



# BIRLA PUBLIC SCHOOL GANGANAGAR

(A Unit of Birla Education Trust Pilani)

(A step ahead... ..)



CBSE Affiliation No. 1730974

## Weekly & Monthly Planner

Session: 2025-26

**SUBJECT: HISTORY**

**Book Name: Themes in World History**

**Teacher's Name: Mr. Arvind Kumar**

Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical / Activity with Date	Name of Event with Date
<b>April</b> <b>06/04/2025</b> <b>Ram Navami</b>	Week-1 (1 to 5)	Timeline I (6 MYA TO 1 BCE) Theme 1 Writing and City Life Focus: Iraq, 3rd millennium BCE a. Growth of towns b. Nature of early urban societies c. Historians' Debate on uses of writing.	<ul style="list-style-type: none"> <li>♣ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings.</li> <li>♣ Analyze the outcomes of a sustained tradition of writing.</li> <li>♣ Explain the connection between the growth of human civilization and the tradition of writing.</li> </ul>	<ul style="list-style-type: none"> <li>♣ To use a table to bring out the connection between city life and culture of contemporary civilizations.</li> <li>♣ Group discussion to discuss whether writing is significant as a marker of civilization.</li> <li>♣ Using Visuals to explain</li> </ul>	
<b>April</b>	Week-2 (7 to 12)	Timeline I (6 MYA TO 1 BCE) Theme 1 Writing and City Life Focus: Iraq, 3rd millennium BCE	<ul style="list-style-type: none"> <li>♣ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city</li> </ul>	<ul style="list-style-type: none"> <li>♣ To use a table to bring out the connection between city life and culture of contemporary civilizations.</li> <li>♣ Group discussion to discuss</li> </ul>	

		<p>a. Growth of towns  b. Nature of early urban societies  c. Historians' Debate on uses of writing.</p>	<p>life and culture of contemporary civilizations through their writings.  ♣ Analyses the outcomes of a sustained tradition of writing.  ♣ Explain the connection between the growth of human civilization and the tradition of writing.</p>	<p>whether writing is significant as a marker of civilization.  ♣ Using Visuals to explain</p>	
<p><b>April</b>  <b>14/04/2025</b>  <b>Ambedkar Jayanti</b></p>	<p>Week-3  (14 to 19)</p>	<p>Timeline I  (6 MYA TO 1 BCE)  Theme 1  Writing and City Life  Focus: Iraq, 3rd millennium BCE  a. Growth of towns  b. Nature of early urban societies  c. Historians' Debate on uses of writing.</p>	<p>♣ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings.  ♣ Analyze the outcomes of a sustained tradition of writing.  ♣ Explain the connection between the growth of human civilization and the tradition of writing.</p>	<p>♣ To use a table to bring out the connection between city life and culture of contemporary civilizations.  ♣ Group discussion to discuss whether writing is significant as a marker of civilization.  ♣ Using Visuals to explain</p>	
<p><b>April</b></p>	<p>Week-4  (21 to 26)</p>	<p>Timeline I  (6 MYA TO 1 BCE)  Theme 1  Writing and City Life</p>	<p>♣ Elucidate the interwoven social and cultural aspects of civilization in order to</p>	<p>♣ To use a table to bring out the connection between city life and culture of contemporary civilizations.</p>	

		<p>Focus: Iraq, 3rd millennium BCE</p> <p>a. Growth of towns</p> <p>b. Nature of early urban societies</p> <p>c. Historians' Debate on uses of writing.</p>	<p>understand the connection between city life and culture of contemporary civilizations through their writings.</p> <ul style="list-style-type: none"> <li>♣ Analyze the outcomes of a sustained tradition of writing.</li> <li>♣ Explain the connection between the growth of human civilization and the tradition of writing.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Group discussion to discuss whether writing is significant as a marker of civilization.</li> <li>♣ Using Visuals to explain</li> </ul>	
<b>April</b>	Week-5 (28 to 30)	<p>Timeline I (6 MYA TO 1 BCE)</p> <p>Theme 1 Writing and City Life</p> <p>Focus: Iraq, 3rd millennium BCE</p> <p>a. Growth of towns</p> <p>b. Nature of early urban societies</p> <p>c. Historians' Debate on uses of writing.</p>	<ul style="list-style-type: none"> <li>♣ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings.</li> <li>♣ Analyze the outcomes of a sustained tradition of writing.</li> <li>♣ Explain the connection between the growth of human civilization and the tradition of writing.</li> </ul>	<ul style="list-style-type: none"> <li>♣ To use a table to bring out the connection between city life and culture of contemporary civilizations.</li> <li>♣ Group discussion to discuss whether writing is significant as a marker of civilization.</li> <li>♣ Using Visuals to explain</li> </ul>	
<b>May</b>	Week-1 (1 to 2)	<p>Timeline II (C.100 BCE TO 1300 CE)</p>	<ul style="list-style-type: none"> <li>♣ Explain and relate the dynamics of the Roman Empire in order to</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use of maps to facilitate an easier comprehension of the changing dynamics of</li> </ul>	

		Theme 2 An Empire across Three Continents	<p>understand their polity, economy, society and culture.</p> <ul style="list-style-type: none"> <li>♣ Analyze the implications of Roman's contacts with the subcontinent empires and discuss about slavery.</li> <li>♣ Examine the domains of cultural transformation in that period &amp; the impact of slavery.</li> </ul>	<p>political history.</p> <ul style="list-style-type: none"> <li>♣ Group discussion on slavery as a significant element in the economy.</li> <li>♣ Use of flow chart to learn the cultural transformation during that period.</li> </ul>	
<p><b>May</b> <b>07/06/2025</b> <b>Eid-ul-Juha</b> <b>(Bakrid)</b></p>	<p>Week-2 (5 to 10)</p>	<p>Timeline II (C.100 BCE TO 1300 CE)</p> <p>Theme 2 An Empire across Three Continents</p>	<ul style="list-style-type: none"> <li>♣ Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.</li> <li>♣ Analyze the implications of Roman's contacts with the subcontinent empires and discuss about slavery.</li> <li>♣ Examine the domains of cultural transformation in that period &amp; the impact of slavery.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use of maps to facilitate an easier comprehension of the changing dynamics of political history.</li> <li>♣ Group discussion on slavery as a significant element in the economy.</li> <li>♣ Use of flow chart to learn the cultural transformation during that period.</li> </ul>	
<p><b>May</b></p>	<p>Week-3 (12 to 14)</p>	<p>Timeline II (C.100 BCE TO 1300 CE)</p> <p>Theme 2</p>	<ul style="list-style-type: none"> <li>♣ Explain and relate the dynamics of the Roman Empire in order to understand their polity,</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use of maps to facilitate an easier comprehension of the changing dynamics of political history.</li> </ul>	

		An Empire across Three Continents	<p>economy, society and culture.</p> <ul style="list-style-type: none"> <li>♣ Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery.</li> <li>♣ Examine the domains of cultural transformation in that period &amp; the impact of slavery.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Group discussion on slavery as a significant element in the economy.</li> <li>♣ Use of flow chart to learn the cultural transformation during that period.</li> </ul>	
July	Week-1 (2 to 4)	Theme 2 An Empire across Three Continents	<ul style="list-style-type: none"> <li>♣ Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.</li> <li>♣ Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery.</li> <li>♣ Examine the domains of cultural transformation in that period &amp; the impact of slavery.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use of maps to facilitate an easier comprehension of the changing dynamics of political history.</li> <li>♣ Group discussion on slavery as a significant element in the economy.</li> <li>♣ Use of flow chart to learn the cultural transformation during that period.</li> </ul>	
July	Week-2 (7 to 12)	Theme 2 An Empire across Three Continents	<ul style="list-style-type: none"> <li>♣ Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use of maps to facilitate an easier comprehension of the changing dynamics of political history.</li> <li>♣ Group discussion on</li> </ul>	

			<p>culture.</p> <ul style="list-style-type: none"> <li>♣ Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery.</li> <li>♣ Examine the domains of cultural transformation in that period &amp; the impact of slavery.</li> </ul>	<p>slavery as a significant element in the economy.</p> <ul style="list-style-type: none"> <li>♣ Use of flow chart to learn the cultural transformation during that period.</li> </ul>	
July	Week-3 (14 to 19)	Theme 3 NOMADIC EMPIRES	<ul style="list-style-type: none"> <li>♣ Identify the living patterns of nomadic pastoralist society.</li> <li>♣ Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler.</li> <li>♣ Analyse socio-political and economic changes during the period of the descendants of Genghis Khan.</li> <li>♣ Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan</li> </ul>	<ul style="list-style-type: none"> <li>♣ Discussion on the life of pastoralist society.</li> <li>♣ Textual reading and discussion about Genghis Khan.</li> <li>♣ Watching Genghis Khan film and distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan.</li> <li>♣ Use case studies for deeper understanding of socio-political and economic changes</li> </ul>	
July	Week-4 (21 to 26)	Theme 3 NOMADIC EMPIRES	<ul style="list-style-type: none"> <li>♣ Identify the living patterns of nomadic pastoralist society.</li> <li>♣ Trace the rise and</li> </ul>	<ul style="list-style-type: none"> <li>♣ Discussion on the life of pastoralist society.</li> <li>♣ Textual reading and discussion about Genghis</li> </ul>	Mesopotamia Culture Symposium 24 July 2025

			<p>growth of Genghis Khan in order to understand him as an oceanic ruler.</p> <ul style="list-style-type: none"> <li>♣ Analyse socio-political and economic changes during the period of the descendants of Genghis Khan.</li> <li>♣ Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan</li> </ul>	<p>Khan.</p> <ul style="list-style-type: none"> <li>♣ Watching Genghis Khan film and distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan.</li> <li>♣ Use case studies for deeper understanding of socio-political and economic changes</li> </ul>	
July	Week -5 (28 to 31)	Theme 3 NOMADIC EMPIRES	<ul style="list-style-type: none"> <li>♣ Identify the living patterns of nomadic pastoralist society.</li> <li>♣ Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler.</li> <li>♣ Analyse socio-political and economic changes during the period of the descendants of Genghis Khan.</li> <li>♣ Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan</li> </ul>	<ul style="list-style-type: none"> <li>♣ Discussion on the life of pastoralist society.</li> <li>♣ Textual reading and discussion about Genghis Khan.</li> <li>♣ Watching Genghis Khan film and distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan.</li> <li>♣ Use case studies for deeper understanding of socio-political and economic changes</li> </ul>	

<p><b>August</b></p>	<p>Week-1 (1 to 2)</p>	<p>Timeline III (C. 1300 TO 1700) Theme 4 The Three Orders</p>	<ul style="list-style-type: none"> <li>♣ Debate and explain the Historical phenomenon of feudalism.</li> <li>♣ Discussion on the impact of feudalism.</li> <li>♣ Pictures and discussions held on renaissance paintings' or 'slave trade'</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society.</li> <li><input type="checkbox"/> Relate between ancient slavery and serfdom.</li> <li><input type="checkbox"/> Assess the 14th century crisis and rise of the nation states</li> </ul>	
<p><b>August</b> <b>09/08/2025</b> <b>Raksha Bandhan</b></p>	<p>Week-2 (4 to 9)</p>	<p>Timeline III (C. 1300 TO 1700) Theme 4 The Three Orders</p>	<ul style="list-style-type: none"> <li>♣ Debate and explain the Historical phenomenon of feudalism.</li> <li>♣ Discussion on the impact of feudalism.</li> <li>♣ Pictures and discussions held on renaissance paintings' or 'slave trade'</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society.</li> <li><input type="checkbox"/> Relate between ancient slavery and serfdom.</li> <li><input type="checkbox"/> Assess the 14th century crisis and rise of the nation states</li> </ul>	
<p><b>August</b> <b>15/08/2025</b> <b>Independence Day</b> <b>16/08/2025</b> <b>Janmashtami</b></p>	<p>Week-3 (11 to 16)</p>	<p>Timeline III (C. 1300 TO 1700) Theme 4 The Three Orders</p>	<ul style="list-style-type: none"> <li>♣ Debate and explain the Historical phenomenon of feudalism.</li> <li>♣ Discussion on the impact of feudalism.</li> <li>♣ Pictures and discussions held on renaissance paintings' or 'slave trade'</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society.</li> <li><input type="checkbox"/> Relate between ancient slavery and serfdom.</li> <li><input type="checkbox"/> Assess the 14th century crisis and rise of the nation states</li> </ul>	
<p><b>August</b></p>	<p>Week-4 (18 to 23)</p>	<p>Timeline III (C. 1300 TO 1700)</p>	<ul style="list-style-type: none"> <li>♣ Debate and explain the Historical</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the myriad aspects of feudalism</li> </ul>	

		Theme 4 The Three Orders	phenomenon of feudalism. ♣ Discussion on the impact of feudalism. ♣ Pictures and discussions held on renaissance paintings' or 'slave trade'	with special reference to first, second, third and fourth order of the society. <input type="checkbox"/> Relate between ancient slavery and serfdom. <input type="checkbox"/> Assess the 14th century crisis and rise of the nation states	
<b>August</b>	Week -5 (25 to 30)	Timeline III (C. 1300 TO 1700) Theme 4 The Three Orders	♣ Debate and explain the Historical phenomenon of feudalism. ♣ Discussion on the impact of feudalism. ♣ Pictures and discussions held on renaissance paintings' or 'slave trade'	<input type="checkbox"/> Explain the myriad aspects of feudalism with special reference to first, second, third and fourth order of the society. <input type="checkbox"/> Relate between ancient slavery and serfdom. <input type="checkbox"/> Assess the 14th century crisis and rise of the nation states	
<b>September</b>	Week-1 (1 to 6)	Revision for Mid-term Exam			
<b>September</b>	Week-2 (8 to 13)	Revision for Mid-term Exam			
<b>September</b>	Week-3 (15 to 20)	<b>Mid Term Examination</b>			
<b>September</b>	Week-4 (22 to 27)				
<b>September</b>	Week -5 (29 to 30)				

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<p style="text-align: center;"><b>October</b> <b>02/10/2024</b> <b>Gandhi Jayanti</b> <b>Dussehra</b></p>	<p style="text-align: center;">Week-1 (1 to 4)</p>	<p>Theme 5 Changing Cultural Traditions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</li> <li><input type="checkbox"/> Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism.</li> <li><input type="checkbox"/> Compare and contrast the condition of women in the Renaissance period.</li> <li><input type="checkbox"/> Recognize major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance.</li> <li><input type="checkbox"/> Critically analyse the impact on later reforms.</li> <li><input type="checkbox"/> Evaluate the Roman Catholic Church's response to the Protestant Reformation.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Photos and Video clippings to understand the events and its impact.</li> <li>♣ Field trip and research work on architectural and literary developments.</li> <li>♣ Graphic chart to compare the life of women during this period.</li> <li>♣ Group work on Protestant reformation and catholic reformation and de brief.</li> </ul>	
<p style="text-align: center;"><b>October</b></p>	<p style="text-align: center;">Week-2 (6 to 11)</p>	<p>Theme 5 Changing Cultural Traditions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of</li> </ul>	<ul style="list-style-type: none"> <li>♣ Photos and Video clippings to understand the events and its impact.</li> <li>♣ Field trip and research work on architectural and</li> </ul>	

			<p>Exploration.</p> <ul style="list-style-type: none"> <li>□ Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism.</li> <li>□ Compare and contrast the condition of women in the Renaissance period.</li> <li>□ Recognize major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance.</li> <li>□ Critically analyse the impact on later reforms.</li> <li>□ Evaluate the Roman Catholic Church's response to the Protestant Reformation.</li> </ul>	<p>literary developments.</p> <ul style="list-style-type: none"> <li>♣ Graphic chart to compare the life of women during this period.</li> <li>♣ Group work on Protestant reformation and catholic reformation and de brief.</li> </ul>	
<b>October</b>	Week-3 (13 to 18)	Theme 5 Changing Cultural Traditions	<ul style="list-style-type: none"> <li>□ Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</li> <li>□ Relate the different facets of Italian cities to understand the characteristics of</li> </ul>	<ul style="list-style-type: none"> <li>♣ Photos and Video clippings to understand the events and its impact.</li> <li>♣ Field trip and research work on architectural and literary developments.</li> <li>♣ Graphic chart to compare the life of women during this period.</li> <li>♣ Group work on Protestant</li> </ul>	

			<p>Renaissance Humanism and Realism.</p> <ul style="list-style-type: none"> <li>□ Compare and contrast the condition of women in the Renaissance period.</li> <li>□ Recognize major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance.</li> <li>□ Critically analyse the impact on later reforms.</li> <li>□ Evaluate the Roman Catholic Church's response to the Protestant Reformation.</li> </ul>	<p>reformation and catholic reformation and de brief.</p>	
<b>October</b>	<b>Week-3 (16 to 18)</b>	<b>Deepawali Vacation</b>			
<b>October</b>	<b>Week-4 (20 to 25)</b>	<b>Deepawali Vacation</b>			
<b>October</b>	<b>Week-4 (23 to 25)</b>	Theme 5 Changing Cultural Traditions	<ul style="list-style-type: none"> <li>□ Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</li> <li>□ Relate the different facets of Italian cities to understand the characteristics of</li> </ul>	<ul style="list-style-type: none"> <li>♣ Photos and Video clippings to understand the events and its impact.</li> <li>♣ Field trip and research work on architectural and literary developments.</li> <li>♣ Graphic chart to compare the life of women during this period.</li> <li>♣ Group work on Protestant</li> </ul>	

			<p>Renaissance Humanism and Realism.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and contrast the condition of women in the Renaissance period.</li> <li><input type="checkbox"/> Recognize major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance.</li> <li><input type="checkbox"/> Critically analyse the impact on later reforms.</li> <li><input type="checkbox"/> Evaluate the Roman Catholic Church's response to the Protestant Reformation.</li> </ul>	<p>reformation and catholic reformation and de brief.</p>	
<b>October</b>	Week-5 (27 to 31)	Theme 5 Changing Cultural Traditions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</li> <li><input type="checkbox"/> Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism.</li> <li><input type="checkbox"/> Compare and contrast the condition of women in the Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>♣ Photos and Video clippings to understand the events and its impact.</li> <li>♣ Field trip and research work on architectural and literary developments.</li> <li>♣ Graphic chart to compare the life of women during this period.</li> <li>♣ Group work on Protestant reformation and catholic reformation and de brief.</li> </ul>	

			<p>period.</p> <ul style="list-style-type: none"> <li>□ Recognize major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance.</li> <li>□ Critically analyse the impact on later reforms.</li> <li>□ Evaluate the Roman Catholic Church's response to the Protestant Reformation.</li> </ul>	
<p><b>November</b> 05/11/2025 Guru Nanak Jayanti</p>	<p>Week-1 (3 to 8)</p>	<p><b>Timeline IV (C. 1700 TO 2000)</b> <b>Theme 6 Displacing Indigenous People</b></p>	<ul style="list-style-type: none"> <li>♣ Evaluate the process of displacements of the native people which led to the development of America and Australia to understand their condition.</li> <li>♣ To analyse the realms of settlement of Europeans in Australia and America.</li> <li>♣ Compare and contrast the lives and roles of indigenous people in these continents</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use of factsheets, debates and group discussions on such issues of displacements, supported with maps.</li> <li>♣ Narration of events with picture charts.</li> </ul>
<p><b>November</b></p>	<p>Week-2 (10 to 15)</p>	<p><b>Timeline IV (C. 1700 TO 2000)</b> <b>Theme 6 Displacing Indigenous People</b></p>	<ul style="list-style-type: none"> <li>♣ Evaluate the process of displacements of the native people which led to the development of America and Australia to understand their</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use of factsheets, debates and group discussions on such issues of displacements, supported with maps.</li> <li>♣ Narration of events with picture charts.</li> </ul>

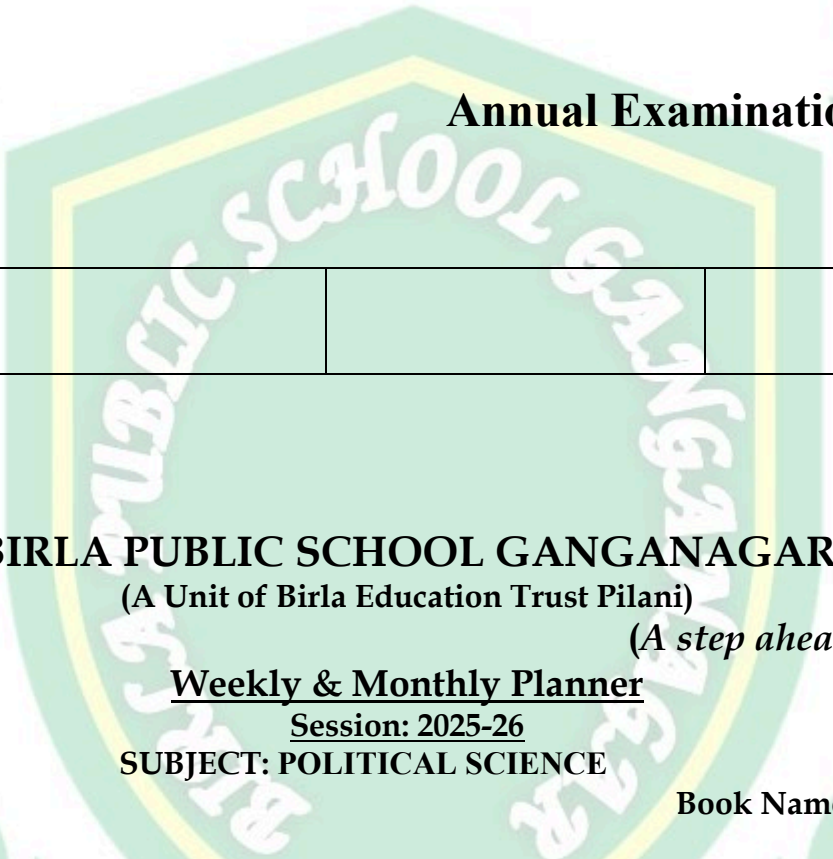
			<p>condition.</p> <ul style="list-style-type: none"> <li>♣ To analyse the realms of settlement of Europeans in Australia and America.</li> <li>♣ Compare and contrast the lives and roles of indigenous people in these continents</li> </ul>		
<b>November</b>	Week-3 (17 to 22)	<b>Timeline IV (C. 1700 TO 2000) Theme 6 Displacing Indigenous People</b>	<ul style="list-style-type: none"> <li>♣ Evaluate the process of displacements of the native people which led to the development of America and Australia to understand their condition.</li> <li>♣ To analyse the realms of settlement of Europeans in Australia and America.</li> <li>♣ Compare and contrast the lives and roles of indigenous people in these continents</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use of factsheets, debates and group discussions on such issues of displacements, supported with maps.</li> <li>♣ Narration of events with picture charts.</li> </ul>	
<b>November</b>	Week-5 (24 to 29)	<b>Timeline IV (C. 1700 TO 2000) Theme 6 Displacing Indigenous People</b>	<ul style="list-style-type: none"> <li>♣ Evaluate the process of displacements of the native people which led to the development of America and Australia to understand their condition.</li> <li>♣ To analyse the realms of settlement of Europeans in Australia and America.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Use of factsheets, debates and group discussions on such issues of displacements, supported with maps.</li> <li>♣ Narration of events with picture charts.</li> </ul>	

			<ul style="list-style-type: none"> <li>♣ Compare and contrast the lives and roles of indigenous people in these continents</li> </ul>		
<b>December</b>	Week-1 (1 to 6)	<b>Theme 7 Paths to Modernization</b>	<ul style="list-style-type: none"> <li>♣ Deduce the histories of China and Japan from the phase of imperialism to modernization.</li> <li>♣ Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.</li> <li>♣ Analyse the domains of Japanese nationalism prior and after the Second World War.</li> <li>♣ Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism.</li> <li>♣ To analyse the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrate an understanding of the concept of modernization and its application in various forms.</li> <li>♣ Research work and textual reading to comprehend the impact of modernization.</li> <li>♣ Videos to understand the upsurge in China and learn about the era.</li> </ul>	
<b>December</b>	Week-2 (8 to 13)	<b>Theme 7 Paths to Modernization</b>	<ul style="list-style-type: none"> <li>♣ Deduce the histories of China and Japan from the phase of imperialism</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrate an understanding of the concept of modernization and its</li> </ul>	

			<p>to modernization.</p> <ul style="list-style-type: none"> <li>♣ Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.</li> <li>♣ Analyse the domains of Japanese nationalism prior and after the Second World War.</li> <li>♣ Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism.</li> <li>♣ To analyse the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.</li> </ul>	<p>application in various forms.</p> <ul style="list-style-type: none"> <li>♣ Research work and textual reading to comprehend the impact of modernization.</li> <li>♣ Videos to understand the upsurge in China and learn about the era.</li> </ul>	
<b>December</b>	Week-3 (15 to 20)	<b>Theme 7 Paths to Modernization</b>	<ul style="list-style-type: none"> <li>♣ Deduce the histories of China and Japan from the phase of imperialism to modernization.</li> <li>♣ Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.</li> <li>♣ Analyse the domains</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrate an understanding of the concept of modernization and its application in various forms.</li> <li>♣ Research work and textual reading to comprehend the impact of modernization.</li> <li>♣ Videos to understand the upsurge in China and learn about the era.</li> </ul>	

			<p>of Japanese nationalism prior and after the Second World War.</p> <ul style="list-style-type: none"> <li>♣ Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism.</li> <li>♣ To analyse the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.</li> </ul>	
<b>December</b>	Week-4 (22 to 23)	<b>Theme 7 Paths to Modernization</b>	<ul style="list-style-type: none"> <li>♣ Deduce the histories of China and Japan from the phase of imperialism to modernization.</li> <li>♣ Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.</li> <li>♣ Analyse the domains of Japanese nationalism prior and after the Second World War.</li> <li>♣ Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrate an understanding of the concept of modernization and its application in various forms.</li> <li>♣ Research work and textual reading to comprehend the impact of modernization.</li> <li>♣ Videos to understand the upsurge in China and learn about the era.</li> </ul>

			<p>understand the era of communism.</p> <p>♣ To analyse the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.</p>		
<b>January</b>	Week-3 (17)	Revision for Annual Examination			
<b>January</b> <b>26/01/2026</b> <b>Republic Day</b>	Week-4 (19 to 24)	Revision for Annual Examination			
<b>January</b>	Week-5 (26 to 31)	Revision for Annual Examination			
<b>February</b>	Week-1 (2 to 7)	Revision for Annual Examination			
<b>February</b>	Week-2 (9 to 14)	Revision for Annual Examination			
<b>February</b> <b>16/02/2026</b> <b>Mahashivratri</b>	Week-3 (16 to 21)	Revision for Annual Examination			
<b>February</b>	Week-4 (23 to 28)	Revision for Annual Examination			
<b>March</b> <b>03/03/2026</b> <b>Holika Dahan</b> <b>04/03/2026</b> <b>Holi</b>	Week-1 (2 to 7)	Revision for Annual Examination			

March	Week-2 (8 to 14)	 <h2 style="margin: 0;">Annual Examination</h2>			
March	Week-3 (16 to 21)				
March	Week-4 (23 to 28)				
March	Week-5 (30 to 31)				



## BIRLA PUBLIC SCHOOL GANGANAGAR

(A Unit of Birla Education Trust Pilani)

(A step ahead... ..)



CBSE Affiliation No. 1730974

### Weekly & Monthly Planner

Session: 2025-26

**SUBJECT: POLITICAL SCIENCE**

**Book Name:** Part - 'A' Indian Constitution at Work  
Part - 'B' Political Theory

**Teacher's Name: Mr. Arvind Kumar**

Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical / Activity with Date	Name of Event with Date
<b>April</b> <b>06/04/2025</b> <b>Ram Navami</b>	Week-1 (1 to 5)	Part - 'A' Indian Constitution at Work CH 1 Constitution: Why and How? The authority of a Constitution <ul style="list-style-type: none"> <li>• Mode of promulgation</li> <li>• The substantive provisions of a constitution</li> <li>• Balanced institutional design</li> </ul>	After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Appreciate the need for a Constitution.</li> <li><input type="checkbox"/> Understand the historical processes and</li> </ul>	Group Discussions and Debates: What happens in an organization in the absence of a set of rules and regulations to run it?	

		<p>Familiarize</p>	<p>the circumstances in which the Indian Constitution was drafted.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critically evaluate how constitutions govern the distribution of power in society.</li> <li><input type="checkbox"/> Analyze the ways in which the provisions of the Constitution have worked in real political life.</li> </ul>	<p>How far does our National Movement influenced the framing of our Constitution?</p> <p>Timeline/Flowchart</p> <p>Question strategy</p> <p>Quiz</p>	
<p><b>April</b></p>	<p>Week-2 (7 to 12)</p>	<p>Part - 'A' Indian Constitution at Work CH 1 Constitution: Why and How? The authority of a Constitution</p> <ul style="list-style-type: none"> <li>• Mode of promulgation</li> <li>• The substantive provisions of a constitution</li> <li>• Balanced institutional design</li> </ul> <p>Familiarize</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appreciate the need for a Constitution.</li> <li><input type="checkbox"/> Understand the historical processes and the circumstances in which the Indian Constitution was drafted.</li> <li><input type="checkbox"/> Critically evaluate how constitutions govern the distribution of power in society.</li> <li><input type="checkbox"/> Analyze the ways in which the provisions of the Constitution have worked in real political life.</li> </ul>	<p>Group Discussions and Debates: What happens in an organization in the absence of a set of rules and regulations to run it?</p> <p>How far does our National Movement influence the framing of our Constitution?</p> <p>Timeline/Flowchart</p> <p>Question strategy</p> <p>Quiz</p>	

<p style="text-align: center;"><b>April</b> 14/04/2025 Ambedkar Jayanti</p>	<p style="text-align: center;">Week-3 (14 to 19)</p>	<p>Part - 'A' Indian Constitution at Work <b>CH 2 Rights in the Indian Constitution</b> a) <b>The importance of rights</b> □ Bill of Rights b) <b>Fundamental rights in the Indian Constitution</b> □ Right to Equality □ Right to Freedom □ Right against Exploitation □ Right to Freedom of Religion □ Cultural and Educational Rights □ Right to Constitutional Remedies c) <b>Directive principles of state policy</b> Familiarize □ what do the directive principles contain? d) <b>Relationship between fundamental rights and directive principles</b></p>	<p>After completion of the chapter students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the working of the Constitution in real life</li> <li>• Learn to respect others, think critically, and make informed decisions</li> <li>• Identify violations of the rights to equality and freedom in the society around them</li> <li>• Justify the need for reasonable restrictions on the rights guaranteed.</li> <li>• Use freedom of expression to advocate for ensuring rights is given to people around them.</li> </ul>	<p>Discussion: Rights, the type of rights, why some rights are considered as fundamental? Lecture method Comparative analysis: Rights guaranteed in India and other countries Brainstorming: Whether directive principles should take precedence over fundamental rights? Drama production College-Making: Violations of rights</p>	
<p style="text-align: center;"><b>April</b></p>	<p style="text-align: center;">Week-4 (21 to 26)</p>	<p>Part - 'A' Indian Constitution at Work <b>CH 2 Rights in the Indian Constitution</b> a) <b>The importance of rights</b> □ Bill of Rights b) <b>Fundamental rights in the Indian Constitution</b> □ Right to Equality □ Right to Freedom □ Right against Exploitation □ Right to Freedom of Religion □ Cultural and Educational Rights</p>	<p>After completion of the chapter students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the working of the Constitution in real life</li> <li>• Learn to respect others, think critically, and make informed decisions</li> <li>• Identify violations of the rights to equality and freedom in the society around them</li> </ul>	<p>Discussion: Rights, the type of rights, why some rights are considered as fundamental? Lecture method Comparative analysis: Rights guaranteed in India and other countries Brainstorming: Whether directive principles</p>	

		<input type="checkbox"/> <b>Right to Constitutional Remedies</b> <b>c) Directive principles of state policy</b> <b>Familiarize</b> <input type="checkbox"/> <b>what do the directive principles contain?</b> <b>d) Relationship between fundamental rights and directive principles</b>	<ul style="list-style-type: none"> <li>• Justify the need for reasonable restrictions on the rights guaranteed.</li> <li>• Use freedom of expression to advocate for ensuring rights is given to people around them.</li> </ul>	<p>should take precedence over fundamental rights?</p> <p>Drama production</p> <p>College-Making:</p> <p>Violations of rights</p>	
<b>April</b>	Week-5 (28 to 30)	Part - 'A' Indian Constitution at Work <b>CH 2 Rights in the Indian Constitution</b> <b>a) The importance of rights</b> <input type="checkbox"/> <b>Bill of Rights</b> <b>b) Fundamental rights in the Indian Constitution</b> <input type="checkbox"/> <b>Right to Equality</b> <input type="checkbox"/> <b>Right to Freedom</b> <input type="checkbox"/> <b>Right against Exploitation</b> <input type="checkbox"/> <b>Right to Freedom of Religion</b> <input type="checkbox"/> <b>Cultural and Educational Rights</b> <input type="checkbox"/> <b>Right to Constitutional Remedies</b> <b>c) Directive principles of state policy</b> <b>Familiarize</b> <input type="checkbox"/> <b>what do the directive principles contain?</b> <b>d) Relationship between fundamental rights and directive principles</b>	After completion of the chapter students will be able to: <ul style="list-style-type: none"> <li>• Analyze the working of the Constitution in real life</li> <li>• Learn to respect others, think critically, and make informed decisions</li> <li>• Identify violations of the rights to equality and freedom in the society around them</li> <li>• Justify the need for reasonable restrictions on the rights guaranteed.</li> <li>• Use freedom of expression to advocate for ensuring rights is given to people around them.</li> </ul>	Discussion: Rights, the type of rights, why some rights are considered as fundamental? Lecture method Comparative analysis: Rights guaranteed in India and other countries Brainstorming: Whether directive principles should take precedence over fundamental rights? Drama production Collage-Making: Violations of rights	
<b>May</b>	Week-1 (1 to 2)	Part - 'A' Indian Constitution at Work <b>CH 3 Election and Representation</b>	After completion of the chapter, Students will be able to:	Conducting mock elections Comparative analysis:	

		<p>a) Elections and democracy  b) Election system in India</p> <ul style="list-style-type: none"> <li>• First Past the Post System</li> <li>• Proportional Representation</li> </ul> <p>c) Why did India adopt the FPTP system?  d) Reservation of constituencies  e) Free and fair elections</p> <ul style="list-style-type: none"> <li>• Universal franchise and right to contest</li> <li>• Independent Election Commission</li> </ul> <p>f) Electoral Reforms</p>	<ul style="list-style-type: none"> <li>• Identify different types and methods of election</li> <li>• Develop critical thinking about the role of various stakeholders in ensuring free and fair elections.</li> <li>• Demonstrate the innate role played by Election Commission</li> <li>• Compare election systems of different countries of the world</li> </ul>	<p>Election processes of different countries  Reflecting on cartoons/ caricatures  Group discussion: Challenges and reforms  Reflective inquiry: Recapitulating known facts</p>	
<p><b>May</b>  <b>07/06/2025</b>  <b>Eid-ul-Juha</b>  <b>(Bakrid)</b></p>	<p>Week-2  (5 to 10)</p>	<p>Part - 'A' Indian Constitution at Work  <b>CH 3 Election and Representation</b>  a) Elections and democracy  b) Election system in India</p> <ul style="list-style-type: none"> <li>• First Past the Post System</li> <li>• Proportional Representation</li> </ul> <p>c) Why did India adopt the FPTP system?  d) Reservation of constituencies  e) Free and fair elections</p> <ul style="list-style-type: none"> <li>• Universal franchise and right to contest</li> <li>• Independent Election Commission</li> </ul> <p>f) Electoral Reforms</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify different types and methods of election</li> <li>• Develop critical thinking about the role of various stakeholders in ensuring free and fair elections.</li> <li>• Demonstrate the innate role played by Election Commission</li> <li>• Compare election systems of different countries of the world</li> </ul>	<p>Conducting mock elections  Comparative analysis: Election processes of different countries  Reflecting on cartoons/ caricatures  Group discussion: Challenges and reforms  Reflective inquiry: Recapitulating known facts</p>	

<p><b>May</b></p>	<p>Week-3 (12 to 14)</p>	<p>Part - 'B' Political Theory CH 1 Political Theory: An Introduction a) What is politics? b) What do we study in political theory? c) Putting Political theory into practice d) Why should we study political theory?</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the term politics and identify various political principles.</li> <li>• Explain the innate ideas of various Political theories.</li> <li>• Appreciate the contribution of Political Thinkers (example: Jean Jacques Rousseau)</li> </ul>	<p>Collecting political cartoons from various newspapers and magazines and discussing the issues raised Reading the works of great thinkers Quiz</p>	
<p><b>July</b></p>	<p>Week-1 (2 to 4)</p>	<p>Part - 'B' Political Theory CH 1 Political Theory: An Introduction a) What is politics? b) What do we study in political theory? c) Putting Political theory into practice d) Why should we study political theory?</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the term politics and identify various political principles.</li> <li>• Explain the innate ideas of various Political theories.</li> <li>• Appreciate the contribution of Political Thinkers (example: Jean Jacques Rousseau)</li> </ul>	<p>Collecting political cartoons from various newspapers and magazines and discussing the issues raised Reading the works of great thinkers Quiz</p>	
<p><b>July</b></p>	<p>Week-2 (7 to 12)</p>	<p>Part - 'B' Political Theory CH 2 Freedom a) The Ideal of freedom b) The sources of Constraints-Why do we need constraints? c) The Harm Principle</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> <li>• Appreciate the ideal of freedom.</li> <li>• Critically evaluate the dimensions of negative</li> </ul>	<p>Discussion: Individual freedom Debate: Does dress code curtail individual freedom? Comparative Analysis: Negative</p>	

		d) Negative and Positive liberty	and positive liberty. <ul style="list-style-type: none"> <li>• Demonstrate spirit of enquiry</li> <li>• Explain the ideas introduced by J.S. Mill in Harm Principle.</li> <li>• Assess the possible limitations on freedom resulting from the social and economic structures of society</li> </ul>	and positive liberty Examine current case studies related to the topic. Quiz	
<b>July</b>	Week-3 (14 to 19)	Part - 'B' Political Theory CH 2 Freedom a) The Ideal of freedom b) The sources of Constraints-Why do we need constraints? c) The Harm Principle d) Negative and Positive liberty	After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> <li>• Appreciate the ideal of freedom.</li> <li>• Critically evaluate the dimensions of negative and positive liberty.</li> <li>• Demonstrate spirit of enquiry</li> <li>• Explain the ideas introduced by J.S. Mill in Harm Principle.</li> <li>• Assess the possible limitations on freedom resulting from the social and economic structures of society</li> </ul>	Discussion: Individual freedom Debate: Does dress code curtail individual freedom? Comparative Analysis: Negative and positive liberty Examine current case studies related to the topic. Quiz	
<b>July</b>	Week-4 (21 to 26)	Part - 'B' Political Theory CH 3 Equality a) Why does equality matter? <ul style="list-style-type: none"> <li>• Equality of opportunities</li> <li>• Natural and Social Inequalities</li> </ul>	After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> <li>• Understand the moral and political ideals of equality.</li> </ul>	Discussion and debate: Promotion of equality Reading the works of great thinkers. Reflective Enquiry and	Constitution Day 24 July 25

		<p>b) Three dimensions of equality  c) Feminism, Socialism  d) How can we promote equality?</p>	<ul style="list-style-type: none"> <li>• Assess how equality is perceived through different ideologies</li> <li>• Recognize the means and methods to promote equality</li> <li>• Evaluate the possible solutions to minimize inequality.</li> </ul>	<p>Recapitulation  Skit on Equality  Role plant</p>	
<b>July</b>	<p>Week -5  (28 to 31)</p>	<p>Part - 'B' Political Theory  CH 3 Equality  a) Why does equality matter?  <ul style="list-style-type: none"> <li>• Equality of opportunities</li> <li>• Natural and Social Inequalities</li> </ul> b) Three dimensions of equality  c) Feminism, Socialism  d) How can we promote equality?</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the moral and political ideals of equality.</li> <li>• Assess how equality is perceived through different ideologies</li> <li>• Recognize the means and methods to promote equality</li> <li>• Evaluate the possible solutions to minimize inequality.</li> </ul>	<p>Discussion and debate:  Promotion of equality  Reading the works of great thinkers.  Reflective Enquiry and Recapitulation  Skit on Equality  Role plant</p>	
<b>August</b>	<p>Week-1  (1 to 2)</p>	<p>Part - 'A' Indian Constitution at Work  CH 4 Executive  a) What is an executive?  b) What are the different types of executives?  c) Parliamentary executive in India  <ul style="list-style-type: none"> <li>• Power and position of President</li> <li>• Discretionary Powers of</li> </ul> </p>	<p>After completion of the chapter the student will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize the meaning of Executive.</li> <li><input type="checkbox"/> Compare and contrast the Parliamentary and Presidential Executive.</li> <li><input type="checkbox"/> Analyze the composition and functioning of the</li> </ul>	<p>Comparative Analysis:  Different forms of Executive  Interpretation of Cartoons/  caricatures  Discussion and Debate: Powers and functions of the Real and Nominal Executive</p>	

		<p>the President</p> <p>d) Prime Minister and Council of ministers</p> <p>e) Permanent Executive: Bureaucracy</p>	<p>executive.</p> <p><input type="checkbox"/> Know the significance of the administrative machinery.</p>	<p>Quiz</p>	
<p><b>August</b> <b>09/08/2025</b> <b>Raksha Bandhan</b></p>	<p>Week-2 (4 to 9)</p>	<p>Part - 'A' Indian Constitution at Work</p> <p><b>CH 4 Executive</b></p> <p>a) What is an executive?</p> <p>b) What are the different types of executives?</p> <p>c) Parliamentary executive in India</p> <ul style="list-style-type: none"> <li>• Power and position of President</li> <li>• Discretionary Powers of the President</li> </ul> <p>d) Prime Minister and Council of ministers</p> <p>e) Permanent Executive: Bureaucracy</p>	<p>After completion of the chapter the student will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize the meaning of Executive.</li> <li><input type="checkbox"/> Compare and contrast the Parliamentary and Presidential Executive.</li> <li><input type="checkbox"/> Analyze the composition and functioning of the executive.</li> <li><input type="checkbox"/> Know the significance of the administrative machinery.</li> </ul>	<p>Comparative Analysis: Different forms of Executive</p> <p>Interpretation of Cartoons/ caricatures</p> <p>Discussion and Debate: Powers and functions of the Real and Nominal Executive</p> <p>Quiz</p>	
<p><b>August</b> <b>15/08/2025</b> <b>Independence Day</b> <b>16/08/2025</b> <b>Janmasthanmi</b></p>	<p>Week-3 (11 to 16)</p>	<p>Part - 'A' Indian Constitution at Work</p> <p><b>CH 5 Legislature</b></p> <p>a) Why do we need a parliament?</p> <p>b) Why do we need two houses of parliament?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rajya Sabha</li> <li><input type="checkbox"/> Lok Sabha</li> </ul> <p>c) What does parliament do?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Powers of Rajya Sabha</li> <li><input type="checkbox"/> Special Powers of Rajya Sabha</li> </ul> <p>d) How does the</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the law-making process in India.</li> <li><input type="checkbox"/> Differentiate between powers and functions of Lok Sabha and Rajya Sabha.</li> <li><input type="checkbox"/> Examine the parliamentary control over the Executive.</li> <li><input type="checkbox"/> Analyze the role of</li> </ul>	<p>Comparative Analysis: Powers and functions of Lok Sabha and Rajya Sabha</p> <p>Passing of a Bill-Class activity/Mock Parliament</p> <p>Map activity: Identification of states with bicameral legislatures</p> <p>Cartoon Interpretation</p>	

		<p><b>parliament make laws?</b></p> <p><b>e) How does parliament control the executive?</b></p> <p><b>f) What do the committees of parliament do?</b></p> <p><b>g) How does the parliament regulate itself?</b></p>	<p>Parliamentary committees for the success of Indian democracy.</p>		
<p><b>August</b></p>	<p>Week-4 (18 to 23)</p>	<p>Part - 'A' Indian Constitution at Work CH 5 Legislature</p> <p><b>a) Why do we need a parliament?</b></p> <p><b>b) Why do we need two houses of parliament?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rajya Sabha</li> <li><input type="checkbox"/> Lok Sabha</li> </ul> <p><b>c) What does parliament do?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Powers of Rajya Sabha</li> <li><input type="checkbox"/> Special Powers of Rajya Sabha</li> </ul> <p><b>d) How does the parliament make laws?</b></p> <p><b>e) How does parliament control the executive?</b></p> <p><b>f) What do the committees of parliament do?</b></p> <p><b>g) How does the parliament regulate itself?</b></p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the law-making process in India.</li> <li><input type="checkbox"/> Differentiate between powers and functions of Lok Sabha and Rajya Sabha.</li> <li><input type="checkbox"/> Examine the parliamentary control over the Executive.</li> <li><input type="checkbox"/> Analyze the role of Parliamentary committees for the success of Indian democracy.</li> </ul>	<p>Comparative Analysis: Powers and functions of Lok Sabha and Rajya Sabha Passing of a Bill-Class activity/Mock Parliament Map activity: Identification of states with bicameral legislatures Cartoon Interpretation</p>	
<p><b>August</b></p>	<p>Week -5 (25 to 30)</p>	<p>Part - 'B' Political Theory CH 4 Social Justice</p> <p><b>a) What is Justice?</b></p> <ul style="list-style-type: none"> <li>● Equal Treatment for Equals</li> </ul>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classify the different dimensions of justice.</li> </ul>	<p>Debate: Free Markets versus State Intervention Quiz Comparative Analysis:</p>	

		<ul style="list-style-type: none"> <li>• Proportionate Justice</li> <li>• Recognition of Special Needs</li> </ul> <p>b) Just distribution c) John Rawls Theory of Justice d) Pursuing Social Justice e) Free Markets versus State Intervention</p>	<input type="checkbox"/> Appreciate the measures taken by the government of India to secure social justice. <input type="checkbox"/> Enlist the basics minimum requirements of people for living a healthy and productive life. <input type="checkbox"/> State John Rawls' theory of veil of ignorance.	Dimensions of justice	
September	Week-1 (1 to 6)	Revision for Mid-term Exam			
September	Week-2 (8 to 13)	Revision for Mid-term Exam			
September	Week-3 (15 to 20)	<b>Mid Term Examination</b>			
September	Week-4 (22 to 27)				
September	Week -5 (29 to 30)				
<b>October</b> <b>02/10/2024</b> <b>Gandhi Jayanti</b> <b>Dussehra</b>	Week-1 (1 to 4)	Part - 'B' Political Theory CH 5 Rights a) What are Rights? b) Where do rights come from? c) Legal rights and the state d) Kinds of rights e) Rights and responsibilities	After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> <li>• Define rights</li> <li>• Identify the need for rights and its importance to mankind.</li> <li>• Explain why rights need to be sanctioned by law.</li> <li>• Describe the features of</li> </ul>	Discussion: Importance of rights Collaborative Learning- Assigning task for acquiring information on different types of rights. Comparative analysis: Different type of rights	

			different kinds of rights.		
<b>October</b>	Week-2 (6 to 11)	Part - 'B' Political Theory CH 5 Rights a) What are Rights? b) Where do rights come from? c) Legal rights and the state d) Kinds of rights e) Rights and responsibilities	After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> <li>• Define rights</li> <li>• Identify the need for rights and its importance to mankind.</li> <li>• Explain why rights need to be sanctioned by law.</li> <li>• Describe the features of different kinds of rights.</li> </ul>	Discussion: Importance of rights Collaborative Learning- Assigning task for acquiring information on different types of rights. Comparative analysis: Different type of rights	
<b>October</b>	Week-3 (13 to 18)	Part - 'A' Indian Constitution at Work CH 6 Judiciary a) Why do we need an independent judiciary? <ul style="list-style-type: none"> <li>• Independence of Judiciary</li> <li>• Appointment of Judges</li> <li>• Removal of Judges</li> </ul> b) Structure of the Judiciary c) Supreme Jurisdiction Court <ul style="list-style-type: none"> <li>• Original Jurisdiction</li> <li>• Writ Jurisdiction</li> <li>• Appellate Jurisdiction</li> <li>• Advisory Jurisdiction</li> </ul> d) Judicial Activism e) Judiciary and Rights f) Judiciary and Parliament	After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> <li>• Identify the different aspects which makes the Judiciary independent</li> <li>• Compare and contrast the different jurisdictions</li> <li>• Analyze the reasons why Judiciary has become proactive.</li> <li>• Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments.</li> </ul>	Constructivist approach: The importance of India's Judicial System. Moot Courts Discussion: Enhancing assertiveness of the Indian Judiciary. Debates: How far separation of Powers is practiced?	
<b>October</b>	Week-3 (16 to 18)	Deepawali Vacation			

<b>October</b>	<b>Week-4 (20 to 25)</b>	<b>Deepawali Vacation</b>			
<b>October</b>	Week-4 (23 to 25)	Part - 'A' Indian Constitution at Work CH 6 Judiciary a) Why do we need an independent judiciary? <ul style="list-style-type: none"> <li>• Independence of Judiciary</li> <li>• Appointment of Judges</li> <li>• Removal of Judges</li> </ul> b) Structure of the Judiciary c) Supreme Jurisdiction Court <ul style="list-style-type: none"> <li>• Original Jurisdiction</li> <li>• Writ Jurisdiction</li> <li>• Appellate Jurisdiction</li> <li>• Advisory Jurisdiction</li> </ul> d) Judicial Activism e) Judiciary and Rights f) Judiciary and Parliament	After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> <li>• Identify the different aspects which makes the Judiciary independent</li> <li>• Compare and contrast the different jurisdictions</li> <li>• Analyze the reasons why Judiciary has become proactive.</li> <li>• Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments.</li> </ul>	Constructivist approach: The importance of India's Judicial System. Moot Courts Discussion: Enhancing assertiveness of the Indian Judiciary. Debates: How far separation of Powers is practiced?	
<b>October</b>	Week-5 (27 to 31)	Part - 'A' Indian Constitution at Work CH 6 Judiciary a) Why do we need an independent judiciary? <ul style="list-style-type: none"> <li>• Independence of Judiciary</li> <li>• Appointment of Judges</li> <li>• Removal of Judges</li> </ul> b) Structure of the Judiciary c) Supreme Jurisdiction Court <ul style="list-style-type: none"> <li>• Original Jurisdiction</li> <li>• Writ Jurisdiction</li> </ul>	After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> <li>• Identify the different aspects which makes the Judiciary independent</li> <li>• Compare and contrast the different jurisdictions</li> <li>• Analyze the reasons why Judiciary has become proactive.</li> </ul>	Constructivist approach: The importance of India's Judicial System. Moot Courts Discussion: Enhancing assertiveness of the Indian Judiciary. Debates: How far separation of Powers is practiced?	

		<ul style="list-style-type: none"> <li>• Appellate Jurisdiction</li> <li>• Advisory Jurisdiction</li> </ul> <p>d) Judicial Activism e) Judiciary and Rights f) Judiciary and Parliament</p>	<ul style="list-style-type: none"> <li>• Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments.</li> </ul>		
<p><b>November</b> <b>05/11/2025</b> <b>Guru Nanak Jayanti</b></p>	<p>Week-1 (3 to 8)</p>	<p>Part - 'A' Indian Constitution at Work <b>CH 7 Federalism</b> a) What is Federalism? b) Federalism in the Indian Constitution</p> <ul style="list-style-type: none"> <li>• Division of Powers</li> </ul> <p>c) Federalism with a strong central government d) Conflicts in India's federal system</p> <ul style="list-style-type: none"> <li>• Centre-State Relations</li> <li>• Demands for Autonomy</li> <li>• Role of Governors and President's Rule</li> <li>• Demands for New States</li> <li>• Interstate Conflicts</li> </ul> <p>e) Special provisions</p> <ul style="list-style-type: none"> <li>• Jammu and Kashmir</li> </ul>	<p>After completion of the chapter Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the basic features of a federation.</li> <li>• Identify the different levels of the government &amp; subjects on which the union and state governments can make laws.</li> <li>• Discuss the various constitutional provisions that led to a strong Centre in India.</li> </ul>	<p>Cartoon interpretation Textual reading Group Discussion/Debate: Prevailing issues in Centre-state relations. Map activity</p>	
<p><b>November</b></p>	<p>Week-2 (10 to 15)</p>	<p>Part - 'A' Indian Constitution at Work <b>CH 7 Federalism</b> a) What is Federalism? b) Federalism in the Indian Constitution</p> <ul style="list-style-type: none"> <li>• Division of Powers</li> </ul> <p>c) Federalism with a strong central government d) Conflicts in India's federal</p>	<p>After completion of the chapter Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the basic features of a federation.</li> <li>• Identify the different levels of the government &amp; subjects on which the union and state governments can</li> </ul>	<p>Cartoon interpretation Textual reading Group Discussion/Debate: Prevailing issues in Centre-state relations. Map activity</p>	

		<p>system</p> <ul style="list-style-type: none"> <li>• Centre-State Relations</li> <li>• Demands for Autonomy</li> <li>• Role of Governors and President's Rule</li> <li>• Demands for New States</li> <li>• Interstate Conflicts</li> </ul> <p>e) Special provisions</p> <ul style="list-style-type: none"> <li>• Jammu and Kashmir</li> </ul>	<p>make laws.</p> <ul style="list-style-type: none"> <li>• Discuss the various constitutional provisions that led to a strong Centre in India.</li> </ul>		
<b>November</b>	<p>Week-3 (17 to 22)</p>	<p>Part - 'A' Indian Constitution at Work</p> <p><b>CH 8 Local Governments</b></p> <p>a) Why local governments?</p> <p>b) Growth of Local Government in India</p> <ul style="list-style-type: none"> <li>• Local Governments in Independent India</li> </ul> <p>c) 73rd and 74th amendments</p> <p>d) 73rd Amendment</p> <ul style="list-style-type: none"> <li>• Three Tier Structure</li> <li>• Elections</li> <li>• Reservations</li> <li>• Transfer of Subjects</li> <li>• State Election Commissioners</li> <li>• State Finance Commission</li> </ul> <p>e) 74th Amendment</p> <p>f) Implementation of 73rd and 74th Amendments</p>	<p>After completion of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the Panchayati Raj system of local government in India, its emergence and significance</li> <li>• Identify the objectives, functions and sources of income of rural and urban local government bodies</li> <li>• Justify the significance of 73rd and 74th constitutional amendments</li> <li>• Acknowledge and examine the significance of decentralization</li> <li>• Introspect and realize the need to empower local government bodies</li> </ul>	<p>Recapitulation of definitions</p> <p>Timeline: Depicting the emergence of local government.</p> <p>Flowcharts: On the structural arrangement of Panchayati Raj.</p> <p>Concept maps: The functions of local government bodies at the rural and urban level</p> <p>Group presentation: Amendments</p> <p>Debate/group discussion: The merits and demerits of decentralization</p>	

<p><b>November</b></p>	<p>Week-5 (24 to 29)</p>	<p><b>Part - 'B' Political Theory</b> <b>CH 6</b> <b>Citizenship</b> a) Introduction b) Full and equal membership c) Equal Rights d) Citizen and Nation e) Universal Citizenship f) Global Citizenship</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of citizenship.</li> <li>• Contribute to meaningful discussion on ways of granting citizenship.</li> <li>• Discuss the probable solutions or alternatives to solve citizenship issue.</li> <li>• Analyze the problems to be surmounted to strengthen links between the people and governments</li> </ul>	<p>Discussion: Norms of granting citizenship put forth by different countries Debate: Should India grant dual citizenship? Interpretation of newspaper articles</p>	
<p><b>December</b></p>	<p>Week-1 (1 to 6)</p>	<p><b>Part - 'B' Political Theory</b> <b>CH 7</b> <b>Nationalism</b> a) Introducing Nationalism b) Nations and Nationalism • Shared Beliefs • History • Shared National Identity c) National self-determination d) Nationalism and Pluralism</p>	<p>After completion of the chapter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concepts of nation and nationalism</li> <li>• Assess the strengths and limitations of nationalism.</li> <li>• Identify and build an understanding on the factors related to creation of collective identities</li> <li>• Examine the concept of national self-determination</li> </ul>	<p>Recapitulation of definitions. Group interaction: The factors that help in creating the sense of collective identity Textual explanation Debate: Can identity claims lead to social divisions or will it strengthen and recognize multiple identities?</p>	

			<ul style="list-style-type: none"> <li>• Acknowledge the need to make nations more democratic and inclusive</li> </ul>		
<b>December</b>	Week-2 (8 to 13)	<b>Part - 'B' Political Theory</b> <b>CH 7</b> <b>Nationalism</b> <b>a) Introducing Nationalism</b> <b>b) Nations and Nationalism</b> <ul style="list-style-type: none"> <li>• Shared Beliefs</li> <li>• History</li> <li>• Shared National Identity</li> </ul> <b>c) National self-determination</b> <b>d) Nationalism and Pluralism</b>	After completion of the chapter, students will be able to: <ul style="list-style-type: none"> <li>• Understand the concepts of nation and nationalism</li> <li>• Assess the strengths and limitations of nationalism.</li> <li>• Identify and build an understanding on the factors related to creation of collective identities</li> <li>• Examine the concept of national self-determination</li> <li>• Acknowledge the need to make nations more democratic and inclusive</li> </ul>	Recapitulation of definitions. Group interaction: The factors that help in creating the sense of collective identity Textual explanation Debate: Can identity claims lead to social divisions or will it strengthen and recognize multiple identities?	
<b>December</b>	Week-3 (15 to 20)	<b>Part - 'A' Indian Constitution at Work</b> <b>CH 9 Constitution as a Living Document</b> <b>a) Are constitutions static?</b> <b>b) How to amend the constitution?</b> <b>c) Why have there been so many amendments?</b> <b>d) Contents of amendments</b>	After completion of the chapter, Students will be able to: <ul style="list-style-type: none"> <li>• Analyze the working of the Constitution.</li> <li>• Know the various amendments that have taken place and the controversies raised.</li> <li>• Appreciate why the</li> </ul>	Brainstorming: To assess the achievements and drawbacks of our Constitution Debate: Should the Judiciary have the power to determine the validity of	

		<p><b>made so far</b></p> <ul style="list-style-type: none"> <li>• Differing Interpretations</li> <li>• Amendments through Political Consensus</li> <li>• Controversial Amendments</li> </ul> <p><b>e) Basic structure and evolution of the constitution</b></p> <p><b>f) Constitution as a Living Document</b></p> <ul style="list-style-type: none"> <li>• Contribution of the Judiciary</li> <li>• Maturity of the Political Leadership</li> </ul>	<p>Constitution is called a Living Document.</p>	<p>amendments?</p> <p>Discussion: Are the amendments in the Constitution as per the needs and circumstances or guided by the whims and fancies of the ruling party?</p>	
<p><b>December</b></p>	<p>Week-4 (22 to 23)</p>	<p><b>Part - 'A' Indian Constitution at Work</b></p> <p><b>CH 9 Constitution as a Living Document</b></p> <p><b>a) Are constitutions static?</b></p> <p><b>b) How to amend the constitution?</b></p> <p><b>c) Why have there been so many amendments?</b></p> <p><b>d) Contents of amendments made so far</b></p> <ul style="list-style-type: none"> <li>• Differing Interpretations</li> <li>• Amendments through Political Consensus</li> <li>• Controversial Amendments</li> </ul> <p><b>e) Basic structure and evolution of the constitution</b></p> <p><b>f) Constitution as a Living Document</b></p> <ul style="list-style-type: none"> <li>• Contribution of the Judiciary</li> <li>• Maturity of the Political Leadership</li> </ul>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the working of the Constitution.</li> <li>• Know the various amendments that have taken place and the controversies raised.</li> <li>• Appreciate why the Constitution is called a Living Document.</li> </ul>	<p>Brainstorming: To assess the achievements and drawbacks of our Constitution</p> <p>Debate: Should the Judiciary have the power to determine the validity of amendments?</p> <p>Discussion: Are the amendments in the Constitution as per the needs and circumstances or guided by the whims and fancies of the ruling party?</p>	

<p><b>January</b></p>	<p>Week-3 (17)</p>	<p><b>Part - 'B' Political Theory</b> <b>CH 8 Secularism</b> a) What is Secularism?  <ul style="list-style-type: none"> <li>● Inter-religious Domination</li> <li>● Intra-religious Domination</li> </ul> b) Secular State  c) The western model of secularism  d) The Indian model of secularism  e) Criticisms of Indian secularism  <ul style="list-style-type: none"> <li>● Western Import</li> <li>● Minorities</li> <li>● Interventionist</li> <li>● Vote Bank Politics</li> </ul> </p>	<p>After completion of the chapter, student will be able to:</p> <ul style="list-style-type: none"> <li>● Define Secularism.</li> <li>● Differentiate between Inter-religious and Intra-Religious Domination.</li> <li>● Recognize the concept of a Secular State.</li> <li>● Compare Western and Indian Model of Secularism.</li> <li>● Make an appraisal of Indian Secularism.</li> </ul>	<p>Discussion and Debate: On Indian Secularism  Inquiry based learning  Comparative Study: The Western model and the Indian model of secularism.</p>	
<p><b>January</b> <b>26/01/2026</b> <b>Republic Day</b></p>	<p>Week-4 (19 to 24)</p>	<p><b>Part - 'B' Political Theory</b> <b>CH 8 Secularism</b> a) What is Secularism?  <ul style="list-style-type: none"> <li>● Inter-religious Domination</li> <li>● Intra-religious Domination</li> </ul> b) Secular State  c) The western model of secularism  d) The Indian model of secularism  e) Criticisms of Indian secularism  <ul style="list-style-type: none"> <li>● Western Import</li> <li>● Minorities</li> <li>● Interventionist</li> <li>● Vote Bank Politics</li> </ul> </p>	<p>After completion of the chapter, student will be able to:</p> <ul style="list-style-type: none"> <li>● Define Secularism.</li> <li>● Differentiate between Inter-religious and Intra-Religious Domination.</li> <li>● Recognize the concept of a Secular State.</li> <li>● Compare Western and Indian Model of Secularism.</li> <li>● Make an appraisal of Indian Secularism.</li> </ul>	<p>Discussion and Debate: On Indian Secularism  Inquiry based learning  Comparative Study: The Western model and the Indian model of secularism.</p>	
<p><b>January</b></p>	<p>Week-5 (26 to 31)</p>	<p>Part - 'A' Indian Constitution at Work <b>CH 10 The Philosophy of the</b></p>	<p>At the completion of the chapter, students will be able to:</p>	<p>Group discussion:  Guiding philosophy of the Indian Constitution</p>	

		<p>Constitution</p> <p>a) What is meant by philosophy of the constitution?</p> <ul style="list-style-type: none"> <li>• Constitution as Means of Democratic Transformation</li> </ul> <p>b) Why do we need to go back to the Constituent Assembly?</p> <p>c) What is the political philosophy of our constitution?</p> <ul style="list-style-type: none"> <li>• Individual freedom</li> <li>• Social Justice</li> <li>• Respect for diversity and minority rights</li> <li>• Secularism</li> <li>• Universal franchise</li> <li>• Federalism</li> <li>• National identity</li> </ul> <p>d) Procedural Achievements</p> <p>e) Criticisms</p> <p>f) Limitations</p>	<ul style="list-style-type: none"> <li>• Appreciate the philosophical vision of our Constitution.</li> <li>• Recognize the core features of the Indian Constitution.</li> <li>• Evaluate the strengths and limitations of the Constitution.</li> </ul>	<p>Question Strategy</p> <p>Quiz Reading the work of Great thinkers</p>	
<b>February</b>	Week-1 (2 to 7)	Revision for Annual Examination			
<b>February</b>	Week-2 (9 to 14)	Revision for Annual Examination			
<b>February</b> <b>16/02/2026</b> <b>Mahashivratri</b>	Week-3 (16 to 21)	Revision for Annual Examination			
<b>February</b>	Week-4 (23 to 28)	Revision for Annual Examination			

<b>March</b> <b>03/03/2026</b> <b>Holika Dahan</b> <b>04/03/2026</b> <b>Holi</b>	Week-1 (2 to 7)	Revision for Annual Examination			
<b>March</b>	Week-2 (8 to 14)	<b>Annual Examination</b>			
<b>March</b>	Week-3 (16 to 21)				
<b>March</b>	Week-4 (23 to 28)				
<b>March</b>	Week-5 (30 to 31)				



**BIRLA PUBLIC SCHOOL GANGANAGAR**

(A Unit of Birla Education Trust Pilani)

(A step ahead... ..)



CBSE Affiliation No. 1730974

**Weekly & Monthly Planner**

**Session: 2025-26**

**SUBJECT: ECONOMICS**

**Book 1: Microeconomics**

**Book 2: Statistics**

**Teacher's Name: Ms. Khushbu Jha**

**ESTD. 2019**

Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical / Activity with Date	Name of Event with Date
April 06/04/2025 Ram Navami	Week-1 (1 to 5)	<b>Book 1: Micro Economics</b> Introduction to Economics - Nature and Scope of Economics - Microeconomics vs Macroeconomics	Students will understand the difference between Micro and Macro Economics. - Understand the scope of Economics.	Create a mind map of Economics branches.	Debate: "Micro vs Macro Economics" 5April2025
April	Week-2 (7 to 12)	<b>BOOK 2: Statistics</b> Introduction to Statistics - Meaning and Importance of Statistics - Types of Data	Learn how data is used in economics and its importance in decision making. - Differentiate between types of data.	<b>Activity:</b> Survey on students' daily routines and categorize data.	Statistics Quiz
April 14/04/2025 Ambedkar Jayanti	Week-3 (14 to 19)	<b>BOOK 1: Microeconomics</b> Chapter 2: Consumer's Equilibrium - Cardinal Utility Analysis - Ordinal Utility Analysis	Understand how consumers make choices to maximize utility. - Learn the concepts of total and marginal utility.	Demonstrate the concept of diminishing marginal utility using real-life examples (e.g., food consumption)	Consumer Behavior Discussion 19April2025
April	Week-4 (21 to 26)	<b>BOOK2: Statistics</b> Chapter 2: Collection of Data Methods of Data Collection (Primary and Secondary)	- Learn how to collect data using different methods. - Differentiate between primary and secondary data.	Conduct a survey in class to collect primary data.	Data Collection Workshop" 26April2025
April	Week-5 (28 to 30)	<b>BOOK1 Microeconomics</b> Chapter 3: Demand and Law of Demand	Understand the law of demand and its exceptions.	Prepare a chart showing the demand curve for a product.	

		Definition of Demand - Law of Demand - Determinants of Demand	- Learn the factors influencing demand.		
May	Week-1 (1 to 2)	<b>BOOK1 Microeconomics</b> Chapter 3: Demand and Law of Demand Definition of Demand - Law of Demand - Determinants of Demand	Understand the law of demand and its exceptions. - Learn the factors influencing demand		
May 07/06/2025 Eid-ul-Juha (Bakrid)	Week-2 (5 to 10)	<b>BOOK1 Microeconomics</b> Chapter 3: Demand and Law of Demand Definition of Demand - Law of Demand - Determinants of Demand	. Understand the law of demand and its exceptions. - Learn the factors influencing demand		
May	Week-3 (12 to 14)	<b>BOOK 1: Microeconomics</b> Chapter 4: Elasticity of Demand Price Elasticity of Demand - Types of Elasticity	Understand the concept of price elasticity and its importance in real-life decisions.	Calculate price elasticity of demand for different products in the market	<b>Event:</b> Elasticity Case Study 14May2025
July	Week-1 (2 to 4)	<b>BOOK2: Statistics</b> Chapter 4: Diagrammatic Representation of Data Bar Diagrams - Histogram - Frequency Polygon	Learn to visually represent data using various diagrams.	<b>Activity:</b> Draw bar diagrams for class survey data.	Diagram Drawing Competition 4July2025
July	Week-2 (7 to 12)	<b>BOOK2: Statistics</b> Chapter 4: Diagrammatic Representation of Data Bar Diagrams - Histogram - Frequency Polygon	Learn to visually represent data using various diagrams.		

<b>July</b>	Week-3 (14 to 19)	<b>BOOK1: Microeconomics</b> Chapter 5: Producer's Behavior and Supply - Law of Supply - Determinants of Suppl	Understand the law of supply and how various factors affect supply.	<b>Activity:</b> Plot a supply curve based on real-life data.	Supply and Demand Analysis 19July2025
<b>July</b>	Week-4 (21 to 26)	<b>BOOK1: Microeconomics</b> Chapter 5: Producer's Behavior and Supply - Law of Supply - Determinants of Suppl	Understand the law of supply and how various factors affect supply.		Numeric Navigator 24 July 2025
<b>July</b>	Week -5 (28 to 31)	<b>BOOK 1: Microeconomics</b> Chapter 5: Measures of Central Tendency Mean, Mode and Median	Learn how to calculate and interpret the measures of central tendency.		
<b>August</b>	Week-1 (1 to 2)	<b>BOOK 1: Microeconomics</b> Chapter 5: Measures of Central Tendency	Learn how to calculate and interpret the measures of central tendency.		
<b>August</b> <b>09/08/2025</b> <b>Raksha Bandhan</b>	Week-2 (4 to 9)	<b>BOOK 1: Microeconomics</b> Chapter 5: Measures of Central Tendency	Learn how to calculate and interpret the measures of central tendency.	Calculate mean, median, and mode for class data	Statistics Calculation Contest 9Aug2025
<b>August</b> <b>15/08/2025</b> <b>Independence Day</b> <b>16/08/2025</b> <b>Janmasthami</b>	Week-3 (11 to 16)	<b>BOOK 1: Microeconomics</b> Chapter 6: Forms of Market and Price Determination Perfect Competition - Monopoly	Understand various market structures and how prices are determined in each.	Create a presentation comparing different market structures	Market Structure Debate 11Aug2025

		- Oligopoly			
<b>August</b>	Week-4 (18 to 23)	<b>BOOK 1: Microeconomics</b> Chapter 6: Forms of Market and Price Determination Perfect Competition - Monopoly - Oligopoly.	Understand various market structures and how prices are determined in each.	Create a presentation comparing different market structures	
<b>August</b>	Week -5 (25 to 30)	<b>BOOK 1: Microeconomics</b> Chapter 6: Forms of Market and Price Determination Perfect Competition - Monopoly -Oligopoly.	Understand various market structures and how prices are determined in each		
<b>September</b>	Week-1 (1 to 6)	<b>BOOK 2: Statistics</b> Chapter 6: Measures of Dispersion Range - Quartile Deviation - Standard Deviation	Learn how to calculate and interpret the measures of dispersion.	<b>Activity:</b> Calculate the range and standard deviation for a data set.	<b>Event:</b> Dispersion Calculation Workshop 30Aug2025
<b>September</b>	Week-2 (8 to 13)	<b>BOOK 2: Statistics</b> Chapter 6: Measures of Dispersion Range - Quartile Deviation - Standard Deviation	Learn how to calculate and interpret the measures of dispersion.		
<b>September</b>	Week-3 (15 to 20)	<b>Mid Term Examination</b>			

September	Week-4 (22 to 27)				
September	Week -5 (29 to 30)				
October 02/10/2024 Gandhi Jayanti Dussehra	Week-1 (1 to 4)	<b>BOOK 1: Microeconomics</b> chapter 7: National Income and Related Aggregates National Income - GDP, GNP, NNP	Understand the key aggregates used to measure national income.	Compare GDP figures of India with another country.	
October	Week-2 (6 to 11)	<b>BOOK 1: Microeconomics</b> chapter 7: National Income and Related Aggregates National Income - GDP, GNP, NNP	Understand the key aggregates used to measure national income.		
October	Week-3 (13 to 18)	<b>BOOK 2: Statistics</b> Chapter 7: Correlation - Types of Correlation - Methods of Calculation	Understand the concept of correlation and its significance in data analysis.	<b>Activity:</b> Calculate correlation coefficient for two variables.	
October	Week-3 (16 to 18)	Deepawali Vacation			
October	Week-4 (20 to 25)				
October	Week-4 (23 to 25)	<b>BOOK 2: Statistics</b> Chapter 7: Correlation - Types of Correlation - Methods of Calculation.	Understand the concept of correlation and its significance in data analysis.		<b>Event:</b> Correlation Analysis 25October2025
October	Week-5 (27 to 31)	<b>BOOK 1: Microeconomics</b> Chapter 8: Money and Banking	Understand the role of money and the banking system in	<b>Activity:</b> Design a poster showing the functions of money.	

		Functions of Money - Types of Money - Banking System	an economy.		
<b>November</b> <b>05/11/2025</b> <b>Guru Nanak</b> <b>Jayanti</b>	Week-1 (3 to 8)	<b>BOOK 1: Microeconomics</b> Chapter 8: Money and Banking Functions of Money - Types of Money - Banking System	Understand the role of money and the banking system in an economy.		<b>Event:</b> Money and Banking Role Play 8Nov2025
<b>November</b>	Week-2 (10 to 15)	<b>BOOK 1: Statistics</b> Chapter 8: Index Numbers Types of Index Numbers - Construction of Index Numbers	Learn how to construct index numbers and understand their uses.	<b>Activity:</b> Create an index number for the price of a commodity over time.	
<b>November</b>	Week-3 (17 to 22)	<b>BOOK 1: Statistics</b> Chapter 8: Index Numbers Types of Index Numbers - Construction of Index Numbers	Learn how to construct index numbers and understand their uses.		<b>Event:</b> Index Numbers Presentation 22Nov2025
<b>November</b>	Week-5 (24 to 29)	<b>BOOK 1: Microeconomics</b> Chapter 9: Government Budget and the Economy - Budgetary Deficit - Types of Budgets	Understand the role of government in managing the economy through budgets.	<b>Activity:</b> Prepare a mock budget for a country.	
<b>December</b>	Week-1 (1 to 6)	<b>BOOK 1: Microeconomics</b> Chapter 9: Government Budget and the Economy - Budgetary Deficit - Types of Budgets	Understand the role of government in managing the economy through budgets.		<b>Event:</b> Budget Presentation 6Dec2025
<b>December</b>	Week-2 (8 to 13)	<b>BOOK 2: Statistics</b> Chapter 9: Time Series Analysis	Understand how time series data is used to analyze	<b>Activity:</b> Identify trends in data over the years (e.g., population growth).	

		- Components of Time Series - Trends and Seasonal Variations	trends and variations.		
<b>December</b>	Week-3 (15 to 20)	<b>BOOK 2: Statistics</b> Chapter 9: Time Series Analysis - Components of Time Series - Trends and Seasonal Variations	Understand how time series data is used to analyze trends and variations.		<b>Event:</b> Time Series Analysis Workshop 20Dec2025
<b>December</b>	Week-4 (22 to 23)	<b>BOOK 1: Microeconomics</b> Chapter 10: Open Economy and Foreign Trade - Exports and Imports - Balance of Payments	Understand the basics of international trade and balance of payments.	<b>Activity:</b> Research and present on India's trade relations with a country	
<b>January</b>	Week-3 (17)	<b>BOOK 1 Microeconomics:</b> Chapter 10: Open Economy and Foreign Trade - Exports and Imports - Balance of Payments	Understand the basics of international trade and balance of payments.		<b>vent:</b> International Trade Simulation 17JAN2025
<b>January</b> <b>26/01/2026</b> <b>Republic Day</b>	Week-4 (19 to 24)	<b>BOOK 2: Statistics</b> Chapter 10: Probability Probability Rules - Applications of Probability in Economics	Understand the concept of probability and its applications in economics.	<b>Activity:</b> Create a probability distribution for a random event.	
<b>January</b>	Week-5 (26 to 31)	<b>BOOK 2: Statistics</b> Chapter 10: Probability Probability Rules - Applications of Probability in Economics	Understand the concept of probability and its applications in economics.		<b>Event:</b> Probability Game 31JAN2025

February	Week-1 (2 to 7)	Revision			
February	Week-2 (9 to 14)	Revision			
February 16/02/2026 Mahashivratri	Week-3 (16 to 21)	Revision			
February	Week-4 (23 to 28)	Revision			
March 03/03/2026 Holika Dahan 04/03/2026 Holi	Week-1 (2 to 7)				
March	Week-2 (8 to 14)	<b>Annual Examination</b>			
March	Week-3 (16 to 21)				
March	Week-4 (23 to 28)				
March	Week-5 (30 to 31)				

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# BIRLA PUBLIC SCHOOL GANGANAGAR

(A Unit of Birla Education Trust Pilani)

(A step ahead... ..)



CBSE Affiliation No. 1730974

## Weekly & Monthly Planner

Session: 2025-26

SUBJECT: PAINTING

Book Name: History of Indian Art

Teacher's Name: Sarthak Varshney

Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical / Activity with Date	Name of Event with Date
April 06/04/2025 Ram Navami	Week-1 (1 to 5)	<b>Introduction of Syllabus Fundamentals of art.</b>	<ol style="list-style-type: none"> <li>1. Understand Art's Purpose</li> <li>2. Identify Art Types</li> <li>3. Deconstruct Artworks</li> <li>4. Compose Art Effectively</li> </ol>		
April	Week-2 (7 to 12)	<b>Fundamentals of art.</b> <ol style="list-style-type: none"> <li>1. Elements of art</li> <li>2. Principles of art</li> <li>3. Limbs of art</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand Art's Purpose</li> <li>2. Identify Art Types</li> <li>3. Deconstruct Artworks</li> <li>4. Compose Art Effectively</li> </ol>		
April 14/04/2025 Ambedkar Jayanti	Week-3 (14 to 19)	<b>Unit-1 Practical: Nature and Object Study</b> <ol style="list-style-type: none"> <li>1. Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view.</li> <li>2. Natural forms e.g. leave fruits etc. and Geometrical forms of objects e.g. cone, cylinder etc. should be used.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will demonstrate an understanding of light and shade by effectively applying techniques to create realistic three-dimensional representations of objects.</li> <li>2. Students will develop proficiency in rendering textures, distinguishing between smooth and rough surfaces in their drawings.</li> <li>3. Students will exhibit improved pencil drawing skills.</li> </ol>		

Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
April	Week-4 (21 to 26)	<b>Unit-1</b> <b>Pre-Historic Rock-Paintings</b> Introduction 1) Period and Location	1. Describe Techniques: Explain how prehistoric people created rock paintings.		
April	Week-5 (28 to 30)	<b>Unit-1</b> <b>Pre-Historic Rock-Paintings</b> 1) Study and appreciation of following Pre-historic paintings: i. Wizard's Dance ii. Bhimbetka cave	1. Analyse Themes: Identify recurring subjects and themes in rock paintings. 2. Formulate Theories: Develop interpretations about the motivations behind rock paintings.		
May	Week-1 (1 to 2)	<b>Unit-1 Practical:</b> <b><u>Nature and Object Study</u></b> 1. Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. 2. Natural forms e.g. leave fruits etc. and Geometrical forms of objects e.g. cone, cylinder etc. should be used.	1. Students will demonstrate an understanding of light and shade by effectively applying techniques to create realistic three-dimensional representations of objects. 2. Students will develop proficiency in rendering textures, distinguishing between smooth and rough surfaces in their drawings. 3. Students will exhibit improved pencil drawing skills.		

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
<p>May</p> <p>07/06/2025</p> <p>Eid-ul-Juha</p> <p>(Bakrid)</p>	<p>Week-2</p> <p>(5 to 10)</p>	<p><b>Indus Valley Civilization</b></p> <p>1) Period and Location.</p> <p>2) Extension: In about 1500 miles.</p> <p>i. Harappa &amp; Mohenjo-daro (Now in Pakistan)</p> <p>ii. Ropar, Lothal, Rangpur, Alamgirpur, Kali Bangan, Banawali and Dholavira (in India)</p>	<p>1. Students will be able to describe the period and geographical location of the Indus Valley Civilization.</p> <p>2. Students will comprehend the vast geographical extent of civilization.</p> <p>3. Students will demonstrate an understanding of the significance of these sites in understanding the cultural and technological advancements of the civilization.</p>		
<p>May</p>	<p>Week-3</p> <p>(12 to 14)</p>	<p><b>Unit-1 Practical:</b></p> <p><b><u>Nature and Object Study</u></b></p> <p>1. Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view.</p> <p>2. Natural forms e.g. leave fruits etc. and Geometrical forms of objects e.g. cone, cylinder etc. should be used.</p>	<p>1. Students will demonstrate an understanding of light and shade by effectively applying techniques to create realistic three-dimensional representations of objects.</p> <p>2. Students will develop proficiency in rendering textures, distinguishing between smooth and rough surfaces in their drawings.</p> <p>3. Students will exhibit improved pencil drawing skills.</p>		

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
July	Week-1 (2 to 4)	<p><b>Study and appreciation of following: Sculptures, and Terracotta's:</b></p> <p>i. Dancing girl (Mohenjo-daro) Bronze, 10.5x5x2.5cm. Circa 2500B.C.</p> <p>ii. Male Torso (Harappa) Red lime Stone, 9.2x5.8x3cms. Circa 2500B.C.</p> <p>iii. Mother Goddess (Mohenjo-daro) terracotta, 22x8x5cms. Circa 2500B.C.</p> <p>(Collection: National Museum, New Delhi).</p>	<ol style="list-style-type: none"> <li>Students will be able to discuss the historical context in which these artifacts were created, including their purpose and significance.</li> <li>They will develop critical thinking skills by analyzing the artistic techniques and materials employed in crafting these artifacts.</li> <li>They will gain a deeper understanding of the cultural and societal aspects reflected in ancient sculptures and terracotta's.</li> </ol>		
July	Week-2 (7 to 12)	<p><b>Study and appreciation of following: Seals:</b></p> <p>i. Bull (Mohenjo-daro) Stone (Steatite), 2.5x2.5x1.4cm. Circa 2500B.C.</p> <p>ii. Decoration on earthen wares: Painted earthen-ware (Jar) Mohenjo-daro.</p> <p>(Collection: National Museum, New Delhi).</p>	<ol style="list-style-type: none"> <li>Students will demonstrate an understanding of the significance of seals in ancient civilizations by discussing the possible uses and importance of the Bull Seal.</li> <li>Students will analyze the decorative motifs and techniques employed on the painted earthenware jar from Mohenjo-daro, recognizing the cultural influences and artistic styles.</li> </ol>		

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
July	Week-3 (14 to 19)	<b>Unit 2</b> <b><u>Buddhist, Jain and Hindu Art</u></b> <b>(3rd century B.C. to 8th century A.D.)</b> General Introduction to Art during Mauryan, Shunga, Kushana (Gandhara and Mathura styles) and Gupta period:	<ol style="list-style-type: none"> <li>1. Students will be able to differentiate between the artistic styles of the Mauryan, Shunga, Kushana (Gandhara and Mathura styles), and Gupta periods.</li> <li>2. They will be able to analyze artworks to discern the religious, political, and societal influences that shaped them.</li> <li>3. They will be able to interpret the symbolism and iconography present in sculptures, paintings and architecture.</li> </ol>		
July	Week-4 (21 to 26)	<b>Unit-1 Practical:</b> <b><u>Nature and Object Study</u></b> <ol style="list-style-type: none"> <li>1. Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view.</li> <li>2. Natural forms e.g. leave fruits etc. and Geometrical forms of objects e.g. cone, cylinder etc. should be used.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will demonstrate an understanding of light and shade by effectively applying techniques to create realistic three-dimensional representations of objects.</li> <li>2. Students will develop proficiency in rendering textures, distinguishing between smooth and rough surfaces in their drawings.</li> <li>3. Students will exhibit improved pencil drawing skills.</li> </ol>		

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
July	Week -5 (28 to 31)	<b>Study and appreciation of following Sculptures:</b> 1. Lion Capital from Sarnath (Mauryan period) Polished sandstone, Circa 3rd Century B.C. (Collection: Sarnath Museum, U.P.) 2. Chauri Bearer from Didar Ganj (Yakshi) (Mauryan period) Polished sandstone Circa 3rd Century B.C. (Collection: Patna Museum, Bihar)	1. Students will be able to identify the key features of Mauryan period sculptures, including their materials, styles, and themes. 2. Students will gain an appreciation for the artistic techniques employed by ancient Indian sculptors, such as carving and polishing sandstone. 3. Students will demonstrate knowledge of the historical and cultural significance of these sculptures within the Mauryan empire.		
August	Week-1 (1 to 2)	<b>Unit 2: Practical Painting Composition</b> 1. Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values. 2. Composition on daily life - Drawings of human and animal figures, perspective learning and color application.	1. Students will produce imaginative paintings inspired by subjects from Life and Nature, showcasing creativity and originality. 2. Students will grasp the fundamentals of perspective drawing, applying them to create realistic and dynamic compositions. 3. Students will employ various color application techniques to evoke specific emotions and atmospheres in their paintings.		

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
<b>August</b> <b>09/08/2025</b> <b>Raksha Bandhan</b>	Week-2 (4 to 9)	<b>Study and appreciation of following Sculptures:</b> 1. Seated Buddha from Katra Mound, Mathura-(Kushan Period- Mathura Style) Red-spotted Sand Stone, Circa 3rd Century AD. (Collection: Govt. Museum, Mathura) 2. Jain Tirathankara (Gupta period) Stone Circa 5th Century A.D. (Collection: State Museum, Lucknow U.P.)	1. Students will be able to describe the characteristics of the Mathura Style and Gupta Style of sculpture. 2. Students will gain knowledge of the religious and philosophical beliefs associated with Buddhism and Jainism reflected in the sculptures. 3. Students will be able to recognize the differences between the seated Buddha and Jain Tirathankara sculptures in terms of posture, mudras (hand gestures), and facial expressions.		
<b>August</b> <b>15/08/2025</b> <b>Independence Day</b> <b>16/08/2025</b> <b>Janmashthami</b>	Week-3 (11 to 16)	<b>Unit 2: Practical Painting Composition</b> 1. Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values. 2. Composition on daily life - Drawings of human and animal figures, perspective learning and color application.	1. Students will produce imaginative paintings inspired by subjects from Life and Nature, showcasing creativity and originality. 2. Students will grasp the fundamentals of perspective drawing, applying them to create realistic and dynamic compositions. 3. Students will employ various color application techniques to evoke specific emotions and atmospheres in their paintings.		

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
August	Week-4 (18 to 23)	<b>Introduction to Ajanta Caves</b> 1. Period 2. No caves 3. Chaitya and Vihara 4. Paintings and Sculptures and their Subject matter and technique etc.	<ol style="list-style-type: none"> <li>1. Students will be able to enumerate the total number of caves at Ajanta and explain their functional distinctions as Chaitya or Vihara.</li> <li>2. Students will be able to analyze the subject matter of Ajanta's paintings and sculptures, and an understanding of their cultural and religious significance.</li> <li>3. Students will be able to identify and describe the artistic techniques utilized in the creation of Ajanta's paintings.</li> </ol>		
August	Week -5 (25 to 30)	<b>Introduction to Ellora Caves</b> 1. Period 2. No of caves 3. Paintings and Sculptures and their Subject matter and technique etc.	<ol style="list-style-type: none"> <li>1. Students will be able to analyze and interpret the subject matter depicted in paintings and sculptures found at Ellora.</li> <li>2. Students will demonstrate an understanding of the cultural and religious context influencing the artwork at Ellora Caves.</li> <li>3. Students will demonstrate observational skills by accurately identifying artistic techniques in Ellora's artworks.</li> </ol>		
September	Week-1 (1 to 6)	<b>Revision for Mid-Term Examination</b>			
September	Week-2 (8 to 13)	<b>Revision for Mid-Term Examination</b>			

Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date	
September	Week-3 (15 to 20)	<b>Mid Term Examination</b>				
September	Week-4 (22 to 27)					
September	Week -5 (29 to 30)					
October 02/10/2024 Gandhi Jayanti Dussehra	Week-1 (1 to 4)	<b>Unit 2: Practical Painting Composition</b> 1. Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values. 2. Composition on daily life - Drawings of human and animal figures, perspective learning and color application.	1. Students will produce imaginative paintings inspired by subjects from Life and Nature, showcasing creativity and originality. 2. Students will grasp the fundamentals of perspective drawing, applying them to create realistic and dynamic compositions. 3. Students will employ various color application techniques to evoke specific emotions and atmospheres in their paintings.			

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
October	Week-2 (6 to 11)	<b>Unit 2: Practical Painting Composition</b> 1. Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values. 2. Composition on daily life - Drawings of human and animal figures, perspective learning and color application.	1. Students will produce imaginative paintings inspired by subjects from Life and Nature, showcasing creativity and originality. 2. Students will grasp the fundamentals of perspective drawing, applying them to create realistic and dynamic compositions. 3. Students will employ various color application techniques to evoke specific emotions and atmospheres in their paintings.		
October	Week-3 (13 to 18)	<b>Unit 3: Temple Sculpture, Bronzes and artistic aspects of Indo-Islamic Architecture</b> Artistic aspects of Indian Temple sculpture (6th Century A.D. to 13th Century A.D.) Introduction to Temple Sculpture (6th Century A.D. to 13th Century A.D.)	1. Students will be able to describe the evolution of Indian temple sculpture from the 6th to the 13th century AD, highlighting developments and changes. 2. Students will develop a deeper understanding of the religious and cultural beliefs represented in Indian temple sculpture through critical analysis and interpretation. 3. Students will recognize the regional influences, and stylistic variations present in temple sculpture across different regions of India.		
October	Week-3 (16 to 18)	Deepawali Vacation			

Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
<b>October</b>	<b>Week-4</b> (20 to 25)				
<b>October</b>	Week-4 (23 to 25)	<b>Study and appreciation of following Temple-Sculptures:</b> <ol style="list-style-type: none"> <li>1. Descent of Ganga (Pallava period, Mahabalipuram, Tamil Nadu), granite rock Circa 7th Century A.D.</li> <li>2. Trimurti (Elephanta, Maharashtra) Stone Circa 9th Century A.D.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to identify the Pallava and Elephanta styles of temple sculpture.</li> <li>2. Students will gain knowledge of the mythological stories associated with the Descent of Ganga and Trimurti sculptures.</li> <li>3. Students will appreciate the cultural diversity and artistic heritage of India through the study of temple sculptures in Tamil Nadu and Maharashtra.</li> </ol>		
<b>October</b>	Week-5 (27 to 31)	<b>Study and appreciation of following Temple-Sculptures:</b> <ol style="list-style-type: none"> <li>1. Lakshmi Narayana (Kandaria Mahadev Temple) (Chandela period, Khajuraho, Madhya Pradesh) Stone Circa 10th Century A.D.</li> <li>2. Cymbal Player, Sun Temple (Ganga Dynasty, Konark, Orrisa) Stone Circa 13th Century A.D.</li> <li>3. Mother and Child (Vimal-Shah Temple, Solanki Dynasty, Dilwara, Mount Abu; Rajasthan) whitemarble, Circa 13th Century A.D.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to identify the specific temple sculptures mentioned and discuss their historical context.</li> <li>2. They will gain knowledge of the artistic traditions of the Chandela, Ganga, and Solanki dynasties.</li> <li>3. They will be able to describe the materials and techniques used in the creation of these sculptures.</li> <li>4. Development of ability to interpret the symbolic meanings behind the figures, such as the symbolism of Lakshmi Narayana, the Cymbal Player and the Mother and Child.</li> </ol>		

Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
<b>November</b> <b>05/11/2025</b> <b>Guru Nanak</b> <b>Jayanti</b>	Week-1 (3 to 8)	<b>Study and appreciation of following Temple-Sculptures:</b> 1. Lakshmi Narayana (Kandariya Mahadev Temple) (Chandela period, Khajuraho, Madhya Pradesh) Stone Circa 10th Century A.D. 2. Cymbal Player, Sun Temple (Ganga Dynasty, Konark, Orrisa) Stone Circa 13th Century A.D. 3. Mother and Child (Vimal-Shah Temple, Solanki Dynasty, Dilwara, Mount Abu; Rajasthan) whitemarble, Circa 13th Century A.D.	1. Students will be able to identify the specific temple sculptures mentioned and discuss their historical context. 2. They will gain knowledge of the artistic traditions of the Chandela, Ganga, and Solanki dynasties. 3. They will be able to describe the materials and techniques used in the creation of these sculptures. 4. Development of ability to interpret the symbolic meanings behind the figures, such as the symbolism of Lakshmi Narayana, the Cymbal Player and the Mother and Child.		
<b>November</b>	Week-2 (10 to 15)	<b>Unit 2: Practical Painting Composition</b> 1. Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values. 2. Composition on daily life - Drawings of human and animal figures, perspective learning and color application.	1. Students will produce imaginative paintings inspired by subjects from Life and Nature, showcasing creativity and originality. 2. Students will grasp the fundamentals of perspective drawing, applying them to create realistic and dynamic compositions. 3. Students will employ various color application techniques to evoke specific emotions and atmospheres in their paintings.		

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
November	Week-3 (17 to 22)	<b>Unit 2: Practical Painting Composition</b> 1. Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values. 2. Composition on daily life - Drawings of human and animal figures, perspective learning and color application.	1. Students will produce imaginative paintings inspired by subjects from Life and Nature, showcasing creativity and originality. 2. Students will grasp the fundamentals of perspective drawing, applying them to create realistic and dynamic compositions. 3. Students will employ various color application techniques to evoke specific emotions and atmospheres in their paintings.		
November	Week-5 (24 to 29)	<b>Bronzes:</b> 1. Introduction to Indian Bronzes.	1. Recognize the distinctive features and methods of Indian bronze sculptures. 2. Interpret the symbolic elements and narratives depicted in Indian bronze sculptures. 3. Demonstrate an enhanced appreciation for the artistic mastery displayed in Indian bronze artworks.		

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
December	Week-1 (1 to 6)	<b>Bronzes:</b> 1. Method of casting (solid and hollow)	<ol style="list-style-type: none"> <li>1. Students will be able to demonstrate knowledge of bronze casting by describing the process of both solid and hollow casting methods.</li> <li>2. Students will be able to identify and utilize the necessary materials and tools for bronze casting.</li> <li>3. Students will be capable of performing the steps involved in solid bronze casting independently.</li> </ol>		
December	Week-2 (8 to 13)	<b>Study and appreciation of following South Indian Bronze:</b> 1. Nataraj (Chola period Thanjavur Dist. Tamil Nadu) 12th Century A.D (Collection: National Museum, New Delhi)	<ol style="list-style-type: none"> <li>1. Students will be able to describe the cultural and historical significance of South Indian bronze sculptures.</li> <li>2. Students will understand the socio-political context of the Chola period in Tamil Nadu and its impact on artistic expression.</li> <li>3. Students will analyze the symbolism and iconography depicted in the Nataraj sculpture.</li> </ol>		

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
December	Week-3 (15 to 20)	<b>Unit 3: Practical Portfolio Assessment</b> 1. Record of the entire year's performance from sketch to finished product. 2. Five selected nature and object study exercises in any media done during session including the minimum of two still life exercises. 3. One selected work of paintings composition done during the year. 4. Two selected works of paintings are done during the year.	1. Students will compile a portfolio documenting their progress from initial sketches to finished artworks. 2. Students will create five nature and object study exercises using a variety of media, including at least two still life exercises. 3. Students will produce one painting demonstrating effective composition techniques. 4. Students will complete two additional paintings showcasing technical skill and artistic expression.		
December	Week-4 (22 to 23)	<b>Unit 3: Practical Portfolio Assessment</b> 1. Record of the entire year's performance from sketch to finished product. 2. Five selected nature and object study exercises in any media done during session including the minimum of two still life exercises. 3. One selected work of paintings composition done during the year. 4. Two selected works of paintings are done during the year.	1. Students will compile a portfolio documenting their progress from initial sketches to finished artworks. 2. Students will create five nature and object study exercises using a variety of media, including at least two still life exercises. 3. Students will produce one painting demonstrating effective composition techniques. 4. Students will complete two additional paintings showcasing technical skill and artistic expression.		

Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
January	Week-3 (17)	<b>Artistic aspects of the indo-Islamic architecture:</b> 1. Introduction	<ol style="list-style-type: none"> <li>1. Students will be able to discuss the historical background and cultural significance of Indo-Islamic architecture.</li> <li>2. Students will be able to differentiate between Indo-Islamic architectural elements with other architectural styles.</li> <li>3. Students will be able to analyze specific examples of Indo-Islamic architecture, highlighting the fusion of Islamic and Indian artistic traditions.</li> </ol>		
January 26/01/2026 Republic Day	Week-4 (19 to 24)	<b>Study and appreciation of following architecture:</b> 1. Qutub Minar, Delhi 2. Gol Gumbad of Bijapur	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of the architectural styles prevalent during the construction of these monuments.</li> <li>2. Students will identify the unique features of Qutub Minar and Gol Gumbad and explain their significance.</li> <li>3. Students will be able to analyze the materials and techniques used in the construction of these structures.</li> </ol>		

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
January	Week-5 (26 to 31)	<b>Unit-1:</b> <b><u>Nature and Object Study</u></b> 1. Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. 2. Natural forms e.g leaves, fruits etc and Geometrical forms of objects e.g cone, cylinder etc should be used.	1. Students will demonstrate an understanding of light and shade by effectively applying techniques to create realistic three-dimensional representations of objects. 2. Students will develop proficiency in rendering textures, distinguishing between smooth and rough surfaces in their drawings. 3. Students will exhibit improved pencil drawing skills.		
February	Week-1 (2 to 7)	<b>Unit-1:</b> <b><u>Nature and Object Study</u></b> 1. Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. 2. Natural forms e.g leaves, fruits etc and Geometrical forms of objects e.g cone, cylinder etc should be used.	1. Students will demonstrate an understanding of light and shade by effectively applying techniques to create realistic three-dimensional representations of objects. 2. Students will develop proficiency in rendering textures, distinguishing between smooth and rough surfaces in their drawings. 3. Students will exhibit improved pencil drawing skills.		

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Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
February	Week-2 (9 to 14)	<b>Unit 2:</b> <b><u>Painting Composition</u></b> 1. Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colors with color values. 2. Composition on daily life - Drawings of human and animal figures, perspective learning and color application.	1. Students will produce imaginative paintings inspired by subjects from Life and Nature, showcasing creativity and originality. 2. Students will grasp the fundamentals of perspective drawing, applying them to create realistic and dynamic compositions. 3. Students will employ various color application techniques to evoke specific emotions and atmospheres in their paintings.		
February 16/02/2026 Mahashivratri	Week-3 (16 to 21)	<b>Unit 3: Practical</b> <b><u>Portfolio Assessment</u></b> 1. Record of the entire years' performance from sketch to finished product. 2. Five selected nature and object study exercises in any media done during session including the minimum of two still life exercises. 3. One selected work of paintings composition done during the year. 4. Two selected works of paintings done during the year.	1. Students will compile a portfolio documenting their progress from initial sketches to finished artworks. 2. Students will create five nature and object study exercises using a variety of media, including at least two still life exercises. 3. Students will produce one painting demonstrating effective composition techniques. 4. Students will complete two additional paintings showcasing technical skill and artistic expression.		
February	Week-4 (23 to 28)	<b>Revision for Annual Examination</b>			

Month	Weeks & Dates	Chapter Name & No./ Topic	Learning Outcomes	Detail of Practical/ Activity with Date	Name of Event with Date
<b>March</b> <b>03/03/2026</b> <b>Holika Dahan</b> <b>04/03/2026</b> <b>Holi</b>	Week-1 (2 to 7)	<b>Revision for Annual Examination</b>			
<b>March</b>	Week-2 (8 to 14)	<b>Annual Examination</b>			
<b>March</b>	Week-3 (16 to 21)				
<b>March</b>	Week-4 (23 to 28)				
<b>March</b>	Week-5 (30 to 31)				

**ESTD. 2019**