bengal School of paintings (ii) Main features of the Bengal School of Paintings (2) Contribution of Indian Artists in the struggle for National Freedom movement. (3) Study and appreciation of the following paintings of the Bengal School i) Journey's End ii) Shiv and Sati iii) Radhika iv) Meghdoot | <i>The Learner</i> - tells about early developments in Indian art of sculpture and painting from the earliest times to the early Medieval period in different part of the sub-continent | |
| SEPTEMBER | MID TERM EXAMS | | |
| OCTOBER | Unit III The Modern trends in Indian Art Introduction I) Study and appreciation of the following works of the temporary Indian Art (a) Paintings i) Rama Vanquishing the pride of the ocean ii) Mother and Child iii) Haldi Grinders iv) Mother Teresa (b) Graphic Prints i) Children ii) Devi iii) Of Walls iv) Man, woman and Tree (c) Sculptures i) Triumph of Labour ii) Santhal Family iii) Cries Unheard iv) Ganesha | identifies different characteristic features of Indian art during different periods, regions and regimes, and differentiate among them, Students will learn about the beauty of their technical qualities and the artistic aspects of the cultural heritage | Draw their diagrams and write about them. Can you make some object taking clue or using the motif from the sculptures |
| NOVEMBER | Revision of Unit III – The Modern Trends of Indian Art | | |

Subject : Physical Education

| Unit No. | Unit Name & Topics | Specific Learning Objectives | Suggested Teaching Learning process | Learning Outcomes with specific competencies |
|----------|--|--|---|--|
| Unit 1 | Management of Sporting Events 1. Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling) 2. Various Committees & their Responsibilities (pre; during & post) 3. Fixtures and their Procedures – Knock- Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments. 4. Intramural & Extramural tournaments – Meaning, Objectives & Its Significance 5. Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity) | ☑ To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament. ☑ To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments. ☑ To make the students understand the need for the meaning and significance of intramural and extramural tournaments | ☑ Lecture-based instruction, ☑ Technology-based learning, ☑ Group learning, ☑ Individual learning, ☑ Inquiry-based learning, ☑ Kinesthetic learning, ☑ Game-based learning and ☑ Expeditionary learning. | After completing the unit, the students will be able to: * Describe the functions of Sports Event management * Classify the committees and their responsibilities in the sports event * Differentiate the different types of tournaments. * Prepare fixtures of knockout, league & combination. * Distinguish between intramural and extramural sports events * Design and prepare different types of community |

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| Unit 2 | Children & Women in Sports 1. Exercise guidelines of WHO for different age groups. 2. Common postural deformities-knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures. 3. Women's participation in Sports – Physical, Psychological, and social benefits. 4. Special consideration (menarche and menstrual dysfunction) 5. Female athlete triad (osteoporosis, amenorrhea, eating disorders). | ☒ To make students understand the exercise guidelines of WHO for different age groups ☒ To make students aware of the common postural deformities ☒ To make students aware of women's sports participation in India and about the special conditions of women. ☒ To make students understand menarche and menstrual dysfunction among women athletes. ☒ To make them understand about female athlete triad. | ☒ Lecture-based instruction, ☒ Technology-based learning, ☒ Group learning, ☒ Individual learning, ☒ Inquiry-based learning, ☒ Kinesthetic learning, ☒ Game-based learning and ☒ Expeditionary learning. | After completing the unit, the students will be able to: * Differentiate exercise guidelines for different stages of growth and development. * Classify common postural deformities and identify corrective measures. * Recognize the role and importance of sports participation of women in India. * Identify special considerations relate to menarche and menstrual dysfunction. * Express female athlete triad according to eating disorders. |
| Unit 3 | Yoga as Preventive measure for Lifestyle Disease 1. Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana, | ☒ To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma. ☒ To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases. | ☒ Lecture-based instruction, ☒ Technology-based learning, ☒ Group learning, ☒ Individual learning, ☒ Inquiry-based learning, ☒ Kinesthetic learning, ☒ Game-based learning and ☒ Expeditionary learning. | After completing the unit, the students will be able to: * Identify the asanas beneficial for different ailments and health problems. * Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis * Describe the procedure for performing a variety of asanas for maximal benefits. |
| | Ushtrasana, Suryabedhan pranayama. 2. Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta- vajarasana, Paschimottanasana, Ardha- Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati. 3. Asthma: Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansana, UttanMandukasan-a, Bhujangasana, Dhanurasana, Ushtrasana, Vakrasana, Kapalabhati, Gomukhasana Matsyaasana, Anuloma-Viloma. 4. Hypertension: Procedure, Benefits & Contraindications for Tadasana, Katichakransan, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasan-a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi-shodhanapranayam, Sitlipranayam. 5. Back Pain and Arthritis: Procedure, Benefits & Contraindications of Tadasana, Urdhwahastootansana, Ardha-Chakrasana, Ushtrasana, Vakrasana, | | | * Distinguish the contraindications associated with performing different asanas. * Outline the role of yogic management for various health benefits and preventive measures. |

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| Unit 4 | Physical Education and Sports for CWSN (Children with Special Needs - Divyang) 1. Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics) 2. Concept of Classification and Divisioning in Sports. 3. Concept of Inclusion in sports, its need, and Implementation; 4. Advantages of Physical Activities for children with special needs. 5. Strategies to make Physical Activities assessable for children with special needs. | <ul style="list-style-type: none"> ☑ To make students understand the concept of Disability and Disorder. ☑ To teach students about the types of disabilities & disorders, their causes, and their nature. ☑ To make them aware of Disability Etiquette. ☑ To make the students Understand the advantage of physical activity for CWSN. ☑ To make the students aware of different strategies for making physical activity accessible for Children with Special Needs. | <ul style="list-style-type: none"> ☑ Lecture-based instruction, ☑ Technology-based learning, ☑ Group learning, ☑ Individual learning, ☑ Inquiry-based learning, ☑ Kinesthetic learning, ☑ Game-based learning and ☑ Expeditionary learning. | <p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Value the advantages of physical activities for children with special needs * Differentiate between methods of categorization in sports for CWSN * Understand concepts and the importance of inclusion in sports * Create advantages for Children with Special Needs through Physical Activities |
| Unit 5 | Sports & Nutrition 1. Concept of balanced diet and nutrition 2. Macro and Micro Nutrients: Food sources & functions 3. Nutritive & Non- Nutritive Components of Diet 4. Eating for Weight control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance | <ul style="list-style-type: none"> ☑ To make the students understand the importance of a balanced diet ☑ To clear the concept of Nutrition – Micro & Macronutrients, Nutritive & non-Nutritive Components of diet ☑ To make them aware of eating for weight loss and the results of the pitfalls of dieting. | <ul style="list-style-type: none"> ☑ Lecture- based instruction, ☑ Technology- based learning, ☑ Group learning, ☑ Individual learning, ☑ Inquiry-based learning, ☑ Kinesthetic learning, ☑ Game-based learning and ☑ Expeditionary learning. | |
| Unit 6 | Sports & Nutrition 1. Concept of balanced diet and nutrition 2. Macro and Micro Nutrients: Food sources & functions 3. Nutritive & Non- Nutritive Components of Diet 4. Eating for Weight control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance | <ul style="list-style-type: none"> ☑ To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General Motor Fitness Test. ☑ To make students to determine physical fitness Index through Harvard Step Test/Rockport Test ☑ To make students to calculate Basal Metabolic Rate (BMR) ☑ To measure the fitness level of Senior Citizens through Rikli and Jones Senior Citizen Fitness Test. | <ul style="list-style-type: none"> ☑ Lecture-based instruction, ☑ Technology-based learning, ☑ Group learning, ☑ Individual learning, ☑ Inquiry-based learning, ☑ Kinesthetic learning, ☑ Game-based learning and ☑ Expeditionary learning. | <p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Perform SAI Khelo India Fitness Test in school [Age group 5-8 years/ (class 1-3) and Age group 9-18yrs/ (class 4-12) * Determine physical fitness Index through Harvard Step Test/Rockport Test * Compute Basal Metabolic Rate (BMR) * Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test |
| Unit 7 | Physiology & Injuries in Sport 1. Physiological factors determining components of physical fitness 2. Effect of exercise on the Muscular System 3. Effect of exercise on the Cardio- Respiratory System 4. Physiological changes due to aging 5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain & Strain; | <ul style="list-style-type: none"> ☑ Understanding the physiological factors determining the components of physical fitness. ☑ Learning the effects of exercises on the Muscular system. ☑ Learning the effects of exercises on Cardiovascular system. ☑ Learning the effects of exercises on the Respiratory system. ☑ Learning the changes caused due to aging. | <ul style="list-style-type: none"> ☑ Lecture-based instruction, ☑ Technology-based learning, ☑ Group learning, ☑ Individual learning, ☑ Inquiry-based learning, ☑ Kinesthetic learning, ☑ Game-based learning and ☑ Expeditionary learning. | <p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Recognize the physiological factors determining the components of physical fitness. * Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems. * Figure out the physiological changes due to ageing * Classify sports injuries with its Management. |
| Unit 8 | Biomechanics and Sports 1. Newton's Law of Motion & its application in sports 2. Types of Levers and their application in Sports. 3. Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports 4. Friction & Sports 5. Projectile in Sports | <ul style="list-style-type: none"> ☑ Understanding Newton's Laws of Motion and their Application in Sports. ☑ Make students understand the lever and its application in sports. ☑ Make students understand the concept of Equilibrium and its application in sports. ☑ Understanding Friction in Sports. ☑ Understanding the concept of Projectile in sports. | <ul style="list-style-type: none"> ☑ Lecture-based instruction, ☑ Technology-based learning, ☑ Group learning, ☑ Individual learning, ☑ Inquiry-based learning, ☑ Kinesthetic learning, ☑ Game-based learning and ☑ Expeditionary learning. | <p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Understand Newton's Law of Motion and its application in sports * Recognize the concept of Equilibrium and its application in sports. * Know about the Centre of Gravity and will be able to apply it in sports * Define Friction and application in sports. * Understand the concept of Projectile in sports. |

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| Unit 9 | Psychology and Sports 1. Personality; its definition & types (Jung Classification & Big Five Theory) 2. Motivation, its type & techniques. 3. Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it 4. Meaning, Concept & Types of Aggressions in Sports 5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting | <ul style="list-style-type: none"> ☒ To make students understand Personality & its classifications. ☒ To make students understand motivation and its techniques. ☒ To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise. ☒ To make them aware of Aggression in sports and types. ☒ To make students understand Psychological Attributes in Sports. | <ul style="list-style-type: none"> ☒ Lecture-based instruction, ☒ Technology-based learning, ☒ Group learning, ☒ Individual learning, ☒ Inquiry-based learning, ☒ Kinesthetic learning, ☒ Game-based learning and ☒ Expeditionary learning. | After completing the unit, the students will be able to: * Classify different types of personality and their relationship with sports performance. * Recognise the concept of motivation and identify various types of motivation. * Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. * Differentiate between different types of aggression in sports. * Explain various psychological attributes in sports. |
| Unit 10 | Training in Sports 1. Concept of Talent Identification and Talent Development in Sports 2. Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle. 3. Types & Methods to Develop – Strength, Endurance, and Speed. 4. Types & Methods to Develop – Flexibility and Coordinative Ability. 5. Circuit Training - Introduction & its importance | <ul style="list-style-type: none"> ☒ Making the students understand the concept of talent identification and methods in sports ☒ Making the students Understand sports training and the different cycle in sports training. ☒ Making the students Understand different types & methods of strengths, endurance, and speed. ☒ Making the students Understand different types & methods of flexibility and coordinative ability. | <ul style="list-style-type: none"> ☒ Lecture-based instruction, ☒ Technology-based learning, ☒ Group learning, ☒ Individual learning, ☒ Inquiry-based learning, ☒ Kinesthetic learning, ☒ Game-based learning and ☒ Expeditionary learning. | After completing the unit, the students will be able to: * understand the concept of talent identification and methods used for talent development in sports |

| SUBJECT- HOME SCIENCE | | | | |
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| MONTH | SOURCE/RESOURCE | LEARNING OBJECTIVES | LEARNING OUTCOMES | SUGGESTED ACTIVITIES |
| MARCH | UNIT I: Work, livelihood and Career Chapter- Work, livelihood and career | Students will explore various types of work options, analyze factors influencing career choices, develop skills for career planning and management, and understand the importance of lifelong learning and ethical practices in the workplace. | 1. Identify various work and livelihood options, considering personal interests and societal needs. 2. Learners will be able to enhance employability skills such as communication, teamwork, and problem-solving. | Students could research various career options related to home science, such as nutritionists, interior designers, event planners, or childcare professionals, and create informational booths or presentations showcasing these careers. |
| APRIL | UNIT II: Nutrition, Food Science and Technology Chapter-Clinical nutrition and Dietetics Chapter- Public nutrition and health Chapter- Food processing and technology Chapter- Food quality and safety | The students will- 1. Understand principles of therapeutic nutrition, dietary management of diseases, and counseling techniques for promoting health. 2. Explore food preservation methods, understand food processing techniques, and evaluate their impact on food safety and quality. 3. Identify factors affecting food quality and safety. | 1. Students will learn about Clinical Nutrition and Dietetics, focusing on understanding dietary requirements for various health conditions. 2. They'll explore Public Nutrition and Health, emphasizing community nutrition programs and health promotion. 3. In Food Processing and Technology, students will gain insights into food preservation methods and industrial food production. 4. Additionally, they'll grasp the importance of Food Quality and Safety standards in ensuring consumer health. | Students will create informative posters, pamphlets, and presentations highlighting the importance of healthy eating habits, balanced diets, and the prevention of malnutrition-related diseases. |
| MAY | UNIT-III Chapter- Early childhood care and education Ch. Management of Support Services, Institutions and Programmes for Children, Youth and Elderly | To understand the principles and practices of early childhood care and education, and the management of support services, institutions, and programs for children, youth, and elderly. | Students will gain knowledge of theories and methods in early childhood education, fostering holistic development in young children. They will develop skills in planning, implementing, and evaluating support services and programs for diverse age groups. | Students will be asked to click few photographs with old age person and little ones. Then they will paste these pics in one scrap file and will write their experience (that which similarities do they found in both). |

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| JULY | UNIT IV: Fabric and Apparel Chapter- Design for fabric and apparel | Students will- Gain knowledge of various types of fabrics and their specific care requirements. 2.To Understand different methods of fabric care, including washing, drying, ironing, and storage. 3.To make students aware about the importance of following care labels and instructions provided by manufacturers. | Students will develop creativity, critical thinking, and problem-solving skills in the context of fabric and apparel design | Block printing |
| AUGUST | Ch. Fashion Design and Merchandising Chapter- Care and maintenance of fabrics in institutions | Students will- Gain knowledge of various types of fabrics and their specific care requirements. 2.To Understand different methods of fabric care, including washing, drying, ironing, and storage. 3.To make students aware about the importance of following care labels and instructions provided by manufacturers. | 1.Students will develop the ability to troubleshoot fabric care challenges, such as stain removal or fabric damage, using creative and resourceful solutions while adhering to institutional guidelines. 2. Students will understand the importance of adhering to safety and hygiene regulations in fabric care practices within institutional environments, prioritizing the health and well-being of users. | Tie and dye activity will be conducted |
| SEPTEMBER | UNIT VI: Communication and Extension Ch. Development Communication and Journalism REVISION | 1.To review the principles and practices of development communication and journalism. 2.To refresh understanding of various communication models and their application in development contexts. | Students will Consolidate knowledge of communication strategies for community engagement and empowerment. | Students can conduct a media analysis discussion where they critically examine how development issues are portrayed in various forms of media such as newspapers, magazines, TV programs, and social media platforms. (in local newspapers and news channels) |
| OCTOBER | UNIT V: Resource management Chapter- Hospitality and management Chapter-Consumer education and protection | 1.To understand principles of hospitality industry management, including customer service, operations, and financial management, to prepare for careers in hospitality and related fields. 2. To explore consumer rights, responsibilities, and protection measures, including product labeling, pricing, and redress mechanisms, to make informed decisions. | 1. They will develop skills in managing hospitality operations efficiently and effectively. 2. They will learn to make informed decisions as consumers and advocate for consumer rights in various transactions and contexts. | a role-play will be organized to understand consumer rights in real-life situations. |
| NOVEMBER | REVISION | To prepare students for final exams. | | oral and written tests |
| DECEMBER | REVISION | To prepare students for final exams. | | |
| JANUARY | REVISION | To prepare students for final exams. | | |

SUBJECT : INFORMATICS PRACTICES

| MONTH | UNIT/TOPIC | LEARNING OBJECTIVES | LEARNING OUTCOMES | SUGGESTED ACTIVITIES/QUESTIONS |
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| March | ● Revision of Python topics covered in Class XI | Recapitulation of the python concepts studied in class XI Applying the concept practically | Students will be able to understand the basic concepts of the Python(XI) | Use of e-content : e-book Give one word questions using concepts of Python from class XI syllabus |

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| APRIL | Unit 1: Data Handling using Pandas –I Introduction to Python libraries- Pandas, Matplotlib. Data structures in Pandas - Series and Data Frames. Series: Creation of Series from – ndarray, dictionary, scalar value; mathematical operations; Head and Tail functions; Selection, Indexing and Slicing. ☒ | To learn the concepts of series and dataframes. | Understands the basic concepts of python programming using pandas data structure like series and data frames Knows uses of various programming syntax Identifies type of programming paradigm Applies the concept practically | Use of e-content : e-book, powerpoint presentation, images and videos. |
| May | Chapter: Unit 1-Data Visualization Plotting with Pyplot I Introduction, Data Visualization, Using Pyplot of Matplotlib Library- installing and importing matplotlib, working with PyPlot Methods. Creating Line Charts Line Chart using plot() function, applying various settings in plot() function. Creating bar charts – Changing widths, colors of the bars in a bar chart, creating multiple bars chart, creating a horizontal bar chart. Customizing the plot – Anatomy of a chart, adding a title, setting X and Y labels, limits and ticks, Adding Legends, Saving a figure. | To learn the concept of data representation . To learn different types of graphs that can be used in Python. To enhance problem solving and programming skills in Python with extensive programming projects. | Understands the basic concepts of python programming Knows uses of various programming syntax Identifies type of programming paradigm Applies the concept practically | Use of e-content : e-book, powerpoint presentation, images and videos. |
| July | Unit 2: Database Query using SQL Focused Skills -Understanding, Knowledge,Identification, Application: Introduction, Relational Data Model, MySQL and SQL, Different SQL Commands | Upon successful completion of this chapter, students will be able to:describe the differences between data, information, and knowledge;define the term database and identify the steps to creating one. | Understands the basic concepts of MySQL programming Knows uses of various programming syntax Identifies type of programming paradigm Applies the concept practically | Use of e-content : e-book, powerpoint presentation, images and videos. |
| August | Unit 2 -Database Query using SQL Math functions: POWER (), ROUND (), MOD (). Text functions: UCASE ()/UPPER (), LCASE ()/LOWER (), MID ()/SUBSTRING ()/SUBSTR (),LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM (). Date Functions: NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (), DAYNAME (). Aggregate Functions: MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT (*). Querying and manipulating data using Group by, Having, Order by. | Upon successful completion of this chapter, students will be able to use different methods or functions in MySQL. | Understands the basic concepts of MySQL programming Knows uses of various programming syntax Identifies type of programming paradigm Applies the concept practically | Use of e-content : e-book, powerpoint presentation, images and videos. |
| September | Mid Term Examinations | | | |

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| October | Unit 3: Introduction to Computer Networks Introduction , Computer Networks components, Types of Networks based on geographical spread, Network devices/ Hardware – WiFi card, Hub, Switch, Bridge, Router, Gateway, Repeater, Modem etc. Network topology: Star, Bus, Ring, Mesh Introduction to Internet, URL, WWW and its applications- Web, email, Chat, VoIP. Website: Introduction, difference between a website and webpage, static vs dynamic web page, web server and hosting of a website. | To know what is Network and its advantages .How can we connect different computers on Network. How do computers communicate in Network and various other communication medium. | Understands the concept of networking alongwith other internet terminologies | Use of e-content : e-book, powerpoint presentation, images and videos. |
| November | Unit 4: Societal Impacts- Digital footprint, net and communication etiquettes, data protection, intellectual property rights (IPR),plagiarism, licensing and copyright, free and open source software (FOSS), cybercrime and cyber laws, hacking, phishing, cyber bullying, overview of Indian IT Act.E-waste: hazards and management.Awareness about health concerns related to the usage of technology | To know various societal impacts of digital technologies. | Understands the concept of cyber security, cyber protection alongwith IT act 2000. | Use of e-content : e-book, powerpoint presentation, images and videos. |
| December | Pre-Board Examinations | | | |

| Subject : YOGA | | | | | |
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| Month | UNIT/TOPIC | SOURCES/RESOURCES | LEARNING OBJECTIVE | LEARNING OUTCOME | SUGGESTED ACTIVITES |
| APRIL | UNIT -1 * Shatkarma- Meaning, Purpose and their significance in yog sadhana. *Yogasana meaning , principal and their health benefits | A Text Book of YOGA skill education Vishwas Publication | * Students will know the process of purification of organs of the body. * Students will know about different types of asanas and their benefits. | * Students will learn how we can clean our intestine, Stomach, eyes, liver etc through this process * Students will know different types of asana like standing, sitting, laying positions | * Students will perform techniques of Sahtkarma like Kapalbhathi, Neti etc. |
| MAY | * <i>Introduction to Pranayama and Dhyana and their health benefits.</i> * <i>Identify career opportunities in Yoga.</i> | A Text Book of YOGA skill education Vishwas Publication | * Students will know about the eight types of pranayama and their benefits. | * Students will learn about different types of Pranayama like Anulom-vilom, Kapalbhathi, Bhastrika etc. And their benefits. | * Students will perform all types of Pranayama. |
| JUNE | UNIT-II * Concept of Aahara (Diet) according Yogic Text. | A Text Book of YOGA skill education Vishwas Publication | * Students will gain knowledge about the benefits of different types of Aaharas like, Sattvik aahara , Rajasik aahara, Tamasik aahara, Pathya and Apathya and balanced diet. | * Students will learn the all the types of yogic diet and their benefits. | * Teacher will show all three types of diet chart to the students. |
| AUG | * Concept of mental health well being according to patanjali yoga. * Yogic Practice of Patanjali Yoga: Bahirangaand AntrangaYoga. | A Text Book of YOGA skill education Vishwas Publication | * Students will discuss the benefits of the techniques for living a harmonious individual life through Antrayas or Chitta vikshepas. * Students will practice the Chitt prasadana methods . | * Students will aware about their mental and physical health. | * Students will write and learn some shlokas of Bhagad Gita. |
| SEP | * Concept of healthy living style in Bhagwat Gita. * Importance of subjective experience in daily life Yoga practice. | A Text Book of YOGA skill education Vishwas Publication | * Students will relate their present day lives with the Bhagvad Gita . * Students will improve their growth in all aspects like physical , social, mental,and spiritual wellness through importance of subjective experience in daily yoga practice . | * Students will learn the different types of sutras. And as well as the important of this subject in our life . | * Students will write shalokas on chart paper. |

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| OCT | UNIT-III * Introduction of first aid and CPR. * Yogic management of stress and its consequences. | A Text Book of YOGA skill education Vishwas Publication | * Students will know what is the CPR and their importance. | * Students will know the process of the CPR on the patients. | * Students will make a flow chart of asanas and pranayama to reduce the stress. |
| NOV | * Yogic prevention of common diseases. * Yoga and personality development | A Text Book of YOGA skill education Vishwas Publication | * Students will know about various types of diseases like asthma, stress, obesity and their yogic management. | * Students will know different types of the diseases and their yogic treatment. | * Students will identify the various types of diseases and their symptoms and their yogic treatment. |