

CURRICULUM PLAN

2026-27

CLASS XII

SL NO	SUBJECT NAME
1	ENGLISH
2	MATHEMATICS
3	BUSINESS STUDIES
4	ACCOUNTANCY
5	ECONOMICS
6	PHYSICS
7	CHEMISTRY
8	BIOLOGY
9	PHYSICAL EDUCATION
10	COMPUTER SCIENCE
11	VOCAL MUSIC
12	PSYCHOLOGY
13	HISTORY
14	PAINTING
15	POLITICAL SCIENCE
16	GEOGRAPHY
17	MARKETING

SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA
CLASS XII – ENGLISH CORE (301) 2026-2027

On the completion of the academic course, the learners will be able to:

- Develop the ability to comprehend and analyse complex texts with critical thinking.
- Interpret themes, characters, literary devices and genres.
- Foster Creativity and originality in both literary and formal writing
- Improve articulation and confidence in discussions, Viva and Presentations.
- Strengthen the ability to structure and present ideas logically and persuasively
- Foster reflective thinking and self-expression through personal and formal writings
- Build adaptability in language use for different audiences and purposes.
- Demonstrate the ability to summarize, paraphrase and critique literary and factual texts.
- Synthesise information from multiple sources for comparative and analytical responses.

MONTH /NO. OF DAYS	TOPIC	METHODOLOGY/ ACTIVITY	LEARNING OUTCOMES
MARCH 2026—08 DAYS	Writing Skill— Notice writing (3 periods)	1. Need and purpose of writing a notice will be discussed 2. Format and value points to remember will be given 3. Questions on Notice will be solved as samples. 4. A couple of questions will be given for practice	Students will be able to— 1. Understand and appreciate the need to learn to write notices 2. Write effective notices 3. Remember the key value points given 4. Frame notices, if required, in real life.
	Flamingo— The Last lesson by Alphonse Daudet (prose) (5 periods)	1. Group Discussion on " Political enslavement is a curse on any Nation" as it deprives it of its identity. 2. The learners will interpret the title of the lesson. 3. The background knowledge of the Franco–Prussian war will be given 4. Difficult words and terms would be discussed. The prose will be explained. ACTIVITY: Students will be asked to research the term 'Chauvinism' and kinds of chauvinism. Brainstorming on 'Chauvinism'-- its effects and examples from history	Students will be able to— 1. develop their optimistic attitude towards life amidst many struggles. 2. understand that language is a key to prison, 3. know the meanings of new phrases 4. know the importance of mother tongue 5. understand the wastefulness of war 6. enhance thinking, analytical, literary skills and understand linguistic chauvinism.

<p>APRIL 2026– 22 DAYS</p>	<p>Flamingo—My mother at sixty six by Kamala Das (2 periods)</p>	<p>1.Pre-reading activity will be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme. (student- teacher interaction) 2. The poem will be read aloud with proper intonation, rhyme and rhythm. 3. Difficult terms and words will be explained so that the students can predict the atmosphere of the world inside the poem. 4. The poem will be explained covering the phrases, sentences and discourse as well as their structuring ACTIVITY: 1.Students will be asked to research about Confessional poems— meaning and examples 2. Brainstorming on whether this poem is a Confessional poem and reasons</p>	<p>The students will be able to— 1.grasp the theme and meaning of the poem. 2. read the poem with proper tone and rhyme and develop an interest in poetry. 3. strengthen their vocabulary 4.enhance their analyzing skills</p>
	<p>Flamingo— -Lost Spring by Anees Jung (7 periods)</p>	<p>1.Symbolic significance of title term ‘Lost Spring’ 2. The theme and story line will be explained. 3. UN Sustainable Goals to be discussed: Quality Education – 4. Students will gain insight into the problems of slums and refugees where the children also work to support parents. 5. Discussion on RTE act, NEP 2020 and the loopholes 6. Discussion on the attitude of the parents and what the government and citizens can do ACTIVITY: Students will be asked to research RTE and NEP 2020. Brainstorming on skill based education and Education policies.</p>	<p>Students will be able to— 1.understand and appreciate the theme of the lesson 2. understand the attitude of parents unwilling to send the children to school 3. understand the corruption involved in making children work or increasing unemployment 4. come up with solutions to the problems discussed</p>
	<p>Vistas– Third Level by Jack Finney</p>	<p>1. Introduction will be shared about New York city which has the Grand</p>	<p>Students will be able to— 1.understand the theme of</p>

	(7 periods)	<p>Central station</p> <ol style="list-style-type: none"> 2. Reading of the lesson with focus on plot and theme 3. Discussion on the characters and what they feel and think 4. New vocabulary words will be discussed so as to include them in their vocabulary 5. Questions will be given and their answers will be elicited from students. <p>ACTIVITY:</p> <ol style="list-style-type: none"> 1. A youtube video on Grand Central Station will be shared with the students so that they can visualise it as they read the lesson. 2. Brainstorming on Time Travel topic and movies 	<p>problems faced during and post-war, time travel and human nature of escapism</p> <ol style="list-style-type: none"> 2. understand how the characters behaved and felt and the hypocrisy in it. 3. understand the questions asked and answer them fluently and coherently 4. include new words in their vocabulary
	Writing skill— Invitations and Replies to invitations (6 periods)	<ol style="list-style-type: none"> 1. The teacher begins by asking students about different occasions where formal or informal invitations are used. 2. Students are shown samples of formal and informal invitations, identifying their structure, tone and key elements 3. Students analyse various invitation formats, including card – style and letter - style invitations. 4. The teacher provides practice exercises where students write and respond <p>ACTIVITY:</p> <p>Designing invitation cards for various occasions and their respective replies</p>	<p>Students will be able to—</p> <ol style="list-style-type: none"> 1. learn persuasive techniques used in Invitation writing, specifically, emotion, tone for the event, how to tailor all important information and create attractive invitations 2. apply language in a formal/informal manner 3. be competent and proficient in the usage of language. 4. excel in and develop eloquence
MAY 2026— 15 DAYS	Vistas— The Tiger King by Kalki (7 periods)	<ol style="list-style-type: none"> 1. The teacher would begin by asking students what they think about the title 2. The background of the story is introduced 3. The story is read aloud in parts with pauses for explanation 4. Students discuss the protagonist Jung Jung Bahadur 5. Teacher highlights the themes of power destiny vs free will, irony and satire on monarchy. <p>ACTIVITY:</p>	<p>Students will be able to—</p> <ol style="list-style-type: none"> 1. understand, enjoy and appreciate a wide range of text (different genre) 2. understand how to make the story humorous and interesting. 3. understand the political scenario during British rule. 4. understand the Science of astrology. 6. sensitize people towards wildlife

		<p>1.Students will be asked to design an invitation card.</p> <p>2. A concept mastery worksheet will be given to strengthen the understanding</p> <p>3. A question based on notice will be given</p>	<p>7.understand general attitude of human beings towards wild animal</p>
	<p>Flamingo– Deep Water by William Douglas (4 periods)</p>	<p>1.The session will begin with an interactive session wherein the teacher will ask the students to discuss their phobias as related to the theme of the lesson.</p> <p>2.The prose will be read aloud. Difficult words will be discussed.</p> <p>3.The story outline, theme and values will be discussed by the teacher</p> <p>4. Brief Introduction of William Douglas</p> <p>ACTIVITY: JOURNAL ON OVERCOMING PERSONAL PHOBIAS</p> <p>Students would be asked to write about a time they faced their own fears and how they overcame it, relating it to Douglas’s experience.</p>	<p>Students will be able to:</p> <p>1.appreciate/comprehend the text understand that most challenging situations could be overcome with immense courage and determination</p> <p>2.know various types of water sports and phobias</p> <p>3.understand that there is terror only in the fear of death and at death there is peace</p> <p>4.understand the first person narrative style</p> <p>5.unfold their logical thinking skills. Their vocabulary will be enriched.</p> <p>6. organize their thoughts, research work, compile and present in an economic writing style.</p> <p>7. enhance their creative writing skills</p>
	<p>Reading Skills (2 periods)</p>	<p>1.Case based , factual, descriptive or literary unseen passages with Multiple Choice Questions / Objective Type 2. Questions will be asked to assess comprehension, interpretation and inference of meaning will be practiced</p> <p>3.Teacher would discuss the exercise done by the students and take up their doubts in class.</p> <p>ACTIVITY:</p> <p>Short fun reading exercises like Analyzing Situation, Finding Context Clues, comprehending whatsapp chat creating visuals through text</p>	<p>To enable the students to–</p> <p>1 comprehend, understand and judge</p> <p>2.list and identify comprehension strategies</p> <p>3.apply comprehension strategies to text Skills</p> <p>4.develop Analytical skills, understanding Inference, critical thinking, creative thinking.</p>
	<p>Vistas–Journey to</p>	<p>1.The session would begin with an</p>	<p>Students will be able to—</p>

	the End of the Earth by Tishani Doshi (3 periods)	<p>interactive session on Environmental Threats</p> <p>2.Lesson would be read aloud with pauses for detailed explanation</p> <p>3. Students would be engaged in understanding and describing the scenic beauty of the place mentioned in the article</p> <p>4. They would be sensitized about the ill effects of human interference in the nature</p> <p>5.Difficult words will be listed out and discussed.</p> <p>ACTIVITY: Students will be asked to write a blog as Tishani Doshi on her experience of her visit to Antarctica</p>	<p>1.understand and appreciate the theme of the lesson</p> <p>2.understand and realise the immensity of the environmental threat</p> <p>3.understand that students are the future generation of policy makers.</p> <p>4.evaluate that little changes in the environment can have more adverse</p>
EXTRA CLASSES			
JUNE 2026—SUMMER BREAK	English Project work	<p>1.A pdf of the project methodology and topics will be shared with students</p> <p>2.Students will be told how to go about their project.(as per CBSE guidelines)</p>	<p>Students will be able to—</p> <p>1. understand the purpose of making the project</p> <p>2. choose a topic with which they find a connection</p> <p>3. research the topic of interest, frame questionnaires, interview people, collect data</p> <p>4. write a report on their findings</p>
JULY 2026—25 DAYS	Vistas—The Enemy By Pearl S Buck (9 periods)	<p>1.Discussion on World War II and what students know about America’s involvement</p> <p>2.The session will start with an interactive session on the services of a doctor.</p> <p>3.The title of the lesson will be open for class interpretation. The background of the author will be given. 4.The lesson will be read aloud and explained. The historical background of the story and war related issues will be discussed.</p> <p>ACTIVITY:</p>	<p>The learners will be able to—</p> <p>1.familiarize themselves with a specific background of political enmity.</p> <p>2.identify and make connections between similar situations in our own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</p> <p>3. understand the significance of professional ethics and social</p>

		<p>1. Assignments Comprehension questions Textual exercises/ Extracts/ Value based/ Character sketches/RTC</p> <p>2. Concept mastery worksheet will be given</p>	obligation in sensitive times.
	Writing Skill– Report writing (3 periods)	<p>1. The teacher in the beginning of the session will give students the opportunity to collect information on a declared issue before writing the report.</p> <p>2. During the session students will go through the process of developing ideas and collecting and organising information.</p> <p>3. They will then use the information to create the first draft of an imaginary report.</p> <p>4. They will then focus on some key areas of good writing and try to redraft their reports with these in mind. (Inductive Learning)</p>	<p>The learners will be able to</p> <ol style="list-style-type: none"> 1. discuss the purpose of various reports. 2. describe the kinds of information to include in specific reports and identify tips for writing a clear, concise, and useful report. 3. recognize and address patterns and trends and be able to explain how the tone of a report can affect worker morale and motivation
	Writing Skill– Letter to Editor (2 periods)	<p>1. The format, rules, technique will be discussed with examples</p> <p>2. The usage of language would be taught and students will be assigned written tasks.</p>	<p>The learners will be able to</p> <ol style="list-style-type: none"> 1. organise their thoughts and express freely. 2. develop an interest towards writing thus enhancing their writing skills. 3. think critically and write creatively but rationally
	Flamingo– Indigo by Louis Fischer (6 periods)	<p>The session would start with warm up questions:</p> <ol style="list-style-type: none"> 1. Discussion on what students know about Indigo. 2. A brief introduction on the history of Indigo cropping in pre-independent India 3. What was Gandhiji’s role in the freedom movement? <p>ACTIVITY: Students will be asked to build a conversation between Gandhi and William Douglas sharing their experience about fear.</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. understand the role of a leader 2. to understand the importance of rights and responsibilities 3. know the sufferings and contributions of freedom fighters 4. imbibe empathy, confidence, self respect, honesty, integrity, self reliance, truthfulness, patience 5. understand the importance of decision making in adverse circumstances 6. understand that freedom from

			fear is a prerequisite for justice to inculcate various skills required for the task
	Writing Skill– Article writing (2 periods)	<ol style="list-style-type: none"> 1. The session will start with a pre-writing activity to create an interest towards writing. 2. The teacher will define what an article is and discuss the purpose of article writing. 3. The different styles, subjects, and purposes of article writing will be discussed. 4. The teacher will explain the technique of accumulating ideas, focusing on ideas and facts, planning, organizing, evaluating, structuring and editing. 5. They will be taught the importance and way of producing a finished piece of work with examples. 6. The requirements of the content, beginning, body and end would be focused. 	<p>To enable the students to</p> <ol style="list-style-type: none"> 1. understand the format and structure of Article writing 2. learn to write with clarity and coherence, ensuring logical flow of ideas. 3. learn to write persuasively and analytically 4. gain confidence in expressing opinions and presenting solutions to social, educational and global issues 5. improve their usage of tone, style and vocabulary.
	Flamingo– Interview (2 periods)	<ol style="list-style-type: none"> 1. Discussion on the importance of taking or giving interviews 2. Reading of the lesson by students 3. Explanation by the teacher using discussion method <p>ACTIVITY: Students will be asked to create an interview, wherein they will interview another student</p>	<p>Students will be able to–</p> <ol style="list-style-type: none"> 1. understand and appreciate the importance of taking or giving interviews 2. understand the art of taking interviews without making the interviewee uncomfortable
AUGUST 2026– 19 DAYS	Flamingo– Keeping Quiet by Pablo Neruda (4 periods)	<ol style="list-style-type: none"> 1. The teacher begins the class by asking students the deeper purpose of silence in a person’s life 2. A brief introduction to Pablo Neruda highlighting his background will be given 3. The poem would be read aloud with proper pauses, allowing students to absorb its reflective tone and rhythm 4. An Interactive session would be conducted where students sit in silence for a minute and later discuss how they 	<p>To enable the students to</p> <ol style="list-style-type: none"> 1. evoke subjective responses to the language of poetry. 2. appreciate the images and symbols. 3. understand the critical appreciation of the poem based on rhyme, content, theme, genre and literary elements 4. appreciate the beauty of language and understand the rhyme scheme

		<p>feel.</p> <p>ACTIVITY: Students will be asked to draw a flow chart discussing each and every element of the poem</p>	
	<p>Flamingo– The Rattrap by Selma Lagerlof (5 periods)</p>	<p>1.The session will begin with an interactive stage wherein the students would discuss the temptations in life on the basis of the theme of the story. 2.The title of the lesson will be opened to the class for interpretation. 3.The background knowledge of the author would be given. 4.The prose will be explained. 5. Difficult words would be listed and explained. The moral of the story would be discussed.</p> <p>ACTIVITY: Students will be asked to draw a story-plot map of the lesson. They will solve a concept mastery worksheet</p>	<p>To enable the students to</p> <ol style="list-style-type: none"> 1.understand the theme and message of the story 2. analyze the values and thought process of the story. 3. identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind. 4. appreciate the significance of developing personal fears yet rising above them to savour real liberty
	<p>Writing Skill– Letter of Job Application (3 periods)</p>	<p>1.The teacher begins by discussing the importance of a job application and how it differs from other formal letters. 2. Sample job advertisements are shared, and students analyze the key details required in an application. 3. The teacher provides a step – by step breakdown of both the parts. 4. Model examples of well- written and poorly – written applications are compared to highlight best practices 5.The teacher shares real – world tips on how to make a job application stand out and avoid common mistakes</p> <p>ACTIVITY:</p> <ol style="list-style-type: none"> 1.Cover Letter Rewrite 2.Students will be given a poorly written job application to review and rewrite it professionally. 3.Creative Job Application Students apply for a dream job using the formal job application format 	<p>Students will be able to</p> <ol style="list-style-type: none"> 1.understand the format and structure of a job application letter 2. write concisely and persuasively, showcasing their skills and qualifications effectively 3. develop formal writing skills, ensuring proper tone, grammar and professional etiquette 4. gain confidence in writing real – world applications, preparing them for future job opportunities. 5. enhance their editing and proof reading skills through peer review and teacher feedback

	<p>Flamingo–Poets and Pancakes by Asokamitran (4 periods)</p>	<p>1.The teacher starts with a discussion on filmmaking and film studios, asking students about their films and the behind – scenes process. 2. A brief introduction to Asokamitran and his satirical writing style will be provided to set the context. 3. The story is read in sections, with pauses to explain historical references, humour and irony in the text. 4.The teacher highlights the chaotic yet amusing environment of Gemini Studio ACTIVITY: (to introduce the lesson) A class room discussion based on today's film technology compared with that of the early days of Indian cinema. GD SESSION A Group discussion on work place politics, favouritism and misunderstanding</p>	<p>Students will be able to-</p> <ol style="list-style-type: none"> 1.analyse the working conditions and people involved in the studios. 2. understand that there was a great deal of national integration. 3.understand the use of talent and creativity at its best. 4. analyse that good poetry and music are the deciding factor in the popularity of the film. 5.gain knowledge of Gemini Studios and the people from different regions and religions working together.
	<p>Flamingo– Aunt Jennifer’s Tigers by Adrienne Rich (3 periods)</p>	<p>1.The session begins with a discussion on gender roles and social expectations, asking students about traditional restrictions placed on Women. 2. A brief Introduction to Adrienne Rich and her themes of feminism, oppression and artistic freedom is provided 3. The poem is read aloud with pauses to discuss the contrast between Aunt Jennifer’s timid reality and the boldness of her tigers. 4. The teacher explains symbolism, highlighting how the tigers represent strength and freedom, while the wedding ring symbolizes oppression. ACTIVITY: Debate: Aunt Jennifer’s embroidery is an act of rebellion or a mere escape.</p>	<p>To enable the students to</p> <ol style="list-style-type: none"> 1.understand the theme of gender oppression and artistic freedom in the poem. 2. analyze the contrast between Aunt Jennifer and her tigers 3. recognize how traditional gender roles restrict individual freedom Interpret the use of imagery and metaphors in the poem, such as the embroidered tigers and the heavy wedding band 4. strengthen their poetic appreciation skills 5. develop critical thinking by discussing whether Aunt Jennifer's art is form of resistance or escapism
<p>SEPTEMBER 2026– 11 DAYS</p>	<p>Vistas—Memories of Childhood ✓ The cutting of my Long Hair ✓ We too are human beings By</p>	<p>1.The teacher begins with a discussion on discrimination and prejudice, asking students if they have ever witnessed or experienced unfair treatment based on background, gender, or social status.</p>	<p>To enable the students to</p> <ol style="list-style-type: none"> 1.understand the themes of racial and caste discrimination and their psychological impact. 2.analyze the autobiographical

	Zitkala Sa and Bama (4 periods)	<p>2.A brief introduction to Zitkala-Sa and Bama is given, explaining how both writers depict discrimination—one based on race and the other on caste.</p> <p>3.The two autobiographical extracts are read aloud with pauses to discuss the emotions, struggles, and resistance of the protagonists.</p> <p>4.The teacher explains the contrast in the two narratives—one showing the forced loss of cultural identity, and the other portraying awareness and resistance against discrimination.</p> <p>5.A discussion follows on how discrimination still exists today, encouraging students to share examples from society or media.</p> <p>6. Literary devices like first-person narration, irony, and contrast are highlighted to show the depth of the narratives.</p> <p>7.The session concludes with a reflection on the importance of awareness and self-respect in overcoming social barriers.</p>	<p>style of Zitkala-Sa and Bama, identifying their emotional depth and storytelling techniques.</p> <p>3.compare and contrast the experiences of the two protagonists, understanding how oppression works in different societies.</p> <p>4. recognize the power of education and awareness in challenging discrimination.</p> <p>5. develop critical thinking by discussing whether discrimination still persists in modern society and how it can be addressed.</p> <p>6.encourage empathy and respect for diverse cultures and backgrounds.</p> <p>7. strengthen narrative appreciation skills, focusing on tone, perspective, and literary techniques.</p>
	Revision for Half-Yearly exams (7 periods)	<p>1. Assignments based on the topics covered in the exams will be given</p> <p>2. Assignments to be solved and discussed in class</p> <p>3. Everyday students will be asked to come prepared with the next topic</p>	<p>Students will be able to</p> <p>1.recall and analyze their understanding of the topics revised</p> <p>2. Identify the areas where understanding is lacking</p> <p>Practice writing the written skill questions and literature long answers</p>
OCTOBER 2026–20 DAYS	Flamingo– A Thing of Beauty by John Keats (6 periods)	<p>Warm up questions</p> <p>a) What is beauty according to you?</p> <p>b) What do you think - ‘Beauty dwells outside or within?’</p> <p>c)Brief up about the poet and his poem ‘Endymion’ as mentioned in the book</p> <p>Recitation and Paraphrasing</p> <p>ACTIVITY: (to support learning)</p> <p>1. Do we experience things of beauty</p>	<p>Students will be able to</p> <p>1.understand the critical appreciation of the poem to understand that beauty dwells inside us and gives us happiness</p> <p>2.appreciate and admire the beauty of nature</p> <p>3.understand varied definitions of beauty</p> <p>4. learn from the stories of great</p>

		<p>only for short moments or do they make a lasting impression on us? 1. 2.What do you think - - Beauty dwells outside or within?’</p> <p>Skills- Creative/aesthetic skills, analytical skills, thinking skills, imaginative skills, reasoning / logical skills</p>	<p>people inculcate values like peace, contentment, respect, care and concern</p> <p>5. understand that beautiful things / moments are worth treasuring as they leave an everlasting impression on the minds of people</p> <p>6.know that inner beauty is important rather than the outer one</p>
	<p>Flamingo—A Roadside Stand by Robert Frost (5 periods)</p>	<p>1.The teacher begins with a discussion on rural vs. urban life, asking about the struggles of small vendors and their observations of roadside stands</p> <p>2. A brief introduction to Robert Frost and the poem’s theme of economic disparity and fulfilled hope is given.</p> <p>3.The poem is read aloud with pauses for explanation</p> <p>4.The teacher highlights the contrast in the poem</p> <p>5. The class reflects on whether modern society still neglects the underprivileged and how small businesses survive in today’s world.</p> <p>ACTIVITY: Students will develop a podcast conversation between a roadside stand owner and Mukesh’s father(Lost Spring)</p>	<p>To enable the students to</p> <p>1.understand the theme of economic inequality and the struggles of small vendors</p> <p>2.explore the poet’s perspective on materialism and societal neglect of the underprivileged.</p> <p>3.identify and appreciate literary devices like irony, symbolism and alliteration in the poem.</p> <p>4.develop critical thinking by discussing the ethical aspects of social disparity.</p> <p>5.strengthen their poetic appreciation skills by analyzing tone, mood and poetic devices.</p>
<p>NOVEMBER 2026–18 DAYS</p>	<p>Vistas— On the face of it by Susan Hill (9 periods)</p>	<p>1.The teacher begins with a discussion on disabilities and social perceptions, asking students about how society treats people with physical differences 2.A brief introduction to Susan Hill and the play’s theme of Loneliness, Prejudice, and Acceptance</p> <p>3.The play is read in sections with pauses to discuss the characters of Mr. Lamb and Derry</p> <p>4. A discussion will be held on how society’s attitude impact people with disabilities and how they can be more inclusive</p>	<p>To enable the students to</p> <p>1.understand the theme of isolation and self - acceptance in the play.</p> <p>2. explore society’s role in shaping the self- image of people with disabilities</p> <p>3. develop empathy, and social awareness regarding physical disabilities and discrimination</p> <p>4.enhance their dramatic appreciation by understanding dialogues.</p> <p>5.understand tone and</p>

		<p>ACTIVITY: Students will be given a Jigsaw Puzzle activity. Keeping the play in mind, they will write all elements in the puzzle.</p>	underlying messages.
	<p>Flamingo– Going Places by A.R.Barton (7 periods)</p>	<p>1.The teacher begins with a discussion on dreams and aspirations, asking students about their career goals and role models 2. A brief introduction to A R Barton and the theme of Fantasy and Reality 3. The teacher would explain symbolism and themes on social class, adolescent fantasies, and the gap between dreams and reality. 4. The teacher encourages the students to connect the story to their real –life situations, asking them to share personal experiences where they or someone they know pursued unrealistic dream</p> <p>ACTIVITY: Debate on Whether Ambition should always be practical or if dreaming big is necessary for success.</p>	<p>To enable the students to 1.comprehend the text and to read between the lines know certain metaphorical expressions notice words used in an informal way 2. to differentiate between unrealistic and realistic dreams understand that fantasizing can lead to failure 3. understand the complexities of human relationships among different members of a family develop 4. Thinking Skills (Imaginative), Negotiating skills, Critical Thinking, Observatory skills, Analytical skills</p>
	<p>PRE-BOARD 1 Revision (11periods)</p>		

Subject:-Mathematics (041)

Class XII

Session- 2026-2027

Learning Objectives

- To understand and be able to use the language, symbols, and notation of mathematics.
- To develop mathematical curiosity and use inductive and deductive reasoning when solving problems.
- To become confident in using mathematics to analyse and solve problems both in school and in real-life situations.
- To develop the knowledge, skills, and attitudes necessary to pursue further studies in mathematics.
- To develop abstract, logical, and critical thinking and the ability to reflect critically upon their work and the work of others.

Course Structure

CLASS – XII

One Paper

Max. Marks :80

No.	Unit	Marks
i	Relations and Functions	08
ii	Algebra	10
iii	Calculus	35
iv	Vectors and Three - Dimensional Geometry	14
v	Linear Programming	05
vi	Probability	08
	Total	80
	Internal Assessment	20

Month/No of Days	Chapter	Methodology	Learning Outcomes
March 2026 (11 days)	Chapter 5 continuity and differentiability (11 days)	Learning by doing method Worksheet 1 to be given (According to NEP 2020) Competency based problems Assertion and reasoning	<ul style="list-style-type: none">• To identify points of discontinuity of functions.• To identify points of non-differentiability of function.

		Case based problems	<ul style="list-style-type: none"> To find derivatives of exponential and logarithmic functions. To find derivatives of functions in parametric form
April 2026 (22 days)	Chapter 6 application of derivatives (10 days)	<p>Learning by doing method Lecture method Graphical method Worksheet 2 to be given (According to NEP 2020) Competency based problems Assertion and reasoning Case based problems</p> <p>Activity</p> <p>1. To understand the concepts of decreasing and increasing functions.</p> <p>2. To understand the concepts of local maxima, local minima and point of inflexion</p>	<ul style="list-style-type: none"> To find Rate of change of dependent variable due to change in independent variable. To identify increasing and decreasing functions. To find maxima and minima points of a function <ul style="list-style-type: none"> To find solutions to problems, mathematical formulation, applications in daily life
	Chapter 7 indefinite integrals (12 days)	Inductive and Deductive method Learning by doing method	<ul style="list-style-type: none"> Integration as an inverse process of differentiation.

		Worksheet 3 to be given (According to NEP 2020) Competency based problems Assertion and reasoning Case based problems	<ul style="list-style-type: none"> • Methods of Integration. • Integration of special functions. • Method of Partial fractions and By-Parts
May 2026 (15 days)	Chapter 7 definite integral (7 days) Chapter 8 Application of integration (8 days)	Learning by doing method Worksheet 4 to be given (According to NEP 2020) Competency based problems Assertion and reasoning Case based problems Case based problems	<ul style="list-style-type: none"> • Definite integral using substitution and properties • To find the area under simple curves • To find the area bounded between two curves
July 2026 (25 days)	Chapter 9 Differential equation (10 days)	Recall the Previous knowledge to use in different differential coefficient to solve different types of differential equation Inductive deductive method Learning by doing method Worksheet 5 to be given (According to NEP 2020) Competency based problems Assertion and reasoning Case based problems	<ul style="list-style-type: none"> • To identify degree and order of a differential equation. • To form differential equation when solution is given. • To solve differential equations using variable separable, homogeneous, Linear DE method

	<p>Chapter 1 Relation and function (8 days)</p>	<p>Graphical method Experimental method Worksheet 6 to be given Activity (According to NEP 2020 Competency based problems Assertion and reasoning Case based problems</p> <p>Activity 3.To verify that the relation R in the set L of all lines in a plane, defined by $R = \{(l, m) : l \perp m\}$ is symmetric but neither reflexive nor transitive.. 4. To verify that the relation R in the set L of all lines in a plane, defined by $R = \{(l, m) : l \parallel m\}$ is an equivalence relation 5.To demonstrate a function which is not one-one but is onto.</p>	<p>To identify one to one, onto and invertible functions. To find inverse of a function if it exists.</p>
	<p>Chapter 2 Inverse trigonometry (7 days)</p>	<p>Graphical method Learning by doing method Worksheet 7 to be given</p>	<ul style="list-style-type: none"> To find inverse values of trigonometric functions.

		<p>Activity (According to NEP 2020) Competency based problems Assertion and reasoning Case based problems</p> <p>Activity 6. To establish a relationship between common logarithm (to the base 10) and natural logarithm (to the base e) of the number x.</p>	<ul style="list-style-type: none"> To draw various trigonometric functions with domain and range
August 2026 (19 days)	<p>Chapter 3 matrix and determinants (12 days)</p> <p>Chapter 12 Linear prog. problem (7 days)</p>	<p>Learning by doing method Worksheet 8 and 9 to be given (According to NEP 2020) Competency based problems Assertion and reasoning Case based problems</p> <p>Lecture method Graphical method Worksheet 10 to be given (According to NEP 2020) Competency based problems Assertion and reasoning</p>	<ul style="list-style-type: none"> To add or subtract two matrices. Expressing matrix as sum of symmetric and skew symmetric matrices. Determinants, minor and cofactor values Adjoint of a square matrix. Solution of system of linear equations (consistency) To find solutions to problems, mathematical formulation,

		Case based problems	applications in daily life
September 2026 (11 days)	Chapter 13 probability (11 days)	<p>Previous knowledge applied to solve simple problem. Inductive and deductive method Worksheet 11 to be given (According to NEP 2020) Competency based problems Assertion and reasoning Case based problems</p> <p>Activity</p> <p>7. To explain the computation of the conditional probability of a given event A, when event B has already occurred, through an example of throwing a pair of dice. 8. To Explain the computation of Baye's theorem with real life situation.</p>	<ul style="list-style-type: none"> • To find probability using conditional probability formula. • To identify and solve problem by Bayes' theorem. • To find probability distribution of different random variables.
October 2026 (20 days)	<p>Chapter 10 vector algebra (10 days)</p> <p>Chapter 11 Three - dimensional geometry (10 days)</p>	<p>Graphical method Learning by doing method Worksheet 12 to be given (According to NEP 2020) Competency based problems Assertion and reasoning Case based problems</p> <p>Use previous knowledge that applied in vectors. Graphical method</p>	<ul style="list-style-type: none"> • To find dot product and cross product of 2 vectors. • To find projection of one vector on another. • To analyse vectors if dot product or cross product is zero • To find equation of line in space in Cartesian and vector form.

		Learning by doing method Worksheet 13 to be given (According to NEP 2020) Competency based problems Assertion and reasoning Case based problems Activity 7.To demonstrate the equation of a plane in normal form. 8.To measure the shortest distance between two skew line and verify it analytically.	<ul style="list-style-type: none"> To find angle between 2 lines. To find distance between 2 line.
November 2026 (18 days)	Revision Block Teaching	With the help of Question Bank and Sample paper	
December 2026 (23 days)	First preboard exam		
January 2027 (17 days)	Mock test		

Project Work (Term -1)

The Project work will be implemented for 20 Marks.

- Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
- The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class.
- The suggestive list of activities for project work is as follows:-

- Derivatives and application of derivatives
- Integration (indefinite /definite /AOI)
- Vector algebra /3D

4. Probability

5. Linear programming problem.

Art integration work (Term-2)

Make art integration project on any topic related to syllabus .Students can use power point presentation or any other method to explain their view points

ACADEMIC PLAN
CLASS XII 2025-26
SUBJECT: Business Studies

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">March & APRIL 28</p>	<p>PART-A Principles and Functions of Management</p> <p>Chapter 1: Nature And Significance of Management</p> <ul style="list-style-type: none"> • Concept and Features of Management • Objectives of Management • Importance of Management • Nature of Management Levels of Management 	<p>Activity Activities: Lecture Class Discussion Real life Examples Assignments Oral Test Group Discussions</p> <p>ART INTEGRATED ACTIVITY :- Students will make COLLAGE</p>	<p>After going through the set topics students will be able to</p> <ul style="list-style-type: none"> • Understand the concept of Management • Explain the meaning of efficiency, process and effectiveness • Discuss objectives and importance of management. • Understand the role of different levels of management <p>Examine the nature of management a science, art and profession. * Discuss the concept and characteristics of coordination</p>

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">MAY 16</p>	<p>Chapter3: Business Environment Topics: * Business Environment- concept and importance * Dimensions of business environment-Economic, Social, Technological Political and legal * Components of various dimensions • Demonetization- Concept and features</p> <p>Chapter12 Consumer Protection Topics: * Consume protection: concept and importance * consume r protection Act 2019 * Meaning of consumer and consumer protection * Rights and responsibility of consumers * Who can file a complaint against whom * Redressal machinery</p>	<p>Activity Activities: * Lecture * Class Discussion * Real life Examples</p> <p>Quiz Notebook work Class test Assignment Practice Questions</p>	<p>* To introduce students the concept of the business environment. * To help students understand the various components of the business environment. To help them to understand the impact of our environment conditions on our business and on our day to day life.</p> <p>Students will be able to *state the importance of consumer protection *Briefly explain legal framework for consumer Protection in India *Describe consume rights in India *List out consumer responsibilities *Briefly describe the</p>

	<ul style="list-style-type: none">*Remedies available*Consumer awareness*Role of Consumer Organization and NGOs		<p>ways and means of consumer protection</p> <ul style="list-style-type: none">*Describe the role of consumer Organizations <p>And NGOs in protecting consumers' interests.</p>
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MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">JULY 25</p>	<p>PARTB Business Finance and Marketing Chapter11:Marketing Management Topics: *Selling and marketing concept *Marketing management concept *Marketing function *Marketing management philosophies *Marketing mix concept and elements *Products concept: branding labeling And packaging. *Price: concepts, factors determining price *Physical distribution: concepts and components ,channels of distribution: types, choice of channels *Promotion: concept and elements: advertising, personal selling, sales promotion, public relation</p>	<p>Activities: * Lecture * Class Discussion *Real life Examples</p> <p>ARTINTEGRATEDACTIVITY :- Students will make the portfolio of this chapter in their notebook Quiz Notebook work Class test Assignment Practice Questions</p>	<p>After going through the set topics students will be able to * Understand the concept of selling, marketing and features of marketing * Describe the concept of marketing management and function of marketing * Explain marketing management philosophies * Understand the concept of marketing mix and able to explain 4P' of market with ease To develop skills in conducting market research, including identifying research objectives, designing research methods, collecting data, and analyzing</p>

	<p>PART A Principles and Functions of Management Chapter4:Planning Topics: *Meaning of planning *Features of planning *Importance of planning *Limitations of planning *Planning process *Plan and its types</p>	<p>Activities: * Lecture * Class Discussion *Real life Examples</p> <p>ARTINTEGRATEDACTIVITY :- Students will make the portfolio of this chapter in their notebook Quiz Notebook work Class test Assignment Practice Questions</p>	<p>* Grasp the fundamental concept of planning in business and its importance. * Be able to differentiate between different types of plans. * Be familiar with the sequential steps involved in the planning process. Develop an understanding of single use and standing plan.</p>
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MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">AUGUST 22</p>	<p>Chapter-5 Organizing Topics: *Concept and importance, *Organizing Process, *Structure of organization: Functional and Divisional * Formal and informal organization * Delegation and Decentralization: Concept, Elements and Importance</p>	<p>Activities: * Lecture * Class Discussion *Real life Examples</p>	<p>*Able to develop conceptual competence. *Understand the concept of organizing as a structure and as a process. *Describe functional and divisional structures of organization. *Understand the concept ,elements and importance of delegation and decentralization.</p>
	<p>PART-B Business Finance and Marketing Chapter9:Financial Mana gement Topics *Meaning of Business Finance *Concept of Financial Management *Financial Decisions(Investment, Financing and Dividend decisions) &Factors affecting financial decision *Capital Structure</p>	<p>Activities: * Lecture * Class Discussion *Real life Examples</p>	<p>*State the meaning of business finance *Describe financial management financial decisions *Explain the meaning and importance of financial planning; *State the meaning of capital structure *Analyze the factors affecting the choice of an Appropriate capital</p>

	<ul style="list-style-type: none">*Factors affecting the Choice of Capital Structure*Fixed & Working capital: Concept and factors*Financial Planning: Concept, Importance and Objectives		<p>structure.</p> <ul style="list-style-type: none">*State meaning of fixed and working capital broader society.
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MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">SEPTEMBER 22</p>	<p>Revision</p>	<p>Worksheet Class Test Case Studies</p>	
<p align="center">OCTOBER 17</p>	<p>Chapter6:Staffing Topics: *Concept and Importance *Staffing process * Recruitment process, types, merits and limitations of recruitment *Selection-process *Training and Development Concept and importance, * Methods of training-on the job and off the job - vestibule training, Apprenticeship training and internship training</p> <p>Chapter:7DirectingT opics: *Concept and importance *Elements of Directing *Supervision: concept *Motivation :concept, *Maslow hierarchy of needs, *financial and non financial</p>	<p>ARTINTEGRATED ACTIVITY :- Students will make the portfolio of this chapter in their notebook Quiz Notebook work Class test Assignment Practice Questions</p>	<p>*Understand the concept of staffing. *Explain the importance of staffing. *Describe the steps in the process of staffing. *Explain the merits and demerits of internal and external sources of recruitment. *Understand the concept of training and development.</p> <p>*understand the concept of directing in management. *understand the significance of directing in achieving organizational goals. *identify the elements/components of the directing function.</p>

	<ul style="list-style-type: none">*Trading procedure on a stock exchange*SEBI and its objectives and Functions		<ul style="list-style-type: none">*Distinguish between Money Market and Capital Market*Explain the meaning and functions of Stock Exchanges.* *Describe the role of SEBI investor protection.
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MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
DECEMBER 23	Pre- board Revision	Worksheets Need based Revision	
JANUARY 17	Pre- board Revision	Worksheets Need based Revision	

**ACADEMIC PLAN
CLASS XII 2025-26
SUBJECT ACCOUNTANCY**

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
March & APRIL 28	Volume1 Unit1 : Accounting for Partnership Firm Fundamentals of partnership	Activity: You are running a SOLE proprietor business and facing difficulties in managing business and also require some funds how you will take the above said problems? Explanation of..... concept of partnership and partnership deed Division of profit by preparation of P & L App. account and partners capital accounts and current accounts. Resource: TS GREWAL BOOK	At the end of the topic, student will be able to prepare: -Fixed v/s fluctuating capital accounts. -Profit and Loss Appropriation account -Partnership: features, Partnership Deed. -Provisions of the Indian Partnership Act 1932 in the absence of partnership deed
MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
APRIL 21(CONTD)	Fundamentals of partnership Goodwill Valuation	Activity (to introduce the lesson): Probing questions based on Story Telling in which all important terms will cover. ARTINTEGRATED ACTIVITY :- Students will present in the form of a skit Notebook work Class test Assignment Practice Questions	At the end of the topic, student will be able to describe: - Guarantee, -Past adjustments (relating to interest on capital, interest on drawing, salary and profit- sharing ratio). - Goodwill: nature, factors affecting Define Goodwill and factors affecting.-solve average profit, super profit and capitalization. -

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
MAY 16	Change in Profit Sharing Ratio	Activity (to introduce the lesson): Probing questions based on Story Telling in which all important terms will cover Quiz Notebook work Class test Assignment Practice Questions	Students will able to record sacrificing ratio, gaining ratio, accounting for revaluation of assets and reassessment of liabilities and treatment of reserves and accumulated profits. -Preparation of revaluation account and balance sheet.
	Admission of partner	ARTINTEGRATEDACTIVITY :- Activity: Students will be arranged in partnership group and role will be assigned to each student and on the basis of it the rules and accounting treatments will be explained. With the help of various practical examples, the students will be explained the concept of Revaluation of Assets and Re- assessment of Liabilities on admission and role will be assigned to grab practicality of the content. Resource: T S GREWAL BOOK Notebook work Class test Assignment Practice Questions	sacrificing ratio, gaining ratio, accounting for revaluation of assets and reassessment of liabilities and treatment of reserves and accumulated profits. - Preparation of revaluation account and balance sheet. -treatment for revaluation of assets and re-assessment of liabilities, treatment of reserves and accumulated profits. -adjustment of capital practical problem

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">AUGUST 22</p>	<p>Unit-2 Accounting for Companies Chapter Accounting for Shares</p>	<p>Activity :- Different students can be assigned to explain balance sheet of different companies</p>	<p>Accounting for share capital: issue and allotment of equity and preferences shares. Public subscription of shares- oversubscription and under subscription of shares; issued at par and at premium, calls in advance and arrears (excluding interest), issue of shares for consideration other than cash.</p>
	<p>Chapter: Debentures</p>	<p>Activity:- Quiz can be conducted in the class Quiz Notebook work Class test Assignment Practice Questions</p>	<p>- Issue of debentures for consideration other than cash; Issue of debentures with terms of redemption; debentures as collateral security-concept, interest on debentures. Writing off discount/loss on issue of debentures.</p>

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">SEPTEMBER 22</p>	<p>Revision</p>	<p>Worksheets Class Test</p>	
<p align="center">OCTOBER 17</p>	<p>Volume:3 Financial Statements Analysis</p> <p>Chapter: Balance Sheet Comparative and Common size statements Ratios analysis</p>	<p>ARTINTEGRATED ACTIVITY</p> <p>With the help of various practical examples, the students will be explained the concept of ratios and role will be assigned to grab the practicality of the content.</p> <p>Resource: TSGREWALBOOK</p>	<p>Develop the skill of preparing the comparative balance sheet and income statement</p> <p>Develop the skill of preparing the common size balance sheet and income statement</p> <p>Develop the skill of analyzing the comparative balance sheet and income statement</p> <p>Develop the skill of analyzing the common balance sheet and income statement</p> <p>At the end of the topic, student will be able to :</p> <ul style="list-style-type: none"> -computation of types of ratio: Liquidity Ratios: Current ratio and Quick ratio. Solvency Ratios: Debt to Equity Ratio, Total Asset to Debt Ratio, Proprietary Ratio and Interest Coverage Ratio. Debt to Capital Employed Ratio. Activity Ratios: Inventory Turnover Ratio, Trade Receivables Turnover Ratio, Trade Payables Turnover Ratio, Fixed Asset Turnover Ratio, Net Asset Turnover Ratio and Working Capital Turnover Ratio. Profitability Ratios: Gross Profit Ratio, Operating Ratio, Operating Profit Ratio, Net Profit Ratio and Return on Investment.

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">NOVEMBER 23</p>	<p>CHAPTER Cash Flow Statement</p>	<p>ARTINTEGRATED ACTIVITY Activity: With the help of various practical examples, the students will be explained the concept of cash flow statements and role will be assigned to grab the practicality of the content. Resource: TSGREWALBOOK</p>	<p>At the end of the topic, student will be able to describe: -Meaning, objectives Benefits, Cash and Cash Equivalents, Classification of Activities and preparation(as per AS 3 (Revised) (Indirect Method only)</p>

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
DECEMBER 23	Pre board Revision	Worksheet Need based Revision	
JANUARY 17	Pre board Revision	Worksheet Need based Revision	

SARLA CHOPRA DAV SCHOOL
ACADEMIC PLAN
SESSION 2026-27
CLASS 12
Economics

Learning Objectives

1. To promote problem solving abilities and creative thinking in students.
2. To strengthen the concepts developed at the secondary stage, to provide a firm foundation for further learning in the subject.
3. To expose the learner to different process used in economics related industrial and technological applications
4. To develop conceptual competence in the learners .
- 5 To develop experimental, observational, manipulative, decision making and investigatory skills in students.

Economics THEORY PAPER
MAXIMUM MARKS 80

Theory: 80 Marks
Project: 20 Marks

3 Hours

Units	Marks	Periods
Part A		
Introductory Macroeconomics		
National Income and Related Aggregates	10	30
Money and Banking	06	15
Determination of Income and Employment	12	30
Government Budget and the Economy	06	17
Balance of Payments	06	18
	40	
Part B		
Indian Economic Development		
Development Experience (1947-90) and Economic Reforms since 1991	12	28
Current Challenges facing Indian Economy	20	50
Development Experience of India – A Comparison with Neighbours	08	12
Theory Paper (40+40 = 80 Marks)	40	
		200
Part C		
Project Work	20	20

Objectives:

- Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.
- Realisation of learners' role in nation building and sensitivity to the economic issues that the nation is facing today.
- Equipment with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage.
- Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning.

<u>Month</u> <u>No of</u> <u>workin</u> <u>g days</u>	<u>Topic to be covered</u>	<u>Methodology</u>	<u>Learning</u> <u>outcome</u>
March &April 6 +20	: Government Budget and the Economy Government budget - meaning, objectives and components. Classification of receipts - revenue receipts and capital receipts; Classification of expenditure – revenue expenditure and capital expenditure. Balanced, Surplus and Deficit Budget – measures of government deficit. Balance of Payments 18 Periods Balance of payments account - meaning and components; Balance of payments – Surplus and	<ul style="list-style-type: none"> • Understanding basic concepts through textbooks and classroom learning • Use of diagrams and flowcharts to explain money creation and banking functions • Analysis of real-life examples related to banking activities • Study of policies implemented by the Reserve Bank of India • Comparative analysis of different credit control methods 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Evaluate government budget policies • Discuss how budget affects: <p>Inflation</p> <p>Employment</p> <p>Economic growth</p>

	<p>Deficit Foreign exchange rate - meaning of fixed and flexible rates and managed floating. Determination of exchange rate in a free market, Merits and demerits of flexible and fixed exchange rate. Managed Floating exchange rate system</p>	<ul style="list-style-type: none"> ● Interpretation of data and case studies related to money supply and banking system 	
<p>May 15</p>	<p>. Introduction to Macroeconomics</p> <ul style="list-style-type: none"> ● Meaning and scope of macroeconomics <p>2. Basic Concepts in Macroeconomics</p> <ul style="list-style-type: none"> ● Consumption goods ● Capital goods ● Final goods and Intermediate goods ● Stocks and Flows ● Gross Investment and Depreciation <p>3. Circular Flow of Income</p> <ul style="list-style-type: none"> ● Two-sector model (Households and Firms) <p>4. Methods of Calculating National Income</p> <ul style="list-style-type: none"> ● Value Added (Product) Method ● Expenditure Method ● Income Method <p>5. Aggregates Related to National Income</p> <ul style="list-style-type: none"> ● Gross National Product (GNP) ● Net National Product (NNP) ● Gross Domestic Product (GDP) 	<ul style="list-style-type: none"> ● Conceptual learning through linking textbook knowledge with real-world economic scenarios. ● Use of innovative tools like mind maps, infographics, and flowcharts to simplify complex macroeconomic concepts. ● Learning by doing approach through solving numerical problems related to national income aggregates. ● Analysis of current economic trends and government reports to understand practical applications of GDP and related measures. ● Comparative and analytical study of different methods of national income calculation for deeper understanding. ● Incorporation of discussion, questioning, and critical thinking to evaluate the relationship between GDP and economic welfare. 	<p>The Students will learn, Introduction, Meaning of circular flow, stock & flow, types of circular flow, circular flow in a simple economy. 2. Domestic territory, normal residents, factor & transfer income, final & intermediate goods, consumption & capital goods, gross & net investment, depreciation, NIT & NFIA 3. Basic Items which are to be included in this method & will be able to calculate National Income by Value Added Methods income method and expenditure method. 4. Reconciliation of three methods, treatment of different items in national income & domestic income, nominal & real GDP</p>

	<ul style="list-style-type: none"> ● Net Domestic Product (NDP) ● At Market Price and At Factor Cost <p>6. Real and Nominal GDP</p> <ul style="list-style-type: none"> ● Meaning and difference <p>7. GDP Deflator</p> <ul style="list-style-type: none"> ● Concept and use <p>8. GDP and Welfare</p> <ul style="list-style-type: none"> ● Relationship between GDP and economic welfare 	<ul style="list-style-type: none"> ● Use of digital resources such as videos, presentations, and online data sources to enhance visualization and clarity. 	
JULY 24	<p>Development Experience (1947–90) and Economic Reforms since 1991</p> <p>(28 Periods)</p> <p>1. Indian Economy on the Eve of Independence</p> <ul style="list-style-type: none"> ● Brief introduction to the condition of the Indian economy before 1947 <p>2. Indian Economic System and Planning</p> <ul style="list-style-type: none"> ● Mixed economic system ● Common goals of Five Year Plans <p>3. Agriculture Sector</p> <ul style="list-style-type: none"> ● Main features ● Problems faced ● Policies and reforms <ul style="list-style-type: none"> ○ Institutional aspects 	<p>BBC news channel's documentary will be shown and discussion will be done in the class</p> <ul style="list-style-type: none"> ● Observing daily life situations such as education, skill development, and health to understand how people become human capital. ● Studying local surroundings like villages and markets to understand rural development, credit facilities, and marketing practices. ● Relating employment concepts with real-life examples such as jobs in the formal and informal sectors around us. ● Observing environmental changes like pollution, climate change, and resource use to understand 	<p>To define the meaning of Human and Capital</p> <p>2. To understand the concept of Human Resource, Human Capital Formation, Human Development.</p> <p>3. To understand the link between Human Capital Formation and Economic Growth.</p> <p>4. To analyze the need for government spending on health and education</p>

	<p>(land reforms)</p> <ul style="list-style-type: none"> ○ New Agricultural Strategy (Green Revolution) <p>4. Industrial Sector</p> <ul style="list-style-type: none"> ● Industrial Policy Resolution (IPR) 1956 ● Role and importance of Small Scale Industries (SSI) ● Features and challenges of industrial development <p>5. Foreign Trade</p> <ul style="list-style-type: none"> ● Trade policies and main issues during 1947–90 <hr/> <p>Economic Reforms since 1991</p> <p>6. LPG Policy</p> <ul style="list-style-type: none"> ● Liberalisation ● Privatisation ● Globalisation ● Features and appraisal (advantages & limitations) <p>7. Other Important Concepts</p> <ul style="list-style-type: none"> ● Demonetisation ● Goods and Services Tax (GST) 	<p>sustainable development.</p> <ul style="list-style-type: none"> ● Discussing economic issues with family members, teachers, and peers to gain practical insights. ● Using newspapers, news channels, and online sources to connect theoretical concepts with current economic issues. ● Applying logical thinking to understand how government policies affect everyday life. 	
August	1. Human Capital Formation	8	Critical thinking Awareness towards·

21	<ul style="list-style-type: none"> ● Meaning: How people become a resource ● Role of human capital in economic development ● Growth of the education sector in India <hr/> <p>2. Rural Development</p> <ul style="list-style-type: none"> ● Key issues: <ul style="list-style-type: none"> ○ Rural credit ○ Marketing of agricultural products ● Role of cooperatives ● Agricultural diversification ● Alternative farming methods: <ul style="list-style-type: none"> ○ Organic farming <hr/> <p>3. Employment</p> <ul style="list-style-type: none"> ● Growth and changes in workforce participation rate 	<p>Activity-Based Learning Strategies (Employment Chapter)</p> <p>1. 🎭 Role Play Activity</p> <p>Group Division:</p> <p>Employers Workers (Skilled / Unskilled) Government Officials</p> <p>Simulation Tasks:</p> <p>Conduct a hiring process Discuss issues like unemployment, low wages, job insecurity</p> <p>Learning Outcome: Helps students understand real-world employment challenges and decision-making.</p> <p>2. 📄 Case Study Method</p> <p>Example Case: A rural family with many members working on a small farm</p> <p>Questions:</p> <p>Is this disguised unemployment? What solutions can be suggested?</p> <p>Learning Outcome: Develops critical thinking and concept clarity.</p> <p>3. 📊 Survey Activity</p> <p>Task:</p> <p>Survey 5–10 people about their jobs</p> <p>Report Includes:</p>	<p>exploitation of Human Resources during British Rule. Exploitation of resources during British Rule in India. Economic Backwardness and stagnant state of Indian Economy. Empathy towards Indian people. Low standard of living</p>
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	<ul style="list-style-type: none"> ● Formal and informal sectors ● Problems related to employment ● Government policies and measures <hr/> <p>4. Sustainable Economic Development</p> <ul style="list-style-type: none"> ● Meaning of sustainable development ● Effects of economic development on resources ● environment ● Issues like global warming 	<p>Type of work (Formal / Informal) Job security Income stability</p> <p>Learning Outcome: Builds practical understanding of workforce structure.</p> <p>4. ☑ Data Interpretation</p> <p>Provide Data On:</p> <p>Workforce Participation Rate Sector-wise employment</p> <p>Student Task:</p> <p>Analyze trends Draw conclusions</p> <p>Learning Outcome: Enhances analytical and interpretation skills.</p> <p>5. ☑ Group Discussion</p> <p>Topics:</p> <p>“Why is informal employment so high?” “Should government provide jobs or support businesses?”</p> <p>Learning Outcome: Improves communication, reasoning, and perspective-building.</p> <p>6. ☑ Concept Mapping / Mind Map</p> <p>.</p> <p>7:</p> <p>A graduate is unemployed excess workers</p>	
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<p>September 11</p>	<p>: Development Experience of India:</p> <p>A comparison with neighbours India and Pakistan India and China Issues:</p> <p>economic growth,</p> <p>population,</p> <p>sect oral development and other Human Development Indicators</p>	<p>Role Play Activity</p> <p>Roles:</p> <ul style="list-style-type: none"> ● Role Play Activity ● ● Roles: ● ● Indian policymaker ● Chinese policymaker ● Pakistani economist ● ● Task: ● ● Each student explains: ● Their country's development strategy ● Problems faced ● Suggestions for improvement ● ● Extension: ● Class discusses: Which country is performing better and why? Indian policymaker ● Chinese policymaker ● Pakistani economist <p>Task:</p> <ul style="list-style-type: none"> ● Each student explains: <ul style="list-style-type: none"> ○ Their country's development strategy ○ Problems faced ○ Suggestions for improvement <p>Extension: Class discusses: <i>Which</i></p>	<p>Explain the causes of tensions between India and China Describe areas of cooperation (trade, diplomacy)</p> <p>Evaluating</p> <p>Give opinions on how relations can improve</p> <p>Judge government policies</p> <p>Applying</p> <ul style="list-style-type: none"> ● Relate current events to past relations ● Use concepts to explain real-life situations <p>Assessment:</p> <ul style="list-style-type: none"> ● How do border disputes affect trade relations? ● Give examples from recent news
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		<i>country is performing better and why?</i>	
October 17	<p>1. Aggregate Demand</p> <ul style="list-style-type: none"> • Meaning of aggregate demand • Components of aggregate demand <hr/> <p>2. Consumption and Saving</p> <hr/> <p>7. Measures to Correct Demand Situations</p> <ul style="list-style-type: none"> • Changes in government spending • Changes in taxes • Changes in money supply 	<p>In</p> <p>Concept Used: Investment Multiplier</p> $k = \frac{1}{1 - MPC}$ <p>Task:</p> <ul style="list-style-type: none"> • Give students different values of MPC (Marginal Propensity to Consume): <p>Group 1: MPC = 0.5</p> <p>Group 2: MPC = 0.8</p> <p>Group 3: MPC = 0.6</p> <p>Questions:</p> <ul style="list-style-type: none"> • Calculate the multiplier (k) • If investment = ₹100, find total increase in income <p>Learning Outcome: Students understand how a higher MPC leads to a higher multiplier effect.</p>	<p>Decision making skill</p> <p>2. Relate the topic with real world examples. 3. Understand the economic conditions. 4. Inculcate economic values. 5. Optimum utilization of resources 6. Critical thinking skill. 7. Futuristic approach 8. Understanding 9. Concern for society Discipline 10. Positive Attitude</p>
November 22	<p>Money and Banking</p> <p>1. Money</p> <ul style="list-style-type: none"> • Meaning of money 	<p>Take students to a coin museum visit and instruct them to observe and later write about different forms of money in history and how</p>	<p>The students will understand the concept of Ex – ante & Ex – post, movement along a curve & shift of a</p>

	<ul style="list-style-type: none"> ● Functions of money: <ul style="list-style-type: none"> ○ Medium of exchange ○ Measure of value ○ Store of value ○ Standard of deferred payments <hr/> <p>2. Supply of Money</p> <ul style="list-style-type: none"> ● Currency held by the public ● Net demand deposits held by commercial banks <hr/> <p>3. Money Creation by Commercial Banks</p> <ul style="list-style-type: none"> ● Process of credit creation ● Role of deposits and lending <hr/> <p>4. Central Bank and Its Functions</p> <p><i>(Example: Reserve Bank of India)</i></p> <ul style="list-style-type: none"> ● Bank of Issue ● Banker to the Government ● Banker's Bank ● Controller of Credit <hr/> <p>5. Methods of Credit Control</p> <p>A. Quantitative Methods</p>	<p>some forms have worked better and were more useful than others based on their durability, portability, divisibility, uniformity, limited supply, and acceptability</p> <p>Role Play Activity (Banking System Simulation)</p> <p>Roles:</p> <ul style="list-style-type: none"> ● Bank ● Depositor ● Borrower <p>Task:</p> <ul style="list-style-type: none"> ● Depositor deposits money in bank ● Bank keeps a small reserve and gives loan ● Borrower spends → money returns to bank as deposit <p>Class Discussion:</p> <ul style="list-style-type: none"> ● How does money increase in the system? 	<p>curve, short run fixed analysis of the product market. A point on aggregate demand curve, aggregate supply, inflation, deflation, their impact on different groups, Effects of an autonomous change on equilibrium demand in the product market, meaning & multiplier mechanism.</p>
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	<ul style="list-style-type: none"> ● Bank Rate ● Cash Reserve Ratio (CRR) ● Statutory Liquidity Ratio (SLR) ● Repo Rate and Reverse Repo Rate ● Open Market Operations (OMO) <p>B. Qualitative Method</p> <ul style="list-style-type: none"> ● Margin Requirement 	<ul style="list-style-type: none"> ● What limits credit creation? (CRR, cash <p>concept: Credit Creation by Commercial Banks</p> $k = \frac{1}{CRR} \Rightarrow k = \frac{1}{0.1} = 10$ <p>Task:</p> <ul style="list-style-type: none"> ● Give students a situation: Initial deposit = ₹1000, CRR = 10% <p>Steps for Student</p> <ul style="list-style-type: none"> ● Bank keeps 10% (₹100) as reserve ● Lends ₹900 ● That ₹900 is deposited again ● Repeat the process <p>Student Work:</p> <ul style="list-style-type: none"> ● Create a table showing: <ul style="list-style-type: none"> ○ Deposits ○ Loans ○ Reserves ● leakage) 	
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Decem ber	December 22	<p align="center"><u>Follow the “3-Step Revision Rule”</u></p> <p><u>1st: Read NCERT quickly (focus on headings, definitions)</u></p> <p><u>2nd: Revise your notes / highlight key points</u></p> <p><u>3rd: Practice questions (very important!)</u></p> <p><u>☞ Don't just read—apply and write</u></p>	This gives them practice for examination and clear their concepts
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January	January 17	<p>Make Quick Revision Tools</p> <p>Mind maps (1 page per chapter)</p> <p>Formula sheet (Multiplier, GDP, deficits)</p> <p>Flashcards (definitions like CRR, Repo rate)</p>	This will enhance problem solving skills in students.
	February	Practical Examination	

HOLIDAY HOME WORK

SUMMER BREAK - 1 Practice NCERT questions of first three chapters

2. Prepare Mind maps of national income accounting

3 . Practice NCERT based Questions of Indian economic development

WINTER BREAK - 1 Practice CBSE sample papers .

2 .Practice one mark question .

SARLA CHOPRA DAV SCHOOL
ACADEMIC PLAN
SESSION 2026-27
CLASS 12
PHYSICS

Learning Objectives

1. To develop problem-solving abilities and encourage creative thinking in learners through analytical and application-based approaches.
2. To strengthen the concepts developed at the secondary stage, to provide firm foundation for further learning in the subject.
3. To familiarize students with processes and applications of Physics in industrial, technological, and real-world contexts.
4. To develop strong conceptual understanding and scientific competence in core areas of Physics.
5. To cultivate experimental, observational, manipulative, decision-making, and investigatory skills through practical work and hands-on activities.
6. To make them Understand the relationship between nature and matter on scientific basis, develop positive scientific attitude, and appreciate the contribution of Physics towards the improvement of quality of life and human welfare

MAXIMUM MARKS -70

		No. of Periods	Marks
Unit-I	Electrostatics	26	16
	Chapter-1: Electric Charges and Fields		
	Chapter-2: Electrostatic Potential and Capacitance		
Unit-II	Current Electricity	18	
	Chapter-3: Current Electricity		
Unit-III	Magnetic Effects of Current and Magnetism	25	17
	Chapter-4: Moving Charges and Magnetism		
	Chapter-5: Magnetism and Matter		
Unit-IV	Electromagnetic Induction and Alternating Currents	24	
	Chapter-6: Electromagnetic Induction		
	Chapter-7: Alternating Current		
Unit-V	Electromagnetic Waves	04	
	Chapter-8: Electromagnetic Waves		
Unit-VI	Optics	30	18
	Chapter-9: Ray Optics and Optical Instruments		
	Chapter-10: Wave Optics		
Unit-VII	Dual Nature of Radiation and Matter	8	12
	Chapter-11: Dual Nature of Radiation and Matter		
Unit-VIII	Atoms and Nuclei	15	
	Chapter-12: Atoms		
	Chapter-13: Nuclei		
Unit-IX	Electronic Devices	10	7
	Chapter-14: Semiconductor Electronics: Materials, Devices and Simple Circuits		
Total		160	70

Evaluation Scheme

Max. Marks: 30

Time 3 hours

Two experiments one from each section	7+7 Marks
Practical record [experiments and activities]	5 Marks
One activity from any section	3 Marks
Investigatory Project	3 Marks
Viva on experiments, activities and project	5 Marks
Total	30 marks

<u>Month/ No of working days</u>	<u>Topic to be covered</u>	<u>Experiment /Activity</u>	<u>Learning outcome</u>
March & April 8+22	<u>Chapter–1: Electric Charges and Fields</u> Electric Charges; Conservation of charge, Coulomb's law-force between two-point charges, forces between multiple charges; superposition principle and continuous charge distribution. Electric field, electric field due to a point charge, electric field lines, electric dipole, electric field due to a dipole, torque on a dipole in uniform electric field. Electric flux, statement of Gauss's theorem and its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet thin charged spherical shell.	1 To determine resistivity of two / three wires by plotting a graph for potential difference versus current. 2. To measure resistance, voltage (AC/DC), current (AC) and check continuity of a given circuit using multi meter.	Explains processes, phenomena and laws with the understanding of the relationship between nature and matter on scientific . This content will enhance their observational skill and will expose them technological applications of topics.

	<p><u>Chapter–2: Electrostatic Potential and Capacitance</u> Electric potential, potential difference, electric potential due to a point charge, a dipole and system of charges; Equipotential surfaces, electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field. Conductors and insulators, free charges and bound charges inside a conductor. Dielectrics and electric polarisation, capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor.</p>		<p>Students will learn concept of storing charge and functioning of capacitor . Relating concept of capacitor in day to day life</p>
MAY 15	<p><u>Chapter–3: Current Electricity</u> Electric current, flow of electric charges in a metallic conductor, drift velocity, mobility and their relation with electric current; Ohm's law, V-I characteristics (linear and non-linear), electrical energy and power, electrical resistivity and conductivity, temperature dependence of resistance, Internal resistance of a cell, potential difference and emf of a cell, combination of cells in series and in parallel, Kirchhoff's rules, Wheatstone bridge.</p>	<p>3. To find resistance of a given wire / standard resistor using metre bridge. 4 . To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and a power source.</p>	<p>Students will develop a strong conceptual and practical understanding of current electricity. They will be able to analyze power consumption in electrical appliances, apply Kirchhoff's laws to solve complex electrical circuits, and accurately determine potential differences, current, and resistance in various circuit configurations.</p>
JULY	<p><u>Chapter–6: Electromagnetic Induction</u></p>	<p>8.To find the focal length of a convex</p>	<p>Apply knowledge of induction</p>

19	<p>Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's Law, Self and mutual induction.</p> <p>Chapter–7: Alternating Current</p> <p>Alternating currents, peak and RMS value of alternating current/voltage; reactance and impedance; LCR series circuit (phasor only), resonance, power in AC circuits, power factor, wattless current. AC generator, Transformer.</p> <p>Chapter–8: Electromagnetic Waves</p> <p>Basic idea of displacement current, Electromagnetic waves, their characteristics, their transverse nature (qualitative idea only). Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays) including elementary facts about their uses</p>	<p>lens by plotting graphs between u and v or between $1/u$ and $1/v$.</p> <p>9)To study the nature and size of the image formed by a (i) convex lens, (ii) concave mirror, on a screen by using a candle and a screen (for different distances of the candle from the lens/mirror).</p>	<p>principles to operation of simple device such as microphones and generators. Application of tuner circuit in day to day life concept</p> <p>2. They will develop a understanding about alternating current and phase change in voltage and current across inductor and capacitor</p> <p>3 . Concept of conventional and displacement currents</p>
September 11	<p>Ray Optics:</p> <p>Reflection of light, spherical mirrors, mirror formula, refraction of light, total internal reflection and optical fibers , refraction at spherical surfaces, lenses, thin lens formula, lens maker's formula, magnification, power of a lens, combination of thin lenses in contact, refraction of light through a prism. Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting)</p>	<p>10)To find the focal length of a concave lens, using a convex lens.</p> <p>11) To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation</p>	<p>They develop a better understanding of optical principles. And can solve problems related to various optical instruments and spherical surfaces</p> <p>They will learn to calculate magnifying power of optical instruments</p>

	<p>and their magnifying power. Revision for Half yearly Examination</p>		
October 20	<p><u>Chapter–10: Wave Optics</u> Wave front and Huygen’s principle, reflection and refraction of plane wave at a plane surface using wave fronts. Proof of laws of reflection and refraction using Huygen’s principle. Interference, Young's double slit experiment and expression for fringe width (No derivation final expression only), coherent sources and sustained interference of light, diffraction due to a single slit, width of central maxima (qualitative treatment only)</p> <p><u>Chapter 10 Atom</u> Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model, energy levels, hydrogen spectrum.</p> <p><u>Chapter–11: Dual Nature of Radiation and Matter</u> Dual nature of radiation, Photoelectric effect, Hertz and Lenard's observations; Einstein's photoelectric equation-particle nature of light. Experimental study of photoelectric effect Matter waves-wave nature of particles</p>	<p>12) To observe diffraction of light due to a thin slit. 13) To study effect of intensity of light (by varying distance of the source) on an LDR.</p>	<p>Learn about atmospheric phenomenon based on interference and diffraction . They can differentiate between wave and ray nature of electromagnetic wave.</p> <p>2. Learner will understand about stability of atomic structure based on Bohrs atomic model . They will have idea of hydrogen spectrum and spectral line</p>
November 18	<p><u>NUCLEI</u> Nuclei Composition and size of nucleus Nuclear force Mass-energy relation, mass defect, nuclear fission, nuclear fusion.</p>	<p>14 . To draw the I-V characteristic curve for a p-n junction diode in forward bias and reverse</p>	<p>1 . They will learn about nuclear physics and concept related to radioactivity.</p> <p>2 They will learn about</p>

	<p>Chapter–14: <u>Semiconductor</u> <u>Electronics:</u> Materials, Devices and Simple Circuits Energy bands in conductors, semiconductors and insulators (qualitative ideas only) Semiconductor diode - I-V characteristics in forward and reverse bias, diode as a rectifier.</p> <p>First Preboard Examination</p>		<p>semiconductor material and concept of electronic devices 3 . They will learn working of hardware of computers and logic based circuit</p>
December 23	<p><u>Revision for pre board examination</u></p> <p><u>Second Preboard Examination</u></p>		<p>This gives them practice for examination and clear their concepts</p>
January 16	<p><u>1</u> Revision of chapters covered <u>2</u> Discussion of board Sample Papers 3. Revision test on each chapter.</p>		<p>This will enhance problem solving skills in students.</p>
February	<p>Practical Examination Board Examination</p>		

HOLIDAY HOME WORK

SUMMER BREAK - 1 Practice NCERT questions of first three chapters

2. Prepare Mind maps for Electrostatic 1& 2
- 3 . Practice circuits based on Kirchhoff's Law
4. Prepare working model based on physics syllabus .

WINTER BREAK - 1 Practice CBSE sample papers .

- 2 . Practice one mark question .

S C DAY CENT. PUBLIC SCHOOL, NOIDA

ACADEMIC PLAN

CHEMISTRY (043)

CLASS : XII

SESSION : 2026-2027

LEARNING OBJECTIVES

1. To promote understanding of basic facts and concepts in chemistry while retaining the excitement of chemistry and to prepare students to address various societal, economic, ethical and environmental issues.
2. To provide students with a sufficient conceptual background that creates opportunities for them to pursue progressively higher levels of advanced study, prepares them for chemistry related occupations, and engages them in science-related activities appropriate to their interests and ability.
3. To strengthen analytical, logical, and quantitative skills through problem-solving and data interpretation and to promote scientific inquiry and research-based learning across disciplines.
4. To apprise students with the interface of chemistry with other disciplines of science such as physics, biology, geology, engineering etc.
5. To acquaint students with the applications of chemistry in daily life, enabling them to use scientific knowledge and technology to acquire new insights, solve problems, and improve the quality of life for themselves and others.
6. To Demonstrate practical and experimental skills with accuracy, safety, and proper observation and to communicate scientific ideas effectively using appropriate chemical terminology, symbols, and representations

COURSE STRUCTURE (THEORY):

S.No.	Title	No. of Periods	Marks
1	Solutions	10	7
2	Electrochemistry	12	9
3	Chemical Kinetics	10	7
4	d -and f -Block Elements	12	7
5	Coordination Compounds	12	7
6	Haloalkanes and Haloarenes	10	6
7	Alcohols, Phenols and Ethers	10	6
8	Aldehydes, Ketones and Carboxylic Acids	10	8
9	Amines	10	6
10	Biomolecules	12	7
	Total		70

PRACTICALS

Evaluation Scheme for Examination	Marks
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
Total	30

RECOMMENDED BOOKS:

1. Chemistry Text Books for Class XII : Part 1 and Part 2 : Published by NCERT.
2. Chemistry Practical Manual for Class XII- Published by NCERT.
3. Chemistry Exemplar for Class XII- Published by NCERT.

LINKS FOR NCERT TEXTBOOKS:

1. <https://ncert.nic.in/textbook.php?kech1=0-6>
2. <https://ncert.nic.in/textbook.php?kech2=0-3>
3. https://ncert.nic.in/division/dek/pdf/Manual_01.pdf

MONTH WISE DISTRIBUTION OF LESSONS/CHAPTERS

MONTH/T.D.	Topics/ Subtopics/ Methodology	Practicals / Activities	LEARNING OUTCOMES
March/ April, 2026 22	Haloalkanes and Haloarenes: Haloalkanes: Nomenclature, nature of C–X bond, physical and chemical properties, optical rotation mechanism of substitution reactions. Haloarenes: Nature of C–X bond, substitution reactions (Directive influence of halogen in monosubstituted compounds only) **Uses and environmental effects of -dichloromethane, trichloromethane, tetrachloromethane, iodoform, freons, DDT	Quantitative Analysis: Preparation of standard solution of Ferrous ammonium sulphate (Mohr Salt solution) Determination of concentration/ molarity of KMnO_4 solution by titrating it against a standard solution of Ferrous Ammonium Sulphate (Mohr Salt) Activities Group discussion on polyhalogen compounds used in daily life. Students will be asked to prepare concept focus questions and conversion charts (both aromatic and aliphatic	This unit will enable students to know about IUPAC nomenclature of halo compounds. They will further understand the physical, chemical properties, uses, reactivity difference between aliphatic and aromatic halo compounds . These activities will promote deeper understanding of the topic and develop conceptual competence in them

	<p>Alcohols, Phenols and Ethers:</p> <p>Alcohols: Nomenclature, methods of preparation, physical and chemical properties (of primary alcohols only), identification of primary, secondary and tertiary alcohols, mechanism of dehydration. Uses of methanol and ethanol.</p> <p>Phenols: Nomenclature, methods of preparation, physical and chemical properties, acidic nature of phenol, electrophilic substitution reactions, uses of phenols.</p> <p>Ethers: Nomenclature, methods of preparation, physical and chemical properties, uses.</p>	<p>organic compounds). Discussion of organic chemistry questions asked in previous year board examinations.</p> <p>Quantitative Analysis: Preparation of standard solution of M/40 oxalic acid solution</p>	<p>Students will be able to correlate the properties of alcohol, phenol and ethers with their structure. This will help them to predict the outcome and mechanism of some simple organic reactions like dehydration and oxidation using a basic understanding of the relative reactivity of functional groups. Students will realize the importance of alcohols, phenols and ethers in daily life and in industries.</p> <p>To develop problem solving and thinking skills</p>
<p>May, 2026</p> <p>15</p>	<p>Aldehydes, Ketones and Carboxylic Acids</p> <p>Aldehydes and Ketones: Nomenclature, nature of carbonyl group, methods of preparation, physical and chemical properties, mechanism of nucleophilic addition, the reactivity of alpha hydrogen in aldehydes, uses.</p> <p>Carboxylic Acids: Nomenclature, acidic nature, methods of preparation, physical and chemical properties, uses.</p>	<p>Quizzes</p> <p>Determination of concentration/ molarity of KMnO_4 solution by titrating it against a standard solution of Oxalic acid</p> <p>Discussion of organic chemistry questions asked in previous year board examinations</p> <p>Content based practicals:</p>	<p>Students will develop fair understanding of the reactivity of different carbonyl compounds towards nucleophilic reaction and will be able to write the products of addition reaction to carbonyl compounds. Students will be able to predict the reaction pathway for the transformation of a given organic compound in to another</p>

	<p>Methodology: Lecture method, Q/A method, White and black Board Teaching through video, worksheets for extra practice.</p> <p>Amines Nomenclature, classification, structure, methods of preparation, physical and chemical properties, uses, identification of primary, secondary and tertiary amines. **Diazonium salts: Preparation, chemical reactions and importance in synthetic organic chemistry.</p> <p>Methodology: Lecture method, Q/A method, PDF format of NCERT Text Book, self made PPTs, Various online learning resources, lecture by using white and black board.</p>	<p>Tests for the functional groups present in organic compounds: Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and Primary amino group</p> <p>Preparation of azodye</p> <p>Activity Discussion of innovative investigatory projects to be prepared by students during summer vacation</p>	<p>To develop problem solving and thinking skills</p> <p>Students are able to describe and differentiate properties of different amines.</p> <p>Students will appreciate the importance of organic chemistry and its relevance to individuals and society</p>
<p>July, 2026 25</p>	<p>Solutions</p> <p>Types of solutions, expression of concentration of solutions of solids in liquids, solubility of gases in liquids, solid solutions, Raoult's law, colligative properties - relative lowering of vapour pressure, elevation of boiling point, depression of freezing point, osmotic pressure, determination of molecular masses using colligative properties. Abnormal molecular mass, Van't Hoff factor</p>	<p>Qualitative analysis Determination of one cation and one anion in a given salt.</p> <p>Cation : Pb²⁺, Cu²⁺ As³⁺, Al³⁺, Fe³⁺, Mn²⁺, Zn²⁺, Cu²⁺, Ni²⁺, Ca²⁺, Sr²⁺, Ba²⁺, Mg²⁺, NH₄⁺</p> <p>Anions: (CO₃)²⁻, S²⁻, (SO₃)²⁻, (NO₂)⁻, (SO₄)²⁻, Cl⁻, Br⁻, I⁻, PO₄³⁻, (C₂O₄)²⁻, CH₃COO⁻, NO₂⁻ (demonstration using online videos)</p> <p>Qualitative analysis</p>	<p>Students will know about different expression of concentration of solutions, solubility of solid and gases in liquids, Raoult's law, Henry's law They will further be able to demonstrate that lowering of vapour pressure and osmotic pressure, elevation in b.pt and depression in freezing point are colligative properties. Will be able to derive and calculate</p>

	<p>Electrochemistry</p> <p>Redox reactions, EMF of a cell, standard electrode potential, Nernst equation and its application to chemical cells, Relation between Gibbs energy change and EMF of a cell, conductance in electrolytic solutions, specific and molar conductivity, variations of conductivity with concentration, Kohlrausch's Law, electrolysis.</p> <p>Lead accumulator, fuel cells, corrosion, law of electrolysis (elementary idea), dry cell-electrolytic cells and Galvanic cells,</p>	<p>Determination of one cation and one anion in a given salt.</p>	<p>molecular mass of solute from colligative properties.</p> <p>Students will appreciate the hands-on experience of learning chemistry</p> <p>Students would develop a good deal of concepts about Electrochemical cell and Electrolytic cell, Ionic Conduction and Electronic Conduction, Nernst Equations, Electrolysis, products of Electrolysis, Overpotential, Corrosion, Primary cells, Secondary cells, EMF and Spontaneity of reaction.</p>
<p>August, 2026</p> <p>19</p>	<p>Chemical Kinetics :</p> <p>Rate of a reaction (Average and instantaneous), factors affecting rate of reaction: concentration, temperature, catalyst; order and molecularity of a reaction, rate law and specific rate constant, integrated rate equations and half-life (only for zero and first order reactions).</p> <p>**Concept of collision theory (elementary idea, no</p>	<p>Chromatography</p> <p>Separation of mixture of red and blue ink by paper chromatography and determination of R_f values.</p>	<p>Students would develop concepts on :</p> <p>need of chemical kinetics, elementary reaction, complex reaction, order, molecularity, rates of reaction, integrated rate laws, collision theory, Arrhenius Equation</p>

	<p>mathematical treatment), activation energy, Arrhenius equation</p> <p>Methodology: Lecture method, Q/A method Notes PPT White and blackboard.</p>		
<p>September, 2026</p> <p>11</p>	<p>Revision of syllabus covered for mid-term examination.</p> <p>HALF YEARLY EXAMINATION</p> <p>Methodology: MS Team PDF of NCERT Text Book PPTs Various online learning Resources Group discussion Think, pair and share method.</p>	<p>Discussion of HOTS and NCERT Exemplar.</p> <p>Oral and written tests</p> <p>Activity Think, pair and share: Students are asked to prepare charts, concept maps, and flashcards of chemical equations involved in the chapter.</p>	<p>To strengthen their concepts and to provide better grip of the content.</p> <p>Concept Map is intended to help students identify key vocabulary for a topic and also identify the relationships between terms in a topic.</p>
<p>October, 2026</p> <p>20</p>	<p>d and f-Block Elements</p> <p>General introduction, electronic configuration, occurrence and characteristics of transition metals, general trends in properties of the first row transition metals – metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation.</p> <p>Lanthanoids - Electronic configuration, oxidation states and lanthanoid contraction and its consequences.</p>	<p>Qualitative analysis Determination of one cation and one anion in a given salt.</p> <p>Content based practical Preparation of Inorganic Compounds Preparation of double salt of Ferrous Ammonium Sulphate or Potash Alum. Preparation of Potassium Ferric Oxalate</p>	<p>After studying this unit the students will be able to:</p> <p>-> Recognize the position of d and f block elements in the periodic table -> Describe the general trend in properties of elements of 3d series. -> Explain the tendencies of d-block elements towards the formation of alloys, catalysts, complexes</p>

	<p>**Chemical reactivity of lanthanides, Actinides - Electronic configuration, oxidation states and comparison with lanthanide. Preparation and properties of KMnO₄ and K₂Cr₂O₇</p> <p>Coordination Compounds</p> <p>Coordination compounds Introduction, ligands, coordination number, colour, magnetic properties and shapes, IUPAC nomenclature of mononuclear coordination compounds. Bonding, Werner's theory, VBT, and CFT.</p> <p>**Structure and stereoisomerism, importance of coordination compounds (in qualitative analysis, extraction of metals and biological system).</p> <p>Methodology PPT Notes Online study materials Lecture method and Q/A method</p>	<p>KINETICS: To study rate of change of reaction between HCl and Sodium thiosulphate with change in molar concentration and temperature .</p>	<p>and interstitial compounds.</p> <p>Students will learn about properties and bonding of coordination compounds. recognize the importance of inorganic molecules in supporting organic biological systems.</p>
<p>November, 2026</p> <p>18</p>	<p>Biomolecules</p> <p>Carbohydrates Classification (aldoses and ketoses), monosaccharides (glucose and fructose), D-L'Configuration Proteins -Elementary idea of amino acids, peptide bond, polypeptides, proteins, structure of proteins primary, secondary, tertiary structure and quaternary structures</p>	<p>Content based practical</p> <p>To study simple tests of proteins ,fats and carbohydrates.</p> <p>Titration practice.</p> <p>Salt analysis practice</p>	<p>Students will become aware of the structure and function of the four classes of organic molecules of life. Students should be able to distinguish between various molecules using simple chemical tests. Students would realize that foods</p>

	<p>(qualitative idea only),denaturation of proteins. Nucleic Acids: DNA and RNA.</p> <p>**Oligosaccharides (sucrose, lactose, maltose), polysaccharides (starch, cellulose, glycogen), importance of carbohydrates. Vitamins– classification and functions. Enzymes. Hormones - Elementary idea excluding structure.</p> <p>Methodology: Lecture Method , Q/A Method White and black Board Teaching through video, worksheets for extra practice.</p>		<p>have different nutritional content and appreciate the importance of a balanced</p>
<p>December, 2026</p> <p>23</p>	<p>Revision/Block teaching</p> <p>Revision of chapters covered.</p> <p>Discussion of board Sample Papers and region-wise question papers. Chapter wise written test.</p> <p>Self and peer assessment.</p> <p>First pre board examination</p>	<p>Different set of practice papers given to the students according to their abilities(average and above average).</p>	<p>To promote a deeper understanding of the subject and to develop problem-solving skills.</p> <p>Students will be able to identify their weak areas and strengths and take suitable remedial steps with the guidance of teachers to improve their learning capabilities.</p>
<p>January, 2027</p> <p>16</p>	<p>Second pre board examination</p>	<p>Discussion of paper and remedial measures to improve the performance of students</p>	<p>This will give them sufficient practice and make them more confident for the upcoming board examination.Students will be able to recognise gaps in their knowledge of the</p>

			subject.
February/March, 2027	AISSCE 2027	Revision for board examination	

SUMMER VACATION HOMEWORK:

Students would work on Investigatory Projects and make individual project report. Revise the chapters covered before summer break and solve questions from NCERT text book and Exemplar.

WINTER BREAK HOMEWORK:

Students would prepare for preboard examination through solving sample question papers, PYQ of last five years.

**ANNUAL ACADEMIC PLANNER
BIOLOGY-XII (2026-27)**

Specific Objectives:

The objectives of teaching Biology at this level are:

1. To develop conceptual clarity in core areas such as reproduction, genetics, evolution, biotechnology, and ecology.
2. To demonstrate proficiency in laboratory techniques including microscopy, slide preparation, and experimental procedures.
3. To analyze and interpret Mendelian and molecular inheritance patterns using genetic crosses and pedigree analysis.
4. To explain molecular processes such as DNA replication, transcription, and translation with accuracy.
5. To apply principles of biotechnology including recombinant DNA technology, PCR, and gene cloning.
6. To evaluate human health and disease mechanisms, including immunity, pathogens, and preventive strategies.
7. To interpret biological data, graphs, and case-based problems using analytical reasoning.
8. To understand ecological principles such as ecosystem dynamics, energy flow, and biodiversity conservation.
9. To develop competency in scientific communication through precise terminology, diagrams, and structured answers.
10. To integrate biological knowledge with real-life applications and emerging technologies in healthcare, agriculture, and environment.

Month/ No of Days	Chapter Name	Methodology	Learning Objectives
<p>MARCH + APRIL (08+22 DAYS)</p>	<ul style="list-style-type: none"> ● Sexual reproduction in flowering plants ● Human reproduction ● Reproductive health 	<ul style="list-style-type: none"> ● To make students understand ● Structure of flower, Pre fertilization, grains, pistil, megasporangium & embryo ● sac, pollination kinds & agents out breeding devices, artificial hybridization, double fertilization,, post-fertilization events, apomixes & polyembryony. significance of seed dispersal and fruit formation. ● Explanation of Female reproductive system, gametogenesis & menstrual cycle Fertilization & implantation, Pregnancy & embryonic development. Parturition & lactation. ● Explanation of Reproductive health, problems & strategies, population explosion& Birth control, medical termination of pregnancy (MTP), STDs infertility. infertility and assisted reproductive technologies - IVF, ZIFT, GIFT (elementary idea for general awareness). 	<ul style="list-style-type: none"> ● The students will be able to ● Pollen germination on stigma through a permanent slide. ● Study of flowers adapted to pollination by different agencies. ● controlled pollination emasculation, bagging and tagging. ● To study pollen germination on a slide in a nutrient medium. ● Students will be aware of reproductive control measures in their significance and uses to protect from UTIs and population explosions control measures. ● Maintain a healthy reproductive life.

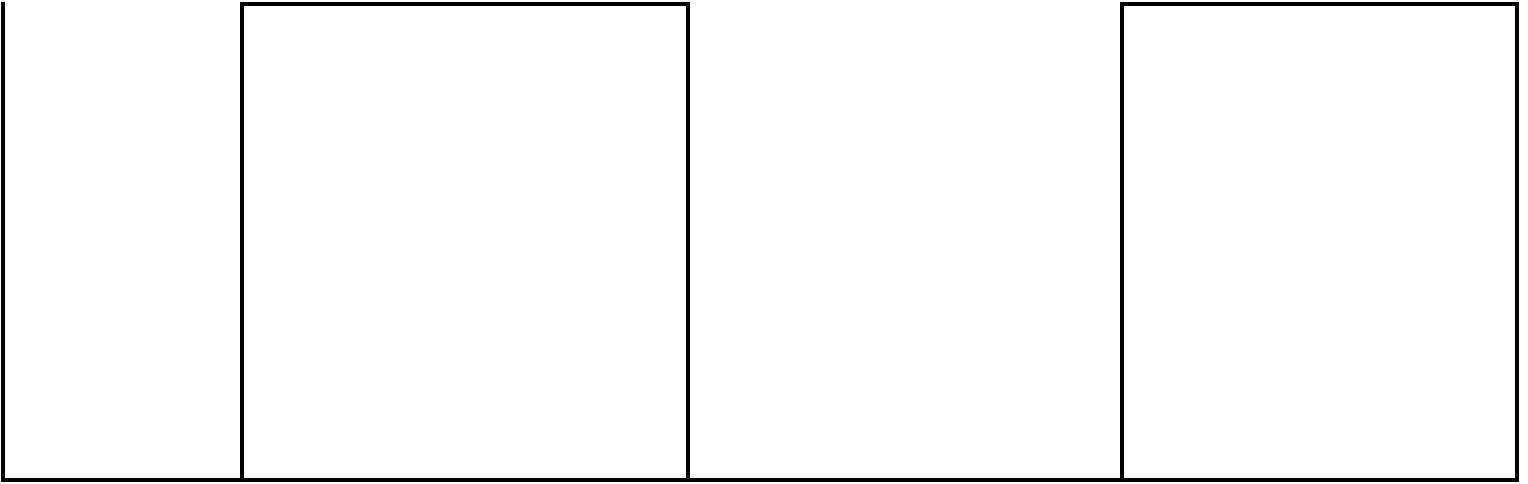
	<ul style="list-style-type: none">● Principles of Inheritance & variation	<ul style="list-style-type: none">● Class discussion and explanation with the help of punnet square, graph and probability.● Mendel's laws, Incomplete dominance Codominance, blood groups, inheritance thalassemia, pleiotropy, polygenic inheritance (elementary idea) sex determination, mutation, genetic disorders	<ul style="list-style-type: none">● .Students will be able to understand Mendelian inheritance using seeds of different colours size of any plant.● To study prepared charts of any one of the genetic traits such as rolling of tongue, blood groups, ear lobes, widow's peak and colour blindness
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<p>MAY (15 DAYS)</p>	<ul style="list-style-type: none"> ● Molecular basis of inheritance 	<ul style="list-style-type: none"> ● Introduction, DNA, search for genetic material, RNA world, replication, transcription, the genetic code, mutations translation, regulation of gene expression, human and rice genome project, DNA fingerprinting. 	<ul style="list-style-type: none"> ● Students will be able to develop teamwork, cooperation, concern, and empathy by studying isolated DNA from available plant material. ● Study prepared pedigree ● charts of genetic traits such as rolling of tongue, blood groups and widow's peak
<p>JUNE</p>	<p><u>SUMMER BREAK</u> <u>HOLIDAY</u> <u>HOMEWORK</u></p> <ol style="list-style-type: none"> 1. ART INTEGRATION: 2. Worksheets 3. Model 4. Investigatory project 		

<p>JULY (25 DAYS)</p>	<ul style="list-style-type: none"> ● Evolution ● Human health & diseases 	<ul style="list-style-type: none"> ● Effectively and clearly communicate scientific information in written and oral form. ● To make them understand about Evolution of life forms, evidence for evolution, (palaeontology, comparative anatomy, embryology and molecular evidence); Darwin's contribution, the modern synthetic theory of evolution, brief account of evolution & origin & mechanism of evolution - variation (mutation and recombination) and natural selection with examples and types of natural selection, gene flow and genetic drift, Hardy Weinberg's principle and adaptive radiation. ● Animated videos on evolution would be shown ● Pathogens, parasites causing human diseases and their control, immunology vaccines, cancer, HIV - AIDS, adolescence, drug and 	<ul style="list-style-type: none"> ● The students can understand: ● Structure of different types of ● Flashcard models showing examples of homologous and analogous organs
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<p>AUGUST (19 DAYS)</p>	<ul style="list-style-type: none"> • Microbes in Human Welfare 	<ul style="list-style-type: none"> • alcohol abuse, diseases in humans, (malaria, dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control measures. • Contd. Basic concepts of immunology - vaccines; cancer, HIV and AIDS; Adolescence - drug and alcohol abuse. Allergies, AIDS, Cancer, Drugs & alcohol. • Reciprocated teaching on previous chapters done in class. • Microbes & Household products, Industrial Products, Antibiotics, Microbes & Sewage Treatment & Production of Bio-Gas. • Microbes as biocontrol agents & as biofertilisers. 	<ul style="list-style-type: none"> • Study common disease-causing organisms like Ascaris. Entamoeba, plasmodium any fungus causing ringworm through permanent slides, models or virtual images. • Students are aware of the benefits of useful microbes in daily life. • Using microbes can develop healthy crop production.
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<p>SEPTEMBER (11 DAYS)</p>	<p>Revision for Midterm Exam</p>		
<p>OCTOBER (20 DAYS)</p>	<ul style="list-style-type: none"> ● Biotechnology: Principles & processes Introduction ● contd. Principles of biotechnology, tools of rDNA technology ● Biotechnology & its applications ● Organisms and Populations 	<ul style="list-style-type: none"> ● Explanation of the process of recombinant DNA technology. ● Animation to show modern sterilization techniques in the laboratory for genetic engineering. ● Discovery of molecular scissors and their benefits. ● Biotechnological applications in agriculture application of biotechnology in health and agriculture: Human insulin and vaccine production, stem cell technology, gene therapy; genetically modified organisms - Bt crops; transgenic animals; biosafety issues, biopiracy and patents. ● Make the easiest impact to explain Habitat and niche, population and ecological adaptations; population interactions - mutualism, competition, predation, parasitism; population attributes - growth, birth 	<ul style="list-style-type: none"> ● Students will be able to perform ● Isolation of DNA from available plant, material such as spinach, green pea seeds, papaya etc. ● Diagrammatic representation of rDNA technology. ● Students will actively participate to Models specimen showing symbiotic association in root nodules of leguminous plants, Cucuta on host and lichens.



<p>NOVEMBER (18 DAYS)</p>	<ul style="list-style-type: none"> ● Ecosystem ● Biodiversity & conservation ● supplementary text Discussion of pre-board sample papers & other sample papers 	<ul style="list-style-type: none"> ● Ecosystem structure & function, productivity, decomposition, energy flow and ecological pyramids. ● decomposition, Energy flow ecological pyramids of energy, Biomass and number ● Students would be given a field trip ● Extra classes and block teaching 	<ul style="list-style-type: none"> ● Students will be able to:- ● Study of plant population density by quadrat method ● Study of plant population frequency and density by quadrat method
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<p>DECEMBER (23 DAYS)</p>	<ul style="list-style-type: none">● Revision● Preboards● supplementary text Discussion of CBSE sample papers & other sample papers.● Mock practical of the entire syllabus.	<ul style="list-style-type: none">● Block teaching	<ul style="list-style-type: none">● Preboard Examination
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WINTER HOLIDAY HOMEWORK • Worksheet related to CBSE Board Examination patterns.

<p>JANUARY (16 DAYS)</p>	<ul style="list-style-type: none">● Block teaching for weak students● CBSE practical examination.	<ul style="list-style-type: none">● Mock test	<ul style="list-style-type: none">● Test on Investigative project based on a particular topic.
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FEBRUARY: CBSE Board examination.

SARLA CHOPRA DAV PUBLIC SCHOOL, NOIDA
2026 – 27
SUBJECT: PHY. EDU. SUBJ. CODE: (048)
CLASS: XII
ACADEMIC PLAN

MONTH: APRIL

NO. OF DAYS	11 Days
CHAPTER / UNIT-VI	Management of Sporting Events
SUBJECT TOPIC	<ol style="list-style-type: none"> 1. Functions of Sports Events Management (Planning, Organizing, Staffing, Directing & Controlling) 2. Various Committees & their Responsibilities (pre; during & post) 3. Fixtures and their Procedures – Knock-Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments. 4. Intramural & Extramural tournaments – Meaning, Objectives & Its Significance 5. Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity)
LEARNING OBJECTIVE	<p>To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament.</p> <p>To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments.</p> <p>To make the students understand the need for the meaning and significance of intramural and extramural tournaments</p> <p>To teach them about the different types of community sports and their importance in our society.</p>
LEARNING OUT COMES	<ul style="list-style-type: none"> * Describe the functions of Sports Event management * Classify the committees and their responsibilities in the sports event * Differentiate the different types of tournaments. * Prepare fixtures of knockout, league & combination. * Distinguish between intramural and extramural sports events * Design and prepare different types of community
LEARNING MATERIAL AND RESOURCES	<p>New Sarasvati publication book</p> <p>Lecture-based instruction,</p> <p>Technology-based learning,</p> <p>Group learning,</p> <p>Individual learning, Inquiry-based learning,</p> <p>Kinesthetic learning, Game-based learning and</p> <p>Expeditionary learning.</p>
METHODOLOGY/ ART/ LIFE SKILL, SUBJECT INTEGRATION ACTIVITIES	<p>As the Sports Captain of your school, you are involved in the selection of students for participating in District/Region/Zone matches subsequently.</p> <p>List out the criteria you will employ for selection of</p> <p>Individual Games/Sports</p> <p>Team Games/Sports</p>

ASSESSMENT FOR LEARNING	FIFA World cup is world largest event in term of viewership in the world. In Football World Cup League-Knockout combination fixtures are drawn. Starting rounds are based on League system, there are eight groups from A to H, each group consists of four teams. Every team in the group has to play with the other three teams in the group. Top two teams from each group qualify for pre-quarterfinals based on the points table and then the knockout round starts till the finals.
ASSESSMENT TO LEARNING	Topic can be done in the following ways: Case based analysis, picture based, assertion & reason, match the pair
OBSERVATION GAP ANALYSIS IMPROVEMENT PLAN	Reflective question, quiz, pen paper test and practical based

MONTH: APRIL

GRADE	XII
NO. OF DAYS	11 DAYS
CHAPTER/UNIT- III	Yoga as Preventive measure for Lifestyle Disease
SUBJECT TOPIC	<p>1. Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama.</p> <p>2. Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottanasana-a, Ardha-Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati.</p> <p>3. Asthma: Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansana, UttanMandukasan-a, Bhujangasana, Dhanurasana, Ushtrasana, Vakrasana, Kapalabhati, Gomukhasana Matsyaasana, Anuloma-Viloma.</p> <p>4. Hypertension: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasan-a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi-shodhanapranayam, Sitlipranayam.</p> <p>5. Back Pain and Arthritis: Procedure, Benefits & Contraindications of Tadasana, Urdhwahastootansana, Ardh-Chakrasana, Ushtrasana, Vakrasana, Sarala Matsyendrasana, Bhujangasana, Gomukhasana, Bhadrasana, Makarasana, Nadi-Shodhana pranayama.</p>
LEARNING OBJECTIVE	To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma. To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases.
LEARNING OUT COMES	<ul style="list-style-type: none"> * Identify the asanas beneficial for different ailments and health problems. * Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis * Describe the procedure for performing a variety of asanas for maximal benefits. * Distinguish the contraindications associated with performing different asanas. * Outline the role of yogic management for various health benefits and preventive measures.
LEARNING MATERIAL AND RESOURCES	New Sarasvati publication book Lecture-based instruction, Technology-based learning,

	Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning.
METHODOLOGY/ ART/ LIFE SKILL, SUBJECT INTEGRATION ACTIVITIES	Talk to few people doing yoga at park, ask them the asanas, kriya and pranamayam they do in their yoga routine and make a list of it. Try to find the Sanskrit meaning of poses, asanas, kriya or pranayama they perform and convert them to your local or official language to understand how the names have been derived. Classify the names as type of nouns (eg. Parvatasana - mountain : Object; Ushtraasana- Camel: animal)
ASSESSMENT FOR LEARNING	When Yogasanas are performed, respiration and metabolic rates slow down. As a result, consumption of oxygen and body temperature drop. However, during exercise, breathing and metabolism speed up, oxygen consumption rises, and body gets hot. Yoga postures tend to arrest catabolism whereas exercise promotes it.
ASSESSMENT TO LEARNING	Topic can be done in the following ways: Case based analysis, picture based, assertion & reason, match the pair
OBSERVATION GAP ANALYSIS IMPROVEMENT PLAN	Reflective question, quiz, pen paper test and practical based

MONTH: MAY

NO. OF DAYS	15 DAYS
CHAPTER/UNIT-VI	Test & Measurement in Sports
SUBJECT TOPIC	<p>1. Fitness Test – SAI Khelo India Fitness Test in school: Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).</p> <p>2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds x100/5.5 X Pulse count of 1-1.5 Min after Exercise.</p> <p>3. Computing Basal Metabolic Rate (BMR)</p> <p>4. Rikli & Jones - Senior Citizen Fitness Test Chair Stand Test for lower body strength Arm Curl Test for upper body strength Chair Sit & Reach Test for lower body flexibility Back Scratch Test for upper body flexibility Eight Foot Up & Go Test for agility Six-Minute Walk Test for Aerobic Endurance</p> <p>5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping</p>
LEARNING OBJECTIVE	To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General Motor Fitness Test.

	To make students to determine physical fitness Index through Harvard Step Test/Rockport Test To make students to calculate Basal Metabolic Rate (BMR) To measure the fitness level of Senior Citizens through Rikli and Jones Senior Citizen Fitness Test.
LEARNING OUT COMES	* Perform SAI Khelo India Fitness Test in school [Age group 5-8 years/ (class 1-3) and Age group 9-18yrs/ (class 4-12) * Determine physical fitness Index through Harvard Step Test/Rock- port Test * Compute Basal Metabolic Rate (BMR) * Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test
LEARNING MATERIAL AND RESOURCES	New Sarasvati publication book Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning.
METHODOLOGY/ ART/ LIFE SKILL, SUBJECT INTEGRATION ACTIVITIES	Every student will prepare their own profile of fitness testing as per below format. Fitness Index (Harvard step test), 50M standing start, 600 M Run/ walk, Sit and reach Test, Push-ups Partial Curl Up Week 1 Week 2 Week 3 Week 4
ASSESSMENT FOR LEARNING	General Instructions before Exercise/Testing Clothes- Students should wear comfortable, loose fitting sportswear during the test. Food- Students should take food at least three hours before testing. Plenty of fluids should be taken 24 hours before testing. Alcohol and caffeine should be avoided 24 hours before testing. Rest- Students should take proper rest and sleep on the night of testing. Any strenuous exercise should be avoided on the day of tests. Warming up and cooling down- Students should do proper warm up and cooling down exercises before and after the testing respectively.
ASSESSMENT TO LEARNING	Topic can be done in the following ways: Case based analysis, picture based, assertion & reason, match the pair
OBSERVATION GAP ANALYSIS IMPROVEMENT PLAN	Reflective question, quiz, pen paper test and practical based

MONTH: JULY

NO. OF DAYS	14 PERIODS
CHAPTER/UNIT-VII	12 DAYS
SUBJECT TOPIC	1. Physiological factors determining components of physical fitness 2. Effect of exercise on the Muscular System 3. Effect of exercise on the Cardio-Respiratory System 4. Physiological changes due to aging

	5. Sports injuries: Classification (Soft Tissue Injuries -Abrasion, Contusion, Laceration, Incision, Sprain & Strain; Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)
LEARNING OBJECTIVE	Understanding the physiological factors determining the Components of physical fitness. Learning the effects of exercises on the Muscular system. Learning the effects of exercises on Cardiovascular system. Learning the effects of exercises on the Respiratory system. Learning the changes caused due to aging. Understanding the Sports Injuries (Classification, Causes, and Prevention) Understanding the Aims & Objectives of First Aid
LEARNING OUT COMES	* Recognize the physiological factors determining the components of physical fitness. * Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems. * Figure out the physiological changes due to ageing * Classify sports injuries with its Management.
LEARNING MATERIAL AND RESOURCES	New Sarasvati publication book Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning.
METHODOLOGY/ ART/ LIFE SKILL, SUBJECT INTEGRATION ACTIVITIES	Discuss in your group The heart is an important part of the cardiovascular system. What can you do to keep your heart healthy? What should you avoid doing? What can happen if the cardiovascular system becomes unhealthy? Your heart is a muscle about the size of your fist. Compare it to other muscles. Can you control it like you do the muscles in your arms or legs? Can you exercise it like you do other muscles?
ASSESSMENT FOR LEARNING	Aerobic Exercise is any type of cardiovascular conditioning. It can include activities like brisk walking, swimming, running, or cycling. You probably know it as “cardio.” By definition, aerobic exercise means “with oxygen.” Your breathing and heart rate will increase during aerobic activities.
ASSESSMENT TO LEARNING	Topic can be done in the following ways: Case based analysis, picture based, assertion & reason, match the pair
OBSERVATION GAP ANALYSIS IMPROVEMENT PLAN	Reflective question, quiz, pen paper test and practical based

MONTH: JULY

NO. OF DAYS	13 DAYS
CHAPTER/UNIT-VIII	Biomechanics and Sports
SUBJECT TOPIC	1. Newton's Law of Motion & its application in sports 2. Types of Levers and their application in Sports. 3. Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports 4. Friction & Sports 5. Projectile in Sports
LEARNING OBJECTIVE	Understanding Newton's Laws of Motion and their Application in Sports. Make students understand the lever and its application in sports. Make students understand the concept of Equilibrium and its application in sports. Understanding Friction in Sports. Understanding the concept of Projectile in sports.
LEARNING OUT COMES	* Understand Newton's Law of Motion and its application in sports * Recognize the concept of Equilibrium and its application in sports. * Know about the Centre of Gravity and will be able to apply it in sports * Define Friction and application in sports. * Understand the concept of Projectile in sports.
LEARNING MATERIAL AND RESOURCES	New Sarasvati publication book Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning.
METHODOLOGY/ ART/ LIFE SKILL, SUBJECT INTEGRATION ACTIVITIES	1. Stand in comfortable clothes on your bare feet, with clear space around you. 2. Without using any type of support, lower yourself to a sitting position on the floor. This should be a controlled movement; you should not be concerned about the speed of the movement. 3. Now stand back up, without using your hands, knees, forearms, or the sides of your legs for support, and without loss of balance.
ASSESSMENT FOR LEARNING	In our daily routine, we maintain different body positions and movements. Balance, equilibrium, and stability are the major factors that help us to do all these activities. Normally in an adult man the COG in a standing position will be at 56.18 % of the height from the ground, and it will be at 55.14 % in adult women.
ASSESSMENT TO LEARNING	Topic can be done in the following ways: Case based analysis, picture based, assertion & reason, match the pair
OBSERVATION GAP ANALYSIS IMPROVEMENT PLAN	Reflective question, quiz, pen paper test and practical based

MONTH: AUGUST

NO. OF DAYS	19 DAYS
CHAPTER/UNIT-X	Training in Sports
SUBJECT TOPIC	<ol style="list-style-type: none"> 1. Concept of Talent Identification and Talent Development in Sports 2. Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle. 3. Types & Methods to Develop – Strength, Endurance, and Speed. 4. Types & Methods to Develop – Flexibility and Coordinative Ability. 5. Circuit Training - Introduction & its importance
LEARNING OBJECTIVE	<p>Making the students understand the concept of talent identification and methods in sports</p> <p>Making the students Understand sports training and the different cycle in sports training.</p> <p>Making the students Understand different types & methods of strengths, endurance, and speed.</p> <p>Making the students Understand different types & methods of flexibility and coordinative ability.</p> <p>Making the students understand Circuit training and its importance.</p>
LEARNING OUT COMES	<ul style="list-style-type: none"> * understand the concept of talent identification and methods used for talent development in sports * Understand sports training and the different cycle used in the training process. * Understand different types & methods to develop -strength, endurance, and speed in sports training. * Understand different types & methods to develop – flexibility and coordinative ability. * Understand Circuit training and its importance
LEARNING MATERIAL AND RESOURCES	<p>New Sarasvati publication book</p> <p>Lecture-based instruction,</p> <p>Technology-based learning,</p> <p>Group learning,</p> <p>Individual learning, Inquiry-based learning,</p> <p>Kinesthetic learning, Game-based learning and</p> <p>Expeditionary learning.</p>
METHODOLOGY/ ART/ LIFE SKILL, SUBJECT INTEGRATION ACTIVITIES	<p>Under the supervision of your physical education teacher, form yourselves into two groups. Tell one group to do isometric and the other to do isotonic exercises for one hour a day for 3- 5 days a week. Test their strength after two months.</p> <p>Prepare a table and evaluate which method is better?</p> <p>Name:</p> <p>Objective:</p>
ASSESSMENT FOR LEARNING	<p>While doing strength training, appropriate supervision is a must as there is always a high risk of injury accompanying it. Therefore, it is essential to know the means for preventing such incidents. These are:</p> <ol style="list-style-type: none"> 1. Strength training must be done after proper warming up. 2. Strong and stable joints are a prerequisite for strength training. Therefore, the strength and stability of the musculoskeletal system must be ensured by doing general strength training with low intensity. 3. While exercising with heavyweights, a correct technique is required. Or else it will result in serious injuries. 4. A strength training program includes a variety of exercises. These exercises must be done correctly, preferably agonists and antagonists’ muscles one after the other.
ASSESSMENT TO LEARNING	<p>Topic can be done in the following ways:</p> <p>Case based analysis, picture based, assertion & reason, match the pair</p>

OBSERVATION GAP ANALYSIS IMPROVEMENT PLAN	Reflective question, quiz, pen paper test and practical based
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MONTH: SEPTEMBER

NO. OF DAYS	11 DAYS
CHAPTER/UNIT-IX	Psychology and Sports
SUBJECT TOPIC	<ol style="list-style-type: none"> 1. Personality; its definition & types (Jung Classification & Big Five Theory) 2. Motivation, its type & techniques. 3. Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it. 4. Meaning, Concept & Types of Aggressions in Sports. 5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting.
LEARNING OBJECTIVE	<p>To make students understand Personality & its classifications.</p> <p>To make students understand motivation and its techniques.</p> <p>To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise.</p> <p>To make them aware of Aggression in sports and types.</p> <p>To make students understand Psychological Attributes in Sports.</p>
LEARNING OUT COMES	<ul style="list-style-type: none"> * Classify different types of personality and their relationship with sports performance. * Recognise the concept of motivation and identify various types of motivation. * Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. * Differentiate between different types of aggression in sports. * Explain various psychological attributes in sports.
LEARNING MATERIAL AND RESOURCES	<p>New Sarasvati publication book</p> <p>Lecture-based instruction,</p> <p>Technology-based learning,</p> <p>Group learning,</p> <p>Individual learning, Inquiry-based learning,</p> <p>Kinesthetic learning, Game-based learning and</p> <p>Expeditionary learning.</p>
METHODOLOGY/ ART/ LIFE SKILL, SUBJECT INTEGRATION ACTIVITIES	<p>Talk to a friend who is an athlete and try to find what motivated him to participate in sports Read the below mentioned responses and identify the statements which most closely suit your friend's reason to participate:</p> <ol style="list-style-type: none"> 1. Doesn't know why he plays and that he doesn't see any particular benefit associated with it. 2. To learn new skill of the sports. 3. To gain skill mastery and perfection. 4. Find joy and happiness in participation. 5. Perform to obtain a reward or trophy in the championship. 6. To make the coach happy for getting the best athlete ward in school. 7. Participate to avoid pressure from the family.

ASSESSMENT FOR LEARNING	A motivation A state of lacking any motivation to engage in an activity, characterized by a lack of perceived competence and/or a failure to value the activity or its outcomes. Intrinsic Motivation When you pursue an activity for the pure enjoyment of it, you are doing so because you are intrinsically motivated. Extrinsic Motivation refers to behaviour that is driven by external rewards such as money, fame, grades, and praise.
ASSESSMENT TO LEARNING	Topic can be done in the following ways: Case based analysis, picture based, assertion & reason, match the pair
OBSERVATION GAP ANALYSIS IMPROVEMENT PLAN	Reflective question, quiz, pen paper test and practical based

MONTH: OCTOBER

NO. OF DAYS	10 DAYS
CHAPTER/UNIT-II	Children & Women in Sports
SUBJECT TOPIC	1. Exercise guidelines of WHO for different age groups. 2. Common postural deformities-knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures. 3. Women's participation in Sports – Physical, Psychological, and social benefits. 4. Special consideration (menarche and menstrual dysfunction) 5. Female athlete triad (osteoporosis, amenorrhea, eating disorders).
LEARNING OBJECTIVE	To make students understand the exercise guidelines of WHO for different age groups To make students aware of the common postural deformities To make students aware of women's sports participation in India and about the special conditions of women. To make students understand menarche and menstrual dysfunction among women athletes. To make them understand about female athlete triad.
LEARNING OUT COMES	* Differentiate exercise guidelines for different stages of growth and development. * Classify common postural deformities and identify corrective measures. * Recognize the role and importance of sports participation of women in India. * Identify special considerations relate to menarche and menstrual dysfunction * Express female athlete triad according to eating disorders
LEARNING MATERIAL AND RESOURCES	New Sarasvati publication book Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning.
METHODOLOGY/ ART/ LIFE SKILL, SUBJECT	Working in groups

INTEGRATION ACTIVITIES	Distinguish between poor posture and good posture. Describe good posture while sitting, studying, writing, standing, and walking. Discuss the significance of having a good posture. Design a poster to be put up on the school Notice Board urging students to maintain good posture. Highlight the ill effects of poor posture.
ASSESSMENT FOR LEARNING	The Indian Women's Hockey team played brilliantly in the Tokyo 2020 Olympics and produced many such examples. The captain, Rani Rampal's father could not afford to buy her a hockey stick when she was growing up, so she would play with a broken one; Salima Tete from Jharkhand would play with wooden sticks for the same reason. Deep Grace Ekka's family was criticized because she was 'allowed' to play the game despite being a girl.
ASSESSMENT TO LEARNING	Topic can be done in the following ways: Case based analysis, picture based, assertion & reason, match the pair
OBSERVATION GAP ANALYSIS IMPROVEMENT PLAN	Reflective question, quiz, pen paper test and practical based

MONTH: OCTOBER

NO. OF DAYS	10 PERIODS
CHAPTER/UNIT-IV	Physical Education and Sports for CWSN (Children with Special Needs - Divyang)
SUBJECT TOPIC	1. Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics) 2. Concept of Classification and Divisioning in Sports. 3. Concept of Inclusion in sports, its need, and Implementation; 4. Advantages of Physical Activities for children with special needs. 5. Strategies to make Physical Activities assessable for children with special needs.
LEARNING OBJECTIVE	To make students understand the concept of Disability and Disorder. To teach students about the types of disabilities & disorders, their causes, and their nature. To make them aware of Disability Etiquette. To make the students Understand the advantage of physical activity for CWSN. To make the students aware of different strategies for making physical activity accessible for Children with Special Needs.
LEARNING OUT COMES	* Value the advantages of physical activities for children with special needs * Differentiate between methods of categorization in sports for CWSN * Understand concepts and the importance of inclusion in sports * Create advantages for Children with Special Needs through Physical Activities * Strategies physical activities accessible for children with special needs
LEARNING MATERIAL AND RESOURCES	New Sarasvati publication book Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and

	Expeditionary learning.
METHODOLOGY/ ART/ LIFE SKILL, SUBJECT INTEGRATION ACTIVITIES	Working in groups, investigate the history of the Indian Paralympic and Special Olympics teams. Who have been the most successful athletes? Select one and find out more about him/her. Present your findings to the class in the form of a Power Point Presentation.
ASSESSMENT FOR LEARNING	Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing tasks or actions. Problems experienced by an individual in life situations are called participation restrictions.
ASSESSMENT TO LEARNING	Topic can be done in the following ways: Case based analysis, picture based, assertion & reason, match the pair
OBSERVATION GAP ANALYSIS IMPROVEMENT PLAN	Reflective question, quiz, pen paper test and practical based

MONTH: NOVEMBER

NO. OF DAYS	18 DAYS
CHAPTER/UNIT-V	Sports & Nutrition
SUBJECT TOPIC	1. Concept of balanced diet and nutrition 2. Macro and Micro Nutrients: Food sources & functions 3. Nutritive & Non-Nutritive Components of Diet 4. Eating for Weight control
LEARNING OBJECTIVE	To make the students understand the importance of a balanced diet To clear the concept of Nutrition – Micro & Macro nutrients, Nutritive & non- Nutritive Components of diet To make them aware of eating for weight loss and the results of the pitfalls of dieting. To understand food intolerance & food myths
LEARNING OUT COMES	* Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non-Nutritive components of the Diet * Identify the ways to maintain a healthy weight * Know about foods commonly causing food intolerance * Recognize the pitfalls of dieting and food myths
LEARNING MATERIAL AND RESOURCES	New Sarasvati publication book Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning.
METHODOLOGY/ ART/ LIFE SKILL, SUBJECT INTEGRATION	Start an awareness campaign in your school regarding importance of nutrition in our life. You could include the following activities: Poster making Competition on the benefits of

ACTIVITIES	<p>Healthy Eating Healthy Lifestyle Talk Show by inviting a Dietician. Making and screening a video film on dietary imbalances. Cooking competition for cooking healthy. If possible, develop a school vegetable garden to increase awareness about various vegetables.</p>
ASSESSMENT FOR LEARNING	<p>Anorexia nervosa is an eating disorder characterized by an abnormally low body weight, an intense fear of gaining weight and a distorted perception of weight. People with anorexia place a high value on controlling their weight and shape, using extreme efforts that tend to significantly interfere with their lives.</p>
ASSESSMENT TO LEARNING	<p>Topic can be done in the following ways: Case based analysis, picture based, assertion & reason, match the pair</p>
OBSERVATION GAP ANALYSIS IMPROVEMENT PLAN	<p>Reflective question, quiz, pen paper test and practical based</p>

Mr. Amita Joshi
PHYSICAL EDUCATION HOD

Curriculum Plan 2026-2027

Computer Science (083)
Class XII

Learning Objectives :

1. To understand the concept of functions.
2. To understand the usage of Python libraries.
3. To apply the concept of file handling
4. To develop problem solving skills and their implementation through object oriented programming using Python.
5. To know how to use the data structures : stacks
6. Aware of basic concepts of networking
7. To develop the concept of connectivity between Python and SQL

UNIT WISE MARK DIVISION

Unit No.	Unit Name	Periods		Marks
		Th.	Pr.	
1	Programming and Computational Thinking – 2	70	50	40
2	Computer Networks	15	---	10
3	Data Management	25	20	20
		110	70	70

Month/ No. of dates	Chapter	Methodology	Learning Objectives
MARCH (08 Days)	Unit- 3. Data Management – 2 SQL commands: DDL queries	Debrief the lesson. Explain DDL (Data definition Language) concepts. Demonstrate DDL commands (CREATE, ALTER, DROP, TRUNCATE). Assign selected questions and exercises at the end of Chapter of textbook as in-class activity. Activity : 1.Create a table Named as Book with the following specifications: Book no, book name, price, qty ; insert values. 2.Create a table named as Student with the following specifications: roll no, name, class,sec ,marks and insert values.also 3. Make a chart to identify Primary , candidate, alternate and foreign keys	Students will able to solve the exercise based questions. Students will understand DDL concepts and usage of DDL commands to manage database structure.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
APRIL (22 Days)	<p>Unit- 3. Data Management – 2 Interface Python with an SQL database</p> <p>SQL commands: aggregation /DDL /DML queries – having, group by, order by</p>	<p>Integrate SQL with Python by importing the MySQL module (sqlite3, mysql-connector). Debrief the lesson. Assign selected questions and exercises at the end of Chapter of textbook as in-class activity.</p> <ul style="list-style-type: none"> - Demonstrate SQL queries (aggregation, DDL, DML). - Explain GROUP BY, HAVING, ORDER BY clauses. <p>Activity : Create a table with the required fields and execute the following queries :</p> <ol style="list-style-type: none"> 1. Find the min, max, sum, and average of the marks in a student marks table. 2. Find the total number of customers from each country in the table (customer ID, customer name, country) using group by. 3. Write a SQL query to order the (student ID, marks) table in descending order of the marks. 	<p>Students will able to solve the exercise based questions. Students will integrate Python with SQL databases, execute SQL queries using Python, use GROUP BY, HAVING, ORDER BY clauses effectively.</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
MAY (15 Days)	<p>Unit- I. Programming and Computational Thinking - 2</p> <p>Revision of the basics of Python</p> <p>Functions: scope, parameter passing, mutable/immutable properties of data objects, pass arrays to functions, return values, functions using libraries: mathematical, and string functions</p>	<p>Debrief the concept of Python lesson studied in Class XI.</p> <p>Hands on Experience along with written practice of the programs done in Class XI</p> <p>Assign selected questions and exercises at the end of Chapter of textbook as in-class activity. <u>Activity</u> : Write a random number generator that generates random numbers between 1 and 6 (simulates a dice).</p> <p>Demonstrate the user defined functions and built-in functions. Debrief the lesson.</p> <p>Assign selected questions and exercises at the end of Chapter of textbook as in-class activity. <u>Activity</u> : Write a Python function $\sin(x, n)$ to calculate the value of $\sin(x)$ using its Taylor series expansion up to n terms. Compare the values of $\sin(x)$ for different values of n with the correct value.</p>	<p>Students will able to write, debug & compile programs in Python program. (To develop Problem solving skills & program writing skills)</p> <p>Students will able to solve the exercise based questions.</p> <p>Students will able to write the program in Python using the concept of built-in and user defined functions. – (To develop Problem solving skills & program writing skills)</p> <p>Students will able to solve the exercise based questions.</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
JULY (25 Days)	Unit- I. Programming and Computational Thinking - 2 File handling: open and close a file, read, write, and append to a file, standard input, output, and error streams, relative and absolute paths.	Explain the concept of files in a computer language. What are Text files & Binary files ? Demonstrate the programs Creation of a file Addition of a record(s) Deletion of record(s) Modification of record(s) Activity : 1. Remove all the lines that contain the character `a` in a file and write it to another file. 2. Read a file line by line and print it. 3. Use standard input, output, and error streams. 4. Work with relative and absolute file paths. Debrief the lesson. Assign selected questions and exercises at the end of Chapter as in-class activity	Students will be able to write, debug and compile programs using file handling concepts. i.e. addition of record(s), deletion of a record(s), modification of record(s) performed on the files . Students will be able to solve the exercise based questions. Students will be able to create, debug and compile simple program using concept of pointers during practical.
Month/ No. of dates	Chapter	Methodology	Learning Objectives
AUGUST (19 Days)	Unit- I. Programming and Computational Thinking - 2 Using Python libraries: create and import Python libraries Idea of efficiency	Demonstrate Namespaces, Module Aliasing, Member Aliasing, standard Python & Recursion. Debrief the lesson. Assign selected questions and exercises at the end of Chapter of textbook as in-class activity. Explain the Program efficiency in terms of time, on the basis of Number of operations and performed Algorithm analysis	Students will be able to write the simple program in Python using the concept of Python libraries – (To develop Problem solving skills & program writing skills) Students will be able to solve the exercise based questions. Students will be able to create, debug and compile simple program during practical. Student will analysis with respect to time, no. of operation by taking two different programs for the same problem, and understand how the efficient one takes less time.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
SEPT (11 Days)	Unit- I. Programming and Computational Thinking -2 Data-structures: stack	Demonstrate on stack or queue (PUSH & POP) programs smart board. Hands on Experience – Implementing above mentioned topics. Debrief the lesson. Assign selected questions and exercises at the end of Chapter of textbook as in-class activity. Activity : 1. Write a menu driven Python program to implement a stack and queue operation using a list data-structure. 2. Write a menu driven Python program to implement a stack and queue operation using dictionary data-structure.	Students will able to implement the concept of stack & queue in a program. -(To develop Thinking skills & program writing skills) Students will able to solve the exercise based questions. Students will able to create , debug and compile simple program during practical.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
OCTOBER. (20 Days)	Computer Networks	Demonstrate Networking, communications medium, Network devices, wired & wireless, IP address, Routing. Debrief the lesson. Assign selected questions and exercises at the end of Chapter of textbook as in-class activity. Activity : Make poster on the following topics: 1.Types of networking 2.Communication devices	Students will able to know about networking, internet, network devices, network applications.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
NOV. & DEC (18& 23 Days)	Project work Student Registration System Inventory Control system Library Management system Hospital Management system Hotel Management system Telephone Directory Travel agency system Railway Reservation system	Demonstrate the ability to work as a team member on a programming assignment that includes the analysis, design, development, documentation, debugging, and presentation of a successful Python program using data file handling.	Students will able to develop a working computerized software for an organization/ institution.

JANURARY

Month/ No. of dates	Chapter	Methodology	Learning Objectives
JANURARY (16 Days)	Unit -1 Unit -2 Unit -3 Unit -4	Assign selected board pattern questions as in-class activity.. Pen Paper test	Able to attempt board pattern questions .

Books Recommended :

- 1.Computer Science with Python for class XII by Preeti Arora (Sultan Chand)
- 2.Computer Science with Python for class XII by Sumita Arora (Dhanpat Rai & C.)

HOLIDAY HOMEWORK

Summer Break :

1. Design a hand book for all the functions / commands of Strings, Lists, Tuple and Dictionary in the given format : function /command name , general format , example (all possible) , explanation .
2. Prepare a comprehensive art integrated project(ppt) on the topics covered in the chapter – Python revision tour .
3. Prepare the synopsis on any one topic from the list of projects given above . The synopsis should be done using any presentation software.

Winter Break :

Solve at-least 5-10 previous year board papers.

Hindustani Vocal Music (034)

Class XII
(2026-2027)

- Every class will begin with the combination of chanting “OM” on “Sa” Note.

Theme/Content	Methodology/Activity	Learning Outcomes	Days
<p>April Raga Bhairav “Chota Khyal” and its progression</p>	<ul style="list-style-type: none"> ➤ Practicing Alamkars of raga Bhairav – for at least 3 days ➤ Explanation and practice of “Aroh, Avroh and Pakad of Raga Bhairav for 2 days ➤ Discussion on “Raga Parichay – 2 days ➤ Explaining “Teental” and understanding the same by listening – 2 days ➤ Notation of Bandish-Chhota khyal -Practice – 2 days ➤ “Bandish ke bol” – explanation of Meaning– 1 day ➤ Fixation of “Bandish ke Bol” on notation of the same – 3 days ➤ “Alaap” of bandish – 3 days ➤ “Tanas” of Bandish – 3 Days ➤ Assessment - Singing the Chhota Khayal of Raga Bhairav with correct structure of the Raga along with the progression of the same. 	<ul style="list-style-type: none"> ➤ Students will be able to accurately practice and apply various alankars in Raga Bhairav with proper swara placement and voice control. ➤ They will demonstrate the correct Aroh, Avroh, and Pakad of Raga Bhairav with clarity. ➤ They will develop conceptual understanding of Raga Features such as characteristics, mood etc. ➤ They will develop the awareness of Teentaal structure and rhythm cycles. ➤ They will learn to read, write, and practice the notation of a Chhota Khayal in Raga Bhairav with accuracy. 	22

		<ul style="list-style-type: none"> ➤ Students will understand the meaning and expression of the bandish lyrics (bol) and relate them to the mood of the raga. ➤ Students will develop the ability to perform alap and taans in Raga Bhairav, showing gradual and structured raga development. 	
<p><u>May</u></p> <ul style="list-style-type: none"> ➤ Raga Bhairav “Vilambit Khyal” and its progression ➤ Tanpura Tuning 	<ul style="list-style-type: none"> ➤ Explaining “ektal” vilambit and understanding the same by listening – 3 days ➤ Notation of Bandish-Vilambit Khyal -Practice – 2 days ➤ “Bandish ke bol” – explanation of Meaning– 1 day ➤ Fixation of “Bandish ke Bol” on notation of the same – 2 days ➤ “alaap” of bandish – 3 days ➤ “Tanas” of Bandish – 3 Days ➤ Tanpura Tuning Concept-Explanation – 1 day ➤ Assessment – Assignment on the procedure of tuning the tanpura. 	<ul style="list-style-type: none"> ➤ Students will understand and identify Vilambit Ektal through listening and basic practice. ➤ They will be able to read and practice notation of a Vilambit Khayal accurately. ➤ They will understand the meaning of bandish lyrics and express them appropriately. ➤ They will correctly align bandish bol with notation and maintain proper laya. ➤ They will perform alap with gradual and structured development of the raga. 	15

		<ul style="list-style-type: none"> ➤ They will sing taans with clarity and speed. ➤ They will understand the concept of Tanpura tuning and its importance in maintaining pitch. 	
<p>July</p> <ul style="list-style-type: none"> ➤ Raga Bageshri “Chota Khyal” ➤ “Vilambit Khyal” bandish and progression ➤ Important Definitions-Theory ➤ Introduction of “Sangeet Ratnakar” ➤ Introduction of “Sangeet Parijaat” ➤ Assessment 	<ul style="list-style-type: none"> ➤ Practicing Alamkars of raga Bageshri – for at least 3 days ➤ Notation of Bandish-Chhota khyal -Practice – 2 days ➤ “Bandish ke bol” – explanation of Meaning– 1 day ➤ Fixation of “Bandish ke Bol” on notation of the same – 2 days ➤ “alaap” of bandish – 1 day ➤ “Tanas” of Bandish – 1 Day ➤ Notation of Bandish-Vilambit Khyal -Practice – 2 days ➤ “Bandish ke bol” – explanation of Meaning– 1 day ➤ Fixation of “Bandish ke Bol” on notation of the same – 2 days ➤ “alaap” of bandish – 2 days ➤ “Tanas” of Bandish – 1 day 	<ul style="list-style-type: none"> ➤ Students will practice alankars in Raga Bageshri with correct swara placement and voice control. ➤ They will be able to read and practice notation of Chhota Khayal accurately. ➤ They will understand the meaning of bandish bol and express them appropriately. ➤ They will correctly align bandish bol with notation and maintain proper laya. ➤ They will perform alap and taans with basic raga development and clarity. ➤ Students will be able to read and practice notation of Vilambit Khayal. 	25

	<ul style="list-style-type: none"> ➤ Theoretical discussion on - Important Definitions which are in the syllabus such as: kan, meend, gamak, alaap, taan, khatka, jhatka – 2 Days ➤ Introduction of “Sangeet Ratnakar” and its Music Related references- 2 Days ➤ Introduction of “Sangeet Parijaat” and its Music Related references- 2 Days ➤ Assessment (MCQ worksheet)- 1 Day 	<ul style="list-style-type: none"> ➤ Students will understand and interpret the meaning of Vilambit bandish bol. ➤ They will align Vilambit bandish bol with notation and present it with correct rhythm. ➤ They will sing simple taans with clarity and adherence to raga rules. ➤ They will be able to read and practice notation of Vilambit Khayal. ➤ They will understand and interpret the meaning of Vilambit bandish bol. ➤ They will align Vilambit bandish bol with notation and present it with correct rhythm. 	
<p>August</p> <ul style="list-style-type: none"> ➤ Raga Bageshri “Dhamar” and its “Layakari” ➤ Dhamar Taal ➤ 2 Biographies – Pandit Krishna Rao 	<ul style="list-style-type: none"> ➤ Discussion on the history of Gayan Shaili -Dhamar – 2 Days ➤ Notation of Bandish of Dhamar -Practice – 2 days ➤ “Bandish ke bol” – explanation of Meaning– 1 day 	<ul style="list-style-type: none"> ➤ Students will understand the history and features of Dhamar Gayan Shaili. ➤ They will be able to read and practice notation of a Dhamar bandish. 	19

**Shankar Pandit and
Bade Ghulam Ali
Khan Saheb-Theory**

- Fixation of “Bandish ke Bol” on notation of the same – **2 days**
- “**Dugun Layakari**” of bandish – **1 day**
- “**Tigun Layakari**” of Bandish – **2 Days**
- “**Chaugun Layakari**” of Bandish – **2 Days**
- **Theoretical discussion on - The Biographies** of Pandit Krishna Rao Shankar Pandit and Bade Ghulam Ali Khan- **4 days**
 - **Assessment 1-** writing the biography of Pandit Krishna Rao Shankar Pandit – **1 day**
 - **Assessment 2-** writing the biography of Bade Ghulam Ali Khan Saheb – **1 day**
 - **Assessment 3-** Singing Dhamar with all the Layakaries – **1 day**

- They will understand and express the meaning of bandish bol clearly.
- They will correctly align bandish bol with notation and maintain rhythm.
- They will perform Dugun Layakari with basic accuracy.
- They will demonstrate Tigun Layakari with improved rhythmic control.
- They will perform Chaugun Layakari with clarity and confidence.
- They will gain knowledge about the lives and contributions of Pandit Krishna Rao Shankar Pandit and Bade Ghulam Ali Khan.
- They will be able to write short biographies of the given musicians.
- They will perform Dhamar with proper structure and layakari variations.

<p><u>September</u></p> <ul style="list-style-type: none"> ➤ Raga Malkauns “Chota Khyal” - bandish and progression 	<ul style="list-style-type: none"> ➤ Practicing Alamkars of raga Malkauns – for at least 3 days ➤ Notation of Bandish-Chhota Khyal -Practice – 2 days ➤ “Bandish ke bol” – explanation of Meaning– 1 day ➤ Fixation of “Bandish ke Bol” on notation of the same – 2 days ➤ “alaap” of bandish – 1 day ➤ “Tanas” of Bandish – 1 day ➤ Assessment – Singing the Chhota Khayal of Raga Malkauns with correct structure of the Raga along with the progression of the same. – 1 day 	<ul style="list-style-type: none"> ➤ Students will practice alankars in Raga Malkauns with correct swara placement and control. ➤ They will be able to read and practice notation of Chhota Khayal accurately. ➤ They will understand the meaning of bandish bol and express them clearly. ➤ They will correctly align bandish bol with notation and maintain proper laya. ➤ They will perform alap with basic raga development and clarity. ➤ They will sing simple taans with accuracy and adherence to raga rules. ➤ They will be able to present a complete Chhota Khayal in Raga Malkauns with proper structure and progression. 	<p>11</p>
<p><u>October</u></p> <ul style="list-style-type: none"> ➤ Raga Malkauns “Tarana” ➤ Time Theory of Ragas 	<ul style="list-style-type: none"> ➤ Notation of Bandish of “Tarana”-Practice – 2 days ➤ “Bandish ke bol” – Practice – 3 days 	<ul style="list-style-type: none"> ➤ Students will be able to read and practice notation of a Tarana accurately. 	<p>20</p>

<ul style="list-style-type: none"> ➤ Roopak Tal along with Its Layakarries ➤ Prescribed Tal– Jhaptal 	<ul style="list-style-type: none"> ➤ Theoretical discussion on The Time Theory of Ragas – 6 days ➤ Practice of “Roopak Tal” along with Its Layakarries – 2 days ➤ Practice of “Jhap Tal” along with Its Layakarries – 2 days ➤ Assessment 1 – Singing of Tarana with Speed and Correct Bol- 1 day ➤ Assessment 2 – for the knowledge of the Time Theory of Ragas- 1 day ➤ Assessment 2 – for Practical and theoretical command on Tal Roopak and Jhaptal with layakarries. - 2 day ➤ Assessment 4 – Overall MCQ Assessment- 1 day 	<ul style="list-style-type: none"> ➤ They will practice and pronounce Tarana bol with clarity and speed. ➤ They will understand the Time Theory of Ragas and its application. ➤ They will perform Roopak Tal with correct structure and basic layakari. ➤ They will demonstrate Jhaptal with proper rhythm and layakari. ➤ They will be able to sing Tarana with speed, clarity, and correct bol. ➤ They will show understanding of the Time Theory of Ragas through written assessment. ➤ They will demonstrate practical and theoretical knowledge of Roopak and Jhaptal. ➤ They will apply overall musical knowledge in objective (MCQ) assessments. 	
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<p><u>November</u></p> <ul style="list-style-type: none"> ➤ 1 biography – Ustad Faiyaz Khan Saheb ➤ Preparation and Revisions for Pre-Boards. 	<ul style="list-style-type: none"> ➤ Theoretical discussion on - The Biography of Ustad Faiyaz Khan Saheb- 4 days ➤ Preparation and Revisions for Pre-Boards Through Various Assessments/assignments such as: <ul style="list-style-type: none"> a) Solving previous years' question papers – 2 assignments b) Re-attempting the question papers of all unit tests held – 2 assignments c) Re-attempting the question paper of Half-yearly examination. – 3 assignments d) Practicing and revising all the prescribed ragas to attain command and confidence to perform. – 14 days 	<ul style="list-style-type: none"> ➤ Students will gain knowledge about the life and contributions of Ustad Faiyaz Khan Saheb to music. ➤ Students will be able to write a short biography highlighting key achievements. ➤ They will improve exam readiness by solving previous years' question papers. ➤ They will strengthen understanding by re-attempting unit test papers. ➤ They will enhance performance by practicing half-yearly examination papers. ➤ They will develop confidence and accuracy through continuous revision. ➤ They will demonstrate improved command over prescribed ragas in performance. 	<p>18</p>
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<p><u>December</u> <u>Revision and Review</u></p>	<p>Theoretical Assessments – Both MCQs and Descriptive. – 11 days Practical Assessments for Vocal Music, Viva and Practical knowledge of Tals – 12 Days</p>	<ul style="list-style-type: none"> ➤ Students will demonstrate understanding of music concepts through MCQ and descriptive assessments. ➤ They will apply theoretical knowledge accurately in written examinations. ➤ They will express clear and structured answers in descriptive formats. ➤ They will demonstrate vocal skills with correct raga structure and presentation. ➤ They will respond confidently in viva, showing conceptual clarity. ➤ They will exhibit practical knowledge of different tals with proper rhythm and layakari. ➤ They will integrate theoretical and practical knowledge effectively. 	<p>23</p>
<p><u>January</u> ➤ Doubt clearance- for Practical as well as</p>	<p>As many days as we get prior to the scheduled practical examination with external examiner. Also, for the theory examination.</p>	<ul style="list-style-type: none"> ➤ Students will clarify doubts related to both theoretical and practical concepts. 	<p>16</p>

theoretical concepts and topics		<ul style="list-style-type: none">➤ They will strengthen their understanding of musical topics and techniques.➤ They will improve confidence in performing and answering questions.➤ They will develop accuracy in applying concepts during practice and assessments.	
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CURRICULUM PLAN
CLASS XII (2026-2027)

SPECIFIC OBJECTIVES

STUDENTS WILL BE ABLE TO:

- apply psychological concepts to real-life situations such as stress management, interpersonal relationships, and decision-making.
- demonstrate techniques for managing stress, including relaxation and coping strategies.
- analyse everyday behaviours using psychological principles
- differentiate between various psychological theories and evaluate their strengths and limitations.
- critically examine misconceptions about mental health and psychological practices.
- conduct simple psychological experiments or surveys and present findings systematically.
- use basic research methods such as observation, interviews, and questionnaires.
- analyse and interpret data using appropriate psychological tools.
- develop self-awareness regarding their own emotions, personality, and behaviour patterns.
- demonstrate empathy and respect toward individuals with diverse psychological needs.
- promote mental health awareness and reduce stigma in society.
- develop appreciation about human behavior and human mind in the context of learners' immediate society and environment.
- To develop in learners an appreciation of multidisciplinary nature of psychological knowledge and its application in various aspects of life.
- To enable learners to become perceptive, socially aware and self-reflective.
- To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.
- To develop a proper scientific attitude for analyzing others and their own behavior and use it for personal growth.

Units	CHAPTERS/TOPICS	Month of covering the topic
I	Variations in Psychological attributes	March (8 days) /April (22days)

II	Self and Personality	April (22days)
III	Meeting Life Challenges	May (15 days)
IV	Psychological Disorders	May /July (25days) /
V	Therapeutic Approaches	August (19days)
VI	Attitude and social cognition	September (11days)/ October
VII	Social influence and Group Processes	October(20days)/November (18days)
	Practice of Previous year board questions	November/December (23days)
	Revision and preboard	January (16 days)

Month / No. of Days	Chapter Name	Methodology / Activity	Learning Objectives
MARCH (08 DAYS) April (22 days)	Unit 1: Variations in Psychological Attributes • Individual Differences in Human Functioning • Assessment of Psychological Attributes • Intelligence: Theories of Intelligence	Methodology: • Interactive approach will be used to introduce the chapter. Activity: ‘Intelligent’ Numbers (Computing IQ)	• Understand the psychological attributes on which people differ from each other. • Learn about different methods used to assess

	<ul style="list-style-type: none"> • Individual Differences in Intelligence • Culture and Intelligence • Emotional Intelligence <p>PRACTICAL 1</p> <p>RSPM</p>	<ul style="list-style-type: none"> • Find out the IQ of a 14-year-old child with a mental age of 16. • Find out the mental age of a 12-year-old child with an IQ of 90. 	<p>psychological attributes.</p> <ul style="list-style-type: none"> • Explain what constitutes intelligent behaviour. • Understand how psychologists assess intelligence to identify mentally challenged and gifted individuals. • Recognize that intelligence has different meanings across cultures.
<p>April (22 DAYS)</p>	<p>Unit 2: Self and Personality</p> <ul style="list-style-type: none"> • Introduction to Personality • Self and Personality • Concept of Self • Cognitive and Behavioural Aspects of Self. 	<p>Methodology:</p> <ul style="list-style-type: none"> • Interactive lectures with examples from daily life • Case studies and storytelling • Self-reflection activities <p>Activity: • “Who Am I?”</p> <p>Activity – Students write 10</p>	<ul style="list-style-type: none"> • Understand the concept of self and personality. • Differentiate between self and personality.

	<p>Personality Theories (Freud, Trait Theory, Humanistic Theory)</p> <ul style="list-style-type: none"> • Assessment of Personality <p>MPI</p>	<p>statements describing themselves.</p> <ul style="list-style-type: none"> • Group discussion on self-concept. <p>ACTIVITY: role play on Neo-Freudian approach.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Draw and interpret simple personality tests (e.g., Word Association) • Class discussion on personality traits 	<ul style="list-style-type: none"> • Recognize cognitive and behavioral aspects of self. • Develop self-awareness.
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<p>MAY (15 DAYS)</p>	<p>Unit 3: Meeting Life Challenges</p> <ul style="list-style-type: none"> • Nature, Types and Sources of Stress • Effects of Stress on Psychological Functioning and Health • General Adaptation Syndrome • Stress and Immune System • Lifestyle 	<p>Methodology:</p> <ul style="list-style-type: none"> • Students will be familiarized with the chapter through narratives, real-life examples, and group discussions. <p>Activity: Respond to the following items on a 5-point</p>	<ul style="list-style-type: none"> • Understand the nature, types, and sources of stress as life challenges. • Examine the effects of stress on psychological functioning and health. • Learn effective ways to cope with stress.
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	<ul style="list-style-type: none"> • Coping with Stress: Stress Management Techniques • Promoting Positive Health and Well-being. 	<p>scale ranging from 5 = Always to 1 = Never:</p> <ul style="list-style-type: none"> • I express emotions openly and directly. • I work towards my personal goals. • I accept situations that cannot be altered. • I discuss my worries with friends. • I may not get everything just right. <i>Interpretation:</i> The higher the score, the better the ability to cope with stress. 	<ul style="list-style-type: none"> • Develop awareness about life skills that help maintain good health. • Understand factors that promote positive health and well-being. • Students will be able to assess their level of intelligence (IQ).
May/JULY	<p>Unit 4: Psychological Disorders</p> <ul style="list-style-type: none"> • Concepts of Abnormality and Psychological Disorders • Classification of Psychological Disorders 	<p>Methodology:</p> <ul style="list-style-type: none"> • The chapter will be explained through discussion of various case studies and real-life examples. 	<ul style="list-style-type: none"> • Understand the basic issues in abnormal behaviour and criteria used to identify such behaviours.

	<ul style="list-style-type: none"> • Factors Underlying Abnormal Behaviour • Major Psychological Disorders: <ul style="list-style-type: none"> – Anxiety Disorders – Obsessive Compulsive Disorder (OCD) – Trauma and Stressor-Related Disorders – Somatic Symptom Disorders – Dissociative Disorders – Bipolar and Related Disorders – Schizophrenia and Other Psychotic Disorders – Neurodevelopmental Disorders – Disruptive, Impulse Control and Conduct Disorders – Substance-Use Disorders 	<ul style="list-style-type: none"> • Demonstration method will be used for practical understanding of personality assessment. Activity: <ul style="list-style-type: none"> • Identify characters from films/books who show symptoms of disorders like depression or schizophrenia. • Classify the type of delusion shown in each case. Situations: <ol style="list-style-type: none"> 1. A person believes that he/she is going to be the next President of India. 2. A person believes that intelligence agencies/police are conspiring against them. 	<ul style="list-style-type: none"> • Appreciate the factors causing abnormal behaviour. • Explain different models of abnormal behaviour. • Describe major psychological disorders. • Develop analytical skills through case study interpretation. • Students will be able to understand and assess basic aspects of personality (Practical Work).
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		<p>3. A person believes that he/she is an incarnation of God and has special powers.</p>	
<p>(Continue – JULY (25 DAYS)</p>	<p>Practical 2: Personality</p>	<p>Methodology:</p> <ul style="list-style-type: none"> • The experiment will be conducted through demonstration of a standard personality test (self-report inventory). • Students will respond to a set of questions related to their behaviour, emotions, and preferences <p>Procedure:</p> <ul style="list-style-type: none"> • Distribute personality questionnaire to students. • Students mark their responses honestly. • Scores are calculated as per given instructions. 	<ul style="list-style-type: none"> • Students will be able to identify their personality characteristics. • Develop self-awareness regarding behaviour and traits. • Understand the process of personality assessment.

		<ul style="list-style-type: none"> • Interpretation of scores is discussed in class. 	
AUGUST (19 DAYS)	<p>Unit 5: Therapeutic Approaches (Continued) • Behaviour Therapy</p> <ul style="list-style-type: none"> • Relaxation Procedures • Cognitive Therapy • Humanistic-Existential Therapy • Biomedical Therapy • Alternative Therapies <p>Practical 3: AISS</p>	<p>Methodology:</p> <ul style="list-style-type: none"> • Teaching through explanation of different therapeutic techniques with real-life examples. • Demonstration method for aptitude testing. <p>Activity: • Helping a friend manage exam anxiety using relaxation technique:</p> <ul style="list-style-type: none"> – Inhale deeply, hold breath for 5–10 seconds, then exhale slowly. – Repeat the process 5–10 times. – Focus attention on breathing to reduce anxiety. <p>Practical Procedure</p>	<ul style="list-style-type: none"> • Understand the use of psychological forms of intervention. • Learn how people with mental disorders can be treated and rehabilitated. • Develop awareness of relaxation techniques for stress reduction. • Students will be able to identify their aptitude and strengths. • Understand the process of aptitude assessment.

		<ul style="list-style-type: none"> • Students will be given a simple aptitude test. • They will respond to questions within a fixed time. • Scores will be calculated and interpreted. 	
<p>SEPTEMBER (11 DAYS)/ OCTOBER</p>	<p>Unit 6: Attitude and Social Cognition</p> <ul style="list-style-type: none"> • Explaining Social Behaviour • Nature and Components of Attitudes • Attitude Formation and Change • Prejudice and Discrimination • Strategies for Handling Prejudice <p>PRACTICAL 4</p>	<p>Methodology:</p> <ul style="list-style-type: none"> • The chapter will be explained through stories, case studies, and real-life analogies. • Interactive discussion to connect concepts with students’ experiences. <p>Activity:</p> <ul style="list-style-type: none"> • Situation-based discussion: “Your friend eats too much junk food. How would you bring about 	<ul style="list-style-type: none"> • Understand what attitudes are and how they are formed and changed. • Analyse how people interpret and explain the behaviour of others. • Comprehend how the presence of others influences behaviour. • Develop awareness about prejudice and ways to reduce it.

		<p>a change in his/her attitude towards healthy food?"</p> <ul style="list-style-type: none"> • Students suggest strategies based on attitude change principles. 	
<p>OCTOBER (20 DAYS)</p>	<p>Unit 7: Social Influence and Group Processes</p> <ul style="list-style-type: none"> • Nature and Types of Groups • Influence of Group on Individual Behavior 	<p>Methodology:</p> <ul style="list-style-type: none"> • The chapter will be explained through problem-solving situations, group discussions, and real-life examples. • Use of classroom activities to demonstrate group behavior. <p>Activity:</p> <ul style="list-style-type: none"> • Group task: Students work in teams to solve a problem and observe group dynamics. 	<ul style="list-style-type: none"> • Understand the nature and types of groups and how they are formed. • Analyze the influence of groups on individual behavior. • Differentiate between conformity, compliance, and obedience. • Understand the role of cooperation and competition in groups. • Recognize leadership qualities and group processes.

<p>OCTOBER (20 DAYS – Continued)</p>	<p>Unit 7: Social Influence and Group Processes</p> <ul style="list-style-type: none"> • Processes of Social Influence • Groups: Nature, Formation and Types • Influence of Group on Individual Behavior <p>PRACTICAL 5</p>	<p>Methodology:</p> <ul style="list-style-type: none"> • Concepts will be explained through real-life situations, examples, and analogies. • Interactive classroom discussions to relate concepts with students' daily experiences. <p>Activity:</p> <ul style="list-style-type: none"> • Students share examples of group influence from school or social life. • Discussion on how social identity (family, peer group, culture) affects behavior. 	<ul style="list-style-type: none"> • Understand how groups are formed and their different types. • Examine the influence of groups on individual behavior. • Understand the processes of social influence. • Reflect on the importance of social identity in shaping behavior.
<p>NOVEMBER (18 DAYS)</p>	<p>Worksheet 1 & 2</p>	<p>Methodology:</p> <ul style="list-style-type: none"> • Group discussion followed by written tests. <p>Activity:</p>	<ul style="list-style-type: none"> • Revision of various topics from Unit 1 and Unit 2. • Strengthen conceptual understanding. • Improve answering skills.

		<ul style="list-style-type: none"> • Practice worksheets based on Units 1 and 2. 	
	Worksheet 3 & 4	<p>Methodology:</p> <ul style="list-style-type: none"> • Group discussion followed by written tests. <p>Activity: • Practice worksheets based on Units 3 and 4.</p>	<ul style="list-style-type: none"> • Revision of various topics from Unit 3 and Unit 4. • Enhance analytical and application skills. • Identify areas of improvement.
	Worksheet 5 & 6	<p>Methodology:</p> <ul style="list-style-type: none"> • Group discussion followed by written tests. <p>Activity: • Practice worksheets based on Units 5 and 6.</p>	<ul style="list-style-type: none"> • Revision of various topics from Unit 5 and Unit 6. • Consolidate learning. • Prepare for examinations effectively.
NOVEMBER / DECEMBER (23 DAYS – Continued)	Worksheet 7	<p>Methodology:</p> <ul style="list-style-type: none"> • Group discussion followed by written tests. <p>Activity: • Practice worksheet based on Unit 7.</p>	<ul style="list-style-type: none"> • Revision of various topics from Unit 7. • Strengthen conceptual clarity and application skills.

	Revision of Entire Syllabus	<p>Methodology:</p> <ul style="list-style-type: none"> • Group discussion and revision through case studies and real-life examples. <p>Activity: • Chapter-wise revision and doubt clearing sessions.</p>	<ul style="list-style-type: none"> • Revision of the full course. • Strengthen conceptual understanding. • Improve retention and recall ability.
	Sample Papers Practice	<p>Methodology:</p> <ul style="list-style-type: none"> • Group discussion and evaluation of answers. <p>Activity: • Solving CBSE sample papers under exam conditions.</p>	<ul style="list-style-type: none"> • Revision of the full course. • Improve time management and exam skills. • Build confidence for final examinations.
JANUARY (16 DAYS)	Pre-Boards & Revision of Entire Syllabus	<p>Methodology:</p> <ul style="list-style-type: none"> • Discussion of CBSE sample papers. • Practice under exam conditions. • Doubt-clearing sessions. 	<ul style="list-style-type: none"> • Revise the entire syllabus thoroughly. • Improve exam writing skills. • Develop time management and accuracy.

		Activity: • Solving sample papers and previous year questions. • Self-assessment and peer discussion.	• Build confidence for board examinations.
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HOLIDAYHOMEWORK

SUMMER BREAK

As part of holiday homework, students are required to prepare a **Case Profile** based on psychological understanding and observation. This task will help you develop practical insight into human behavior and personality.

Instructions:

1. Select any one individual (can be a family member, friend, or acquaintance).
2. Prepare a detailed **case profile** including the following aspects:
 - Basic information (age, gender, background)
 - Physical and social environment
 - Personality traits
 - Interests, habits, and attitudes
 - Emotional characteristics
 - Strengths and areas of improvement
 - Overall interpretation based on the collected data
3. You may collect information through **observation and informal interaction/interview** of the subject and his/her referents.
4. Ensure that the report is **well-structured, neat, and written in your own words**.
5. Maintain **confidentiality and respect** while presenting personal details.
6. The project must be handwritten only.
7. Make sincere efforts to understand the individual holistically and apply psychological concepts wherever possible.

HISTORY (027)
CLASS XII (2026-20267)

OBJECTIVES

- CBSE has decided to introduce project work in history for classes XI and XII as a part of regular studies in the classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond textbooks and provides them a platform to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.
- To develop the skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.
- To develop 21st century managerial skills of coordination, self-direction and time management.
- To learn to work on diverse cultures, races, religions and lifestyles.
- To learn through constructivism-a theory based on observation and scientific study.
- To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques.
- To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.

COURSE STRUCTURE

One Theory Paper Max Marks: 80		
Time: 3 Hours		
Units	Periods	Marks
Themes in Indian History Part-I(Units 1 – 4)		24
Unit 1 The Story of the First Cities: Harappan Archaeology	13	
Unit 2: Political and Economic History: How Inscriptions tell a story	14	
Unit 3: Social Histories: using the Mahabharata	14	
Unit 4: A History of Buddhism: Sanchi Stupa	14	

Themes in Indian History Part-II (Units 5 – 9)		25
Unit 5: Medieval Society through Travellers' Accounts	13	

Unit 6: Religious Histories: The Bhakti-Sufi Tradition	13	
Unit7: New Architecture: Hampi	13	
Unit 8: Agrarian Relations: The Ain-i-Akbari	13	
Themes in Indian History Part-III (Units 10 – 15)		26
Unit 9: Colonialism and Rural Society: Evidence from Official Reports	13	
Unit 10: Representations of 1857	13	
Unit 11: Mahatma Gandhi through Contemporary Eyes	13	
Unit 12: The Making of the Constitution	14	
Map Work		05
Total	210	80
Project work (Internal Assessment)	10	20
Total	220	100

COURSE CONTENT

Months and no. of days	TOPIC	METHODOLOGY/ ACTIVITY	LEARNING OUTCOMES

<p>April – 22 Days</p>	<p>Bricks, Beads and Bones.</p> <p>The Harappan Civilization Subsistence. Strategies in Harappan Civilisation. A Planned Urban Center– Mohenjodaro. Art and crafts production. Social and economic differences in Harappan civilization. End of Harappan Civilization. Ancient authority of Harappan society.</p>	<p>Inquiry based questions.</p> <p>(Picture Study and Discussion)</p> <p>Web chart will be used to classify the artefacts found on the basis of the following: Archaeological, literary or oral? Material used Utility or luxury</p> <p>(Think, pair and share, Debate) They will then be asked to discuss in pairs ‘If this uniformity was possible without any authority?’. After a discussion with their partners, a debate will be held in class where the students can argue for and against the presence of any authority.</p>	<p>Investigate, explore and interpret the early urban centres and social institutions.</p> <ul style="list-style-type: none"> ❖ State and deduce the multi-lateral aspects of Harappan civilization to understand the first civilization of the world. ❖ Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa
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	<p>2. Kings , farmers and Towns</p> <p>The earliest states.</p> <p>An Early Empire: Mauryan empire.</p> <p>New Notions of Kingship.</p> <p>A Changing countrysides.</p> <p>Land grants.</p> <p>Towns and Trade.</p> <p>Coins and Kings.</p> <p>Deciphering Inscriptions.</p> <p>Limitation of Inscription.</p>	<p><u>Map skill-</u></p> <p>Important Mahajanpadas Sites and sites of Ashokan Edicts.</p> <p>Debates and group discussions on the socio - economic processes from the Gupta Period till the present times.</p>	<p>Critically evaluate and interpret major trends in the political and economic history of the subcontinent.</p> <ul style="list-style-type: none"> ❖ Decode inscriptional evidence. ❖ Analyse inscriptional evidence and the ways in which these have shaped the understanding of political and economic processes.
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3. Kinship, Caste and Class

Importance of Textual traditions. kinship and marriage
Ideal of Patriliney
Social Differences – Within and beyond the framework of Caste.
Control over Resources and status.
Mahabharata. A dynamic text
Language and content of mahabharata.

Conduct a quiz based on Mahabharat to check the basic knowledge about Mahabharat.

Discussion on using manuscripts as a source to reconstruct histories.

The students will work in groups of 4. The learners will be given some sources and along with their knowledge of the Mahabharata, they will discuss about the following:
Social inequalities
Basis of social inequalities
Varna system
Gender inequality
Distribution of resources
Various forms of marriages and rules
Matriliny,

Examine, analyse the issues of social history.

- ❖ Analyse social norms in order to understand the perspectives of society given in the scriptures of ancient India.
- ❖ Examine the varied dimensions explored by historians in order to understand the dynamic approach of Mahabharata.

		Patriliney Familial relationships Gotra Jati Importance of female figures Exceptions in the above categories	
MAY -15 Days			
	4. Thinkers , Beliefs and Buildings. Thinkers , Beliefs and Traditions. Jainism and its teaching. Buddhism and its teachings. Buildings and Architecture. New Religious Traditions. Indian Sculptures.	The learners will discuss the various religions that are present in India. The learners will present a role play on Buddha and his teachings. <u>Web Charts</u> to be used to classify religious histories of vedic religion ,jainism , vaishnavism and Shaivism. The learners will discuss the origins of the Vedic	Infer and compare the major religious developments in early India. ❖ Elucidate the rich religious sculpture and infer the stories hidden in it. ❖ Create a picture album of the Buddhist Sculpture.

		age. They will debate on the development of various cults such as shakti, Vaishnava and Shaiva cults. Also the learners will argue on the existence of various practices such as tantrism.	
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Through The Eyes of the Travellers of Society-

Accounts of Travellers.
Al -Biruni and his observation
Ibn Battuta and his observation.
Francois Bernier and his observations.
Other European travellers .
Women, slaves and Sati.

The learners will make a graphic organizer describing various travelers who came to India during the medieval era.

The learners will brainstorm the ideas focused by Ibn Batutta, especially the institution of Slavery.

The learners will be divided into different groups and will discuss the following topics:
Background of Francois Bernier
Bernier's view of Europe
Bernier's view of Indian sub-continent
Bernier's view on Sati pratha

Picture study and

Discussion: A discussion on where they traveled ,what they wrote

Understand salient features of social histories described by the travellers and apply the learning in real life.

❖ Elucidating the accounts of foreign travellers in order to understand the social, political and economic life during the tenure of different rulers in the medieval period.

		and for whom they wrote.	

<p>July- 25 Days</p>	<p>Bhakti-Sufi Traditions–</p> <p>Developments of Religious Beliefs and practices. Early Traditions of Bhakti. Islamic Traditions The Growth of Sufism The Chistis in the subcontinent. Poet - saints of devotional Paths. Reconstructing Histories of Religious Traditions.</p>	<p>The learners would be enabled to develop an understanding of the leading sufi and bhakti saints with the help of small intermittent questions.</p> <p>Make graphic organisers and find out how state has helped both bhakti and sufi to evolve.</p> <p><u>Think, Pair and Share— Debate.</u></p> <p>Ideas and practices of the Bhakti -Sufi saints.</p> <p>Use chronological order to track the developments</p>	<p>Understand the religious developments.</p> <ul style="list-style-type: none"> ❖ Summarise the philosophies of different Bhakti and Sufi saints to understand the religious developments during the medieval period. ❖ Comprehend the religious movement in order to establish unity, peace, harmony and brotherhood in society.
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August -19 Days			
	<p>7. An Imperial Capital - Vijaynagara</p> <p>The Discovery of Hampi. Rayas, Nayakas, and Sultans. The Vijaynagara– The Capital and its Surroundings.</p> <p>The Royal Centre of Vijaynagar.</p> <p>The sacred centre of Vijayanagara.</p> <p>Plotting palaces, Temples and bazaars.</p>	<p><u>Graphic Organizer—</u></p> <p>Web charts to be used to classify the buildings of the empire on the basis of material used, types of buildings.</p> <p>Source interpretation The learners will read the sources from Domingo Paes, a traveler who visited the Vijayanagara Empire to get a better understanding of the empire.</p> <p>Graphic organisers to make comparison of the study reports.</p> <p>The learners will then make graphic organisers to describe the architectural features of important buildings found in Vijayanagara.</p>	<p>Students will be able to Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of Deccan India.</p> <ul style="list-style-type: none"> ❖ Analyse accounts of foreign travelers in Vijayanagar in order to interpret political, social and cultural life of the city. ❖ Assess and appreciate the city planning, water management system, administration of the rulers.

		Debate for the downfall of the empire.	
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	<p>Peasants , Zamindars and State.</p> <p>Agrarian Society and Mughal empire. Peasants and Agricultural production. The Village Community. Women In Agrarian Society Forests and Tribes. The Zamindars. Land Revenue System. The Flow of Silver . The Ain -i - Akbari.</p>	<p>Discuss about the rural settlement during the Mughal era.</p> <p><u>Think , Pair and Share</u> <u>Debate-How</u> to supplement official documents with other sources.</p> <p>Make graphic organisers to describe the role of panchayat and the jati Panchayats.</p> <p>Group Discussion-The learners will</p>	<p>Comprehend the facets of agrarian developments in order to understand the relationship between the state and agriculture during the Mughal period.</p> <ul style="list-style-type: none"> ❖ Compare and contrast the agrarian changes that occurred during the sixteenth and seventeenth centuries. ❖ Make a table and bring out the differences in the agrarian sector.
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		engage in a group discussion to analyse the role of the zamindars and the land revenue system	
September - 11 Days			
	REVISION AND Worksheets	Practice: 2-mark (short answers) 4-mark (explanations with points) 8-mark (detailed answers with intro-body-conclusion)	

<p>October - 20 days</p>	<p>10. Colonialism And the countryside.</p> <p>Bengal and The Zamindars. Rural Areas of Bengal. A Revolt in the Countryside. The Deccan Riots Commission.</p>	<p>Picture Story analysis– A picture story depicts how Britishers had established their ruling in villages of India.</p> <p>The learners will then make graphic organisers to identify the salient features of the fifth report.</p> <p>The learners will discuss in groups about the tribal societies, especially the santhals and the Paharias.</p> <p>The learners will brainstorm the idea of revolt in the deccan and how it was different from the countryside and the formation of the Deccan riots commission.</p>	<p>Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India.</p> <ul style="list-style-type: none"> ❖ Analyse the colonial official records & reports to understand the divergent interests of British and Indians. ❖ Find solution to be taken to protect the peasants and artisans in this century
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	<p>Rebels and the Raj.</p> <p>Advent of revolt of 1857.</p> <p>Pattern of the rebellion.</p> <p>Awadh in Revolt.</p> <p>Objectives of the Revolt.</p> <p>Repression of the Revolt.</p> <p>Images of the Revolt.</p>	<p>The learners will discuss the major reasons for revolt in one of the main centres that is Awadh.</p> <p>The learners will then make graphic organisers to point out what the rebels wanted.</p> <p>The learners will discuss in groups about how the rebellion is represented in various newspapers and posters.</p>	<ul style="list-style-type: none"> ❖ Examine the events of 1857. ❖ Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature. ❖ Examine the momentum of the revolt to understand its spread. ❖ Analyse how revolt created a vision of unity amongst Indians. ❖ Interpret visual images to understand the emotions portrayed by the nationalist and British.
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<p>November – 18 days</p>			
	<p>13. Mahatma Gandhi and the Nationalist Movement.</p> <p>The Making of a Nation. Arrival Of Gandhiji In India. Non Cooperation – A Mass Movement. The Salt Satyagraha—A case Study.</p> <p>Quit India Movement. The Last Heroic Days. Sources about Gandhiji.</p>	<p>Brainstorming — Is satyagraha, or non-violence, the best form of revolutionary activism.</p> <p><u>Graphic organizer</u> The learner will Organize the salient features of the freedom movement, with significant elements of the Nationalist movement and the nature of Gandhian leadership.</p> <p>Re-enact a meeting of the Indian National Congress in 1930.</p> <p>Distribute copies of the <u>KWL charts.</u> – Ask students to team up with a</p>	<ul style="list-style-type: none"> ❖ Understand the nationalist movement in chronological order. ❖ Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership. ❖ Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism. ❖ Explore the ways of interpreting historical source such as newspapers, biographies and autobiographies diaries, letters

		<p>partner to jot down anything and everything that they know or have heard about Gandhi in the 'K - Know' column of the chart. Have students share responses with the class.</p> <p>Ask students to record at least three questions that they would like to know about Gandhi. They will jot these down in the 'W - Want to Learn' column of the chart. Have students share responses with the class.</p>	
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	<p>Framing The Constitution.</p> <p>Constitution of India. Events before the making of the Constitution. The Vision Of the Constitution. Defining Rights. The powers of the State. The Language of the Nation.</p>	<p>Intermittent questions– Begin by asking students to tell you what the Constitution is, writing key points on the board. Does the Constitution really guarantee fairness and equity in government?</p> <p>The learners will make graphic organisers to represent the members of the constituent assembly and analyse the inclusion of diversity.</p> <p>The learners will debate today on the selection of a language as a national language. Using contemporary news, the students will critically analyse the stance of various leaders, especially Gandhiji.</p> <p>Mock session of the assembly to debate and discuss the ideals.</p>	<ul style="list-style-type: none"> ❖ Highlight the role of Constituent Assembly to understand functionalities in framing the constitution of India. ❖ Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution.
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<p>DECEMBER—23 DAYS</p>	<p>REVISION WORK</p>	<p>Source-Based Question Practice Students read extracts from historical sources and answer CBSE-style questions. This improves interpretation and answer-writing skills.</p> <p>Peer Teaching Activity- Students teach a small topic to their classmates. This improves understanding and confidence.</p> <p>Map Work Practice- Students mark important places, regions, and sites on maps. This improves map skills and exam performance.</p>	<p>Students learn to structure answers properly with relevant points, examples, and conclusions.</p> <p>Improves the ability to interpret maps, analyze sources, and answer case-based questions accurately.</p> <p>Helps students recognize weak areas and focus on improving them.</p>
<p>JANUARY 2027---16 DAYS</p>	<p>REVISION WORK</p>	<p>Timeline Race Activity- Students arrange major events of a chapter in chronological order. This helps in better understanding of sequence and dates.</p> <p>One-Word/One</p>	<p>Regular practice reduces anxiety and builds confidence for board examinations.</p> <p>Enables students to apply learned concepts in different types of questions.</p>

		<p>-Line Revision Students revise key terms, definitions, and facts in one word or one line. This helps in quick recall</p>	<p>Promotes independent learning and continuous improvement through evaluation.</p>
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PROJECT WORK GUIDELINES

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of inquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidence to write history.

The syllabus in class-XI is organized around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval and modern Indian history.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in the classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond textbooks and provides them a platform to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

OBJECTIVES

Project work will help students:

- To develop the skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction and time management.
- To learn to work on diverse cultures, races, religions and lifestyles.
- To learn through constructivism-a theory based on observation and scientific study. ● To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques. ● To

provide greater opportunity for interaction and exploration.

- To understand contemporary issues in context to our past.
- To develop a global perspective and an international outlook.

1. Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

ASSESSMENT

Allocation of Marks (20)

The marks will be allocated under the following heads:

1	Project Synopsis	2 Marks
2	Data/Statistical analysis/Map work	3 Marks
3	Visual/overall presentation	5 Marks
4	Analysis/explanation and interpretation	5 Marks
5	Bibliography	1 Mark
6	Viva	4 Marks
Total		20 Marks

Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.

FEW SUGGESTIVE TOPICS FOR PROJECTS

1. The mysteries behind the mound of dead –Mohenjo-Daro
2. An In-depth study to understand Spiritual Archaeology in the Sub-Continent 3. Buddha's Path to Enlightenment
4. Insight and Reflection of Bernier's notions of The Mughal Empire 5. An exploratory study to know the women who created history
6. "Mahatma Gandhi" – A legendary soul
7. To reconstruct the History of Vijayanagar through the Archaeology of Hampi 8. The emerald city of Colonial Era –BOMBAY
9. Vision of unity behind the first war of Independence
10. Divine Apostle of Guru Nanak Dev
11. Help, Humanity and Sacrifices during Partition
12. Glimpses inside Mughals Imperials Household
13. The process behind the framing of the Indian Constitution
14. The 'Brahm Nirupam' of Kabir – A journey to Ultimate Reality

HISTORY– CLASS XII
SUBJECT CODE 027 (Session 2025-26)

TIME: 3 Hours Maximum Marks: 80

Sr. No.	Competencies	Total Marks	% Weightage
1	<p>Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas</p>	24	30%
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	24	30%
3	<p>High Order Thinking Skills- (Analysis & Synthesis- Classify, Apply, solve, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)</p> <p>Evaluation- (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)</p>	27	33.75%
4	<p>Map skill based question- Identification, location, significance</p>	5	6.25%
Total Questions		80	100%

LIST OF MAPS

Book 1		
1	Page 2	<p>Mature Harappan sites:</p> <ul style="list-style-type: none"> ● Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.
2	Page 30	<p>Mahajanapada and cities :</p> <ul style="list-style-type: none"> ● Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.

3	Page 33	Distribution of Ashokan inscriptions: <ul style="list-style-type: none"> ● Kushanas, Shakas, Satavahanas, Vakatakas, Guptas ● Cities/towns: Mathura, Kannauj, Puhar, Braghukachchha ● Pillar inscriptions - Sanchi, Topra, Meerut Pillar and Kaushambi. ● Kingdom of Cholas, Cheras and Pandyas.
4	Page 43	Important kingdoms and towns: <ul style="list-style-type: none"> ● Kushanas, Shakas, Satavahanas, Vakatakas, Guptas ● Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha

5	Page 95	Major Buddhist Sites: <ul style="list-style-type: none"> ● Nagarjunakonda, Sanchi, Amaravati, Lumbini, Nasik, Bharhut, Bodh Gaya, Shravasti, Ajanta.
Book 2		
1	Page 174	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli, Quilon
2	Page 214	Territories under Babur, Akbar and Aurangzeb: <ul style="list-style-type: none"> ● Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.
Book 3		
1	Page 297	Territories/cities under British Control in 1857: <ul style="list-style-type: none"> ● Punjab, Sindh, Bombay, Madras Fort St. David, Masulipatam, Berar, Bengal, Bihar, Orissa, Avadh, Surat, Calcutta, Daccan, Patna, Benaras, Allahabad and Lucknow.
2	Page 305	Main centres of the Revolt of 1857: <ul style="list-style-type: none"> ● Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Avadh.
		Important centres of the National Movement: <ul style="list-style-type: none"> ● Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi.

ART & CRAFT CLUB

MS. Pratibha Sarkar

MISSION – To develop creativity, imagination, and artistic skills among students and encourage sustainable and innovative art practices.

VISION – Students will develop creative thinking, aesthetic sense, and the ability to express ideas through various art forms while exploring different techniques and materials.

LONG TERM OBJECTIVES

1. To enhance creativity and artistic expression among students.
 2. To develop skills in different art forms and techniques.
 3. To promote the use of eco-friendly and waste materials in art.
 4. To encourage innovative and critical thinking.
 5. To build confidence through participation in artistic activities.
-

SHORT TERM OBJECTIVES

1. Inculcate interest in various art mediums such as painting and sculpture.
 2. Encourage students to think creatively and work independently.
 3. Develop fine motor skills and observation skills.
 4. Promote teamwork and collaboration through group activities.
-

ACTIVITY 1: BEST OUT OF WASTE

Procedure:

Students used waste materials such as plastic bottles, newspapers, and cardboard to create decorative and useful items.

Learning Outcomes:

- Developed creativity and innovation.
- Learned importance of recycling and sustainability.

Behavioral Change:

- Developed environmental awareness and responsible use of resources.

ACTIVITY 2: PAINTING (CRAYON, PASTEL & ACRYLIC)

Procedure:

Students explored different painting techniques using crayons, oil pastels, and acrylic colors, focusing on color mixing, shading, and composition.

Learning Outcomes:

- Improved understanding of colors and techniques.
- Enhanced artistic expression and confidence.

Behavioral Change:

- Developed patience, focus, and attention to detail.
-

ACTIVITY 3: SCULPTURE MAKING

Procedure:

Students created 3D artworks using clay and other materials to explore form and structure.

Learning Outcomes:

- Improved motor skills and spatial understanding.
- Encouraged imagination and creativity.

Behavioral Change:

- Boosted confidence and problem-solving skills.
-

ACTIVITY 4: LIPPAN ART (MUD & MIRROR WORK) ON MP HALL WALL

Procedure:

Students were introduced to the traditional art form of Lippan Art (Mud and Mirror Work) from Gujarat. They designed and created decorative patterns on the wall of the MP Hall area using clay, mirrors, and simple tools. The activity involved preparing the surface, sketching designs, applying mud mixture, and embedding mirrors to enhance the artwork.

Learning Outcomes:

- Gained knowledge about traditional Indian art forms.
- Developed skills in wall art, design composition, and craftsmanship.

- Enhanced creativity and understanding of cultural heritage.

Behavioral Change:

- Developed teamwork and collaboration skills.
 - Built patience, precision, and appreciation for traditional art.
 - Fostered a sense of responsibility and pride towards beautifying school spaces.
-

CONCLUSION

The Art & Craft Club activities provided a creative platform for students to explore different art forms and express their ideas freely. Students actively participated and developed artistic skills, creativity, and environmental awareness. The club successfully fostered innovation, teamwork, and a love for art among students.

(Club In-charge)

(Academic Coordinator)

(Principal)

CURRICULUM PLANNER (2026-27)
POLITICAL SCIENCE (028)
CLASS XII

LEARNING OBJECTIVES:

1. At the senior secondary level, students who opt for Political Science are given an opportunity to get exposed to the diverse concepts of the discipline helping them to be a global citizen and develop skills to understand, apply and evaluate.
2. Compare the functions and significance of different international organization.
3. Evaluate the functions of democracy in India and across the world.
4. Develop analytical skills to assess political issues and ideas from various perspective.
5. Compare different political ideologies and system of governance.
6. Political Science deals with understanding the social structures and methods used to manage a government or State. It further provides scope to identify the political values and ideas, governing institutions and their policy making process

AIM AND OBJECTIVES:

CONTEMPERORY WORLD POLITICS

- Enhance critical thinking about international conflicts cooperation among organizations and countries.
- To understand the major political development after the cold war era.
- To make student aware about international organizations and their functions
- Enables an understanding of the nature of political interactions amongst the sovereign states in the World.
- Instill awareness about political issues at global level.
- Promote international understanding and respect for humanity.

POLITICS IN INDIA SINCE INDEPENDENCE

- Understand and analyze constitutional institutions and their working in the post-independence era.
- Analyze the role of political parties and party system in India.
- Instill civic awareness and democratic values among students.
- Examine the role of social and political movements in shaping public policy.
- Understand political developments like partition, congress dominance and its decline, Emergency, Rise of regional Parties.
- To explain how India built and sustained democracy and competition after independence.

S.NO.	MONTH/ NUMBER OF DAYS	CHAPTER NAME	METHADODOLOGY	LEARNING OUTCOME
01.	MARCH (08 DAYS)	<p>The End of Bipolarity</p> <ul style="list-style-type: none"> • Topics to be focused: • a) The Soviet System • b) Gorbachev and the disintegration • c) Causes and Consequences of disintegration of Soviet Union • d) Shock Therapy and its Consequences • e) New entities in world politics • Russia □ Balkan States □ Central Asian States • f) India's relations with Russia and other post-communist countries 	<p>Teacher will start with the story of cold war with the help of images.</p> <p>ACTIVITY: Timeline and Bloc Mapping</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Understand of cold war, bipolarity and multipolarity. • Analyze the outcomes of disintegration of USSR. • Understand the concepts like glasnost and perestroika. • Analyze the relation between India and China.
02.	APRIL (22 DAYS)	<p>Challenges of Nation Building</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> • a) Challenges for the new Nation. Three Challenges. • b) Partition: Displacement and Rehabilitation. □ Consequences of Partition. • c) Integration of Princely States. <p>The problem Government's approach Hyderabad Manipur</p> <ul style="list-style-type: none"> • d) Reorganization of States 	<p>Teacher will start with the discussion of India before partition.</p> <p>ACTIVITY:</p> <ol style="list-style-type: none"> 1. MAP and ISSUE TARGETING: Hyderabad, Junagadh, Kashmir. 2. Write 1 line issue and solution of each problem. 	<p>The Students will be able to:</p> <ul style="list-style-type: none"> • Understand the key challenges of Nation building. • Evaluate nation building strategy. • Analyze the policies and decisions taken by authorities. • Evaluate the reasons behind partition and its outcome. • Identify the role of Sardar Patel regarding integration of princely states. • Understand the reasons behind the reorganization of states.

03.		<p>Era of One-Party dominance Topics to be focused:</p> <ul style="list-style-type: none"> ● Challenge of building democracy ● b) Congress dominance in the first three general elections. ● Nature of Congress dominance ● Congress as social and ideological coalition. ● Tolerance and management of Factions ● c) Emergence of opposition parties. 	<p>Teacher will start the chapter in relation to the challenges of nation building.</p> <p>ACTIVITY:</p> <ol style="list-style-type: none"> 1. Discussion of the dominance of congress 2. Make list of congress on strength and its weakness. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand the congress dominance in the first general elections. ● Analyze the electoral politics from 1952-1967. ● Identify the reasons for the dominance of congress in the election and in the country. ● Understand the different party and their ideologies.
04.	MAY (15 DAYS)	<p>Contemporary centers of powers</p> <ul style="list-style-type: none"> ● Topics to be focused: a) European Union ● b) Association of Southeast Asian Nations ● c) Rise of China as an economic power ● d) Japan and South Korea as emerging powers 	<p>Teacher will start by asking one question: Is world still controlled by USA only?</p> <p>ACTIVITY: Compare the role of ASEAN with EU with the help of flow chart, their flag and their role in the current world politics.</p>	<p>The Students will be able:</p> <ul style="list-style-type: none"> ● Analyze the role of EU in the contemporary world and its impact of the world. ● Understand the significance of regional organization. ● Know the Japan, China and South Korea as an emerging super power in the world. ● Analyze multipolar world and multipolarity.
05.		<p>Contemporary South Asia</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> ● a) Military and Democracy in Pakistan and Bangladesh 	<p>Teacher will start the chapter by asking India and its neighboring</p>	<p>The Students will be able:</p> <ul style="list-style-type: none"> ● Understand the regional condition and

06.	JULY (25 DAYS)	<ul style="list-style-type: none"> ● b) Monarchy and Democracy in Nepal ● c) Ethnic Conflict and Democracy in Sri Lanka ● d) India-Pakistan Conflicts ● e) India and its Neighbors ● f) Peace and Cooperation 	country. ACTIVITY: Map Activity and outline of countries of South East Asia.	<p>conflicts of South Asian Countries.</p> <ul style="list-style-type: none"> ● Understand the process of democratization in South Asian countries. ● Define about South Asia. ● Explain the relations between India and Its neighbouring countries.
06.		<p>Politics of Planned development</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> ● Political contestation. ● Ideas of Development. ● Planning ● Planning Commission b) The Early Initiatives ● The First Five Year Plan. ● Rapid Industrialization. 	<p>Who controls the economy? According to you, who should control the economy? ACTIVITY: Differentiate between capitalism vs socialism.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand the concept of planning and development in the contemporary world. ● Analyze the models of development. ● Evaluate the role of five year plans. ● Compare the model of capitalism, Socialism and mixed economy.
07.		<p>India's External Relations</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> ● International Context b) the Policy of Nonalignment. ● Nehru's role ● Distance from two camps. ● Afro Asian Unity ● c) Peace and conflict with China ● The Chinese 	<p>Teacher will start the chapter by asking: In today's world, countries are fighting with each other, Should India support any country? Or is India has an alliance with any country? ACTIVITY:</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand India's foreign policy. ● Analyze DPSP and its importance. ● Understand NAM, its importance and relevance.

		<p>Invasion 1962</p> <ul style="list-style-type: none"> ● War and Peace with Pakistan ● Bangladesh War 1971 ● d) India's Nuclear Policy. 	<ol style="list-style-type: none"> 1. Create a timeline of India since Independence. 2. Was NAM Policy Successful? 	<ul style="list-style-type: none"> ● Develop the critical understanding regarding India's Nuclear Programme.
08.	AUGUST (19 DAYS)	<p>Challenges to and restoration of congress</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> ● Challenge of Political Succession ● From Nehru to Shastri ● From Shastri to Indira Gandhi b) Fourth General Election 1967 ● Context of the Election. ● Non Congressism ● Electoral Verdict ● Coalitions ● Defections ● c) Split in the Congress ● Indira vs the Syndicate ● Presidential Election 1969 ● d) The 1971 Election and Restoration of Congress ● The outcome and after ● Restoration? 	<p>Teacher will start the topic with the connectivity from the first three general elections and brief recap of congress domination.</p> <p>ACTIVITY: Group activity on causes and outcomes of decline of congress system.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Develop critical thinking of the features led to decline of popularity in congress. ● Analyze the role of Prime minister. ● Understand the power domination and split in the congress. ● Evaluate change in the party system.
09.		<p>International Organizations</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> ● Meaning and importance of International Organizations ● b) Evolution of the UN ● c) Structure and function of International Organizations ● d) Principal Organs of UN ● e) Reform of the UN 	<p>Teacher will use lecture method built a connectivity by asking war is going on, what is the role of UN in this?</p> <p>ACTIVITY: CREATE A DIAGRAM ON UN STRUCTURE AND ITS AGENCY.</p>	<p>The Students will be able:</p> <ul style="list-style-type: none"> ● Understand the role and evaluation of UN. ● Identify the main organs of UNO. ● Differentiate between UN organization and agency. ● Evaluate India's stand on permanent

10.		<p>after Cold War</p> <ul style="list-style-type: none"> ● f) Reform of Structures, Processes and Jurisdiction of the UN ● g) India and the UN Reforms <p>The Crises of Democratic Order</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> ● a) Background to Emergency. ● Economic Context. ● Gujarat and Bihar Movements ● Conflict with Judiciary <p>b) Declaration of Emergency</p>	<p>Teacher will connect the topic with the chapter with the help of flow chart.</p> <p>ACTIVITY: Quiz on Prime Ministers and quick comparison table by the students on the white board.</p>	<p>membership of UN.</p> <ul style="list-style-type: none"> ● Understand the importance of UN in the contemporary world politics. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand the meaning of crises of democratic order. ● Explain the causes of emergency. ● Analyze the outcome of emergency. ● Know about the report presented by shah commission
11.	SEPTEMBER (11 DAYS)	<p>Security in the Contemporary World</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> ● Meaning and Type of Security. ● b) Traditional concept of security ● c) Non-tradition notions of Security. ● d) New Sources of Threats ● e) Cooperative Security ● f) India's Security strategy. 	<p>Teacher will start the topic by writing: war, climate change, terrorism on the world and ask student to write one word for the same.</p> <p>ACTIVITY: Teacher will organize a group discussion on: Terrorism War Climate change.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand the meaning of security. ● Analyze the importance of security in the world and in India. ● Know the difference between traditional and non-traditional

				<p>notion of security.</p> <ul style="list-style-type: none"> Analyze the cooperative security measures. Evaluate India's security concerns.
12.	OCTOBER (20 DAYS)	<p>Regional Aspirations</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> a) Region and the Nation Indian Approach Areas of Tension Jammu and Kashmir Roots of the Problem External and Internal disputes Politics since 1948 Insurgency and After 2022 and Beyond b) Punjab Political Context Cycle of Violence Road to Peace c) The Northeast Demand for autonomy Secessionist Movements Movements against outsiders Assam and National integration. 	<p>Teacher will start the chapter by explaining the term regionalism and separatism.</p> <p>ACTIVITY: debate on Punjab and Jammu and Kashmir's handling situation methodology.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Know the history of Kashmir and the politics of separatist. Understand the Khalistan movement and decision of Indira Gandhi. Develop the critical understanding about North Eastern states, their inculcation and development. Understand the important aspect of regional organization.
13.		<p>Environment and Natural Resources</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> Environmental Concerns b) Global Commons c) Common but differentiated Responsibilities d) India's Stand on Environment Issues e) Environmental Movements f) Resource Geopolitics 	<p>Teacher will start explaining the growing significance of the environmental as well as resource issues in world politics.</p> <p>ACTIVITY: Teacher and</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Analyse some of the important environmental movements against the backdrop of the rising profile of environmentalism from the 1960s onwards. Understand the

14.		<ul style="list-style-type: none"> g) Rights of indigenous peoples <p style="text-align: center;">Globalization</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> a) Concept of globalization b) Causes and Consequences of globalization c) India and globalization d) Resistance to globalization e) India and resistance to globalization 	<p>students will discuss the political cartoons and find possible questions.</p> <p>Teacher will start with the story telling method and explain the meaning of globalization with different examples.</p> <p>Globalization: Meaning, Manifestations and Debates.</p> <p>ACTIVITY: Teacher will organize a debate over negative and positive effects of globalisation</p>	<p>notions of common property resources and the global commons too are assessed.</p> <ul style="list-style-type: none"> Critically analyse the stand taken by India in more recent environmental debates. Know about the geopolitics of resource competition and role of international conventions. Understand the concerns of indigenous people. <p>The students will be able to:</p> <ul style="list-style-type: none"> Understand the meaning of globalization. Identify the different manifestations of globalization, Cultural, Economic and Political effects of globalization. Understand the resistance of globalisation. Analyze the viewpoint of Left and Right on globalization.
15.	NOVEMBER (18 DAYS)	<p style="text-align: center;">Recent Developments in Indian Politics</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> a) Context of 1990s b) Era of Coalition Alliance Politics c) Political rise if the 	<p>Teacher will start the topic with the help of discussion method.</p> <p>With the help of discussion method, Era of Coalitions:</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Understand the meaning of coalition government in

		<p>Backward Classes</p> <ul style="list-style-type: none"> ● Mandal Implemented ● Political Fallouts ● d) Communalism, Secularism and Democracy. ● Ayodhya Dispute ● Demolition and after ● e) Emergence of New Consensus ● f) Lok Sabha Elections 2004 ● g) Growing Consensus 	<p>National Front, United Front, United Progressive Alliance [UPA] – I & II, National Democratic Alliance [NDA] – I, II, III & IV, Issues of Development and Governance</p> <p>ACTIVITY: Teacher will organize a group discussion in the class. Topic will be related to day-to-day political decisions of the government. While discussing the political agendas with students it is suggested that teacher should remain politically neutral.</p>	<p>India.</p> <ul style="list-style-type: none"> ● Understand the end of congress dominance and era of coalition government ● Know the chronology of government after the 1990s. ● Identify the difference between the UPA and NDA coalition governments. ● Critically Analyse the present political developments in India, under the present government.
	DECEMBER (23 DAYS)	<ul style="list-style-type: none"> ● MAP/CARTOON QUESTIONS OF BOTH BOOKS ● Project work and analysis 	<p>With the help of an Indian/world political map, teacher will mark the important locations that connect with the understanding of the topics. Teacher will discuss and provide content to the students regarding their project.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Locate countries and states with given information. ● Critically analyse the topics and express them in their words. ● Develop the research ability
	JANUARY (16 DAYS)	REVISION	With the help of Question Bank and Sample paper	
	FEBRUARY	REVISION	With the help of Question Bank and Sample paper	

THEORY = 80M

PROJECTWORK

Role of the teacher:

A teacher should:

- Help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic.
- Play the role of a facilitator to support and monitor the project work of the learner through periodic discussions.
- Guide the research working terms of sources for the relevant data
- Ensure that students understand the relevance and usage of primary evidence and other sources in their projects ensure that students are able to derive a conclusion from the content cite the limitations faced during the research and give appropriate references used in doing the research work
- Educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work

Project Overview:

- The Project work will be implemented for 20 Marks.
- Out of 20marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
- For class XII, the evaluation for 20 marks project work should be done jointly by the internal and external examiners and for class XI the evaluation can be done by the internal examiner. The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class or any contemporary issues.
- The project work can be culminate the form of films, albums, songs, storytelling, debate, Role Play, Skit, Presentation, Model, Field Survey, and Mock Drills/Mock Event etc.
- The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.

Suggested topics for project work

1. NAM – 1961 to present times.
2. Division of Germany with special focus on the construction and dismantling of the Berlin
3. CIS – Central Asian Republics
4. Disintegration of USSR with special focus on Gorbachev.
5. Arab Spring
6. Cover the negative as well as positive aspects of relationship between India and the following countries.

The marks will be allocated under the following heads:

S.NO.	COMPONENTS	MARKS ALLOTTED
1.	INTRODUCTION/OVERVIEW	2
2.	VARITYOFCONTENT	3
3.	PRESENTATION	3
4.	CONCLUSION	1
5.	BIBLIOGRAPHY	1
6.	VIVA-VOCE	10
	TOTAL	20

**CURRICULUM PLANNER
SUBJECT-GEOGRAPHY**

CLASS 12

SESSION =2026-27

OBJECTIVES:

1. Knowledge and Understanding

- Develop knowledge about physical features of the Earth (landforms, climate, rivers, etc.).
- Understand human activities such as agriculture, industry, and urbanization.
- Learn about different regions and cultures of the world.

2. Environmental Awareness

- Create awareness about environmental issues like pollution, deforestation, and climate change.
- Encourage conservation and sustainable use of natural resources.

3. Spatial Thinking and Skills

- Develop map-reading, interpretation, and geographic analysis skills.
- Use tools like globes, maps, GIS, and charts to understand spatial patterns.

4. Critical Thinking and Problem Solving

- Analyze geographic problems (e.g., population growth, natural disasters).
- Suggest solutions for environmental and social challenges.

5. Appreciation of Diversity

- Understand cultural, economic, and physical diversity across regions.
- Promote respect for different ways of life.

6. Practical and Field Skills

- Encourage fieldwork, surveys, and observation of surroundings.
- Apply theoretical knowledge to real-life situations.

7. Citizenship and Responsibility

- Develop responsible global and local citizenship.
- Promote awareness of global issues and interdependence among countries.

8. Interdisciplinary Learning

- Connect geography with subjects like economics, history, science, and environmental studies.

Learning Goals:

AREA: TOPICAL/SYSTEMATIC GEOGRAPHY

Learning Goal 1: Students will learn how human, physical and environmental components of the world interact.

Objectives:

- a. Students will be familiarized with economic processes such as globalization, trade and transportation and their impacts on economic, cultural and social activities.
- b. Students will be introduced to demographic, social and cultural attributes such as migration, social relations and cultural identity. The main objective is to underline that human activities are subject to adaptation and change.
- c. Students will learn about the variety of political systems and nation states which administratively subdivide the regions of the world. How human activities are regulated and under the jurisdiction of a variety of geographical units and how these relations shape the economic and social space are of particular relevance.
- d. Students will gain a level of understanding about environmental systems such as climate and biogeography.
- e. Students will be exposed to the nature of physical systems such as geomorphologic processes and natural hazards.
- f. Students will be able to read and interpret information on different types of maps.

AREA: REGIONAL GEOGRAPHY

Learning Goal 2: Students will learn the regional geography of the world, particularly from the perspective of how human, physical and environmental components of the world interact.

Objectives

- a. Students will get an introduction to the main regions of the world in terms of both their uniqueness and similarities. They will thus gain a perspective about social and cultural diversity of the world.
- b. Students will learn the relationships between the global, the regional and the local, particularly how places are inserted in regional and global processes.
- c. Students will be exposed to historical, economic, cultural, social and physical characteristics of regions, notably how they came to be, their main role and function and how they are changing.
- d. Students will see how human activities and the regional environment interact, particularly how societies reflect their regional environment.

AREA: GEOGRAPHIC THEORY

Learning Goal 3: Students will learn geographic theory and its use in understanding real world processes.

Objectives

- a. Students will understand the concept of place and how it is connected to people's sense of belonging to the physical environment, landscape and culture.
- b. Students will understand the fundamental concepts of spatial interaction and diffusion, which explain how human activities are influenced by the concept of distance.
- c. Students will understand the concepts of specialization and interdependencies, namely how regions produce what they do not consume and consume what they do not produce.
- d. Students will understand the concepts of urbanization and suburbanization, including the variety of forms and structures that cities take around the world.
- e. Students will understand regional development and how economic opportunities are captured, retained and expanded.
- f. Students will understand the concepts of public and private space and how human interaction is influenced by regulation and social norms regarding different categories of space.

AREA: GEOGRAPHIC METHODOLOGY

Learning Goal 4: Students will acquire geographic analytical skills that can be applied to a variety of research and professional tasks where the analysis of spatial information is required.

Objectives

- a. Students will be exposed to cartographic information and will develop map reading skills, ranging from the simple reckoning of locations to the understanding of the spatial structure and process that maps represent.
- b. Students will become familiar with standard quantitative and qualitative methods, enabling them to accurately understand the meaning of information and how this information can be used to understand economic and social issues.
- c. In addition to the ability of understanding and reading maps, students will develop cartography skills and will be able to create maps on their own.
- d. Students will learn how to use Geographic Information Systems (GIS), particularly for the purpose of qualitative and quantitative information analysis as well as for cartography. GIS will be the main tool in which students will apply the geographical methodology.

MONTH	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
APRIL[20 DAYS]	<p data-bbox="451 696 735 768">Human geography :nature and scope</p> <p data-bbox="451 1048 735 1193">The world population distribution: density and growth</p>	<p data-bbox="743 696 995 801">Entire chapter will be read in the class.</p> <p data-bbox="743 853 995 999">1/3/5 marker questions will be marked and discussed.</p> <p data-bbox="743 1048 995 1153">Data will be modified as per latest census.</p> <p data-bbox="743 1205 995 1310">Example will be shared from real life.</p> <p data-bbox="743 1361 995 1422">NCERT exercise will be discussed.</p> <p data-bbox="743 1473 995 1534">PPT will be shared.</p> <p data-bbox="743 1585 995 1691">Special emphasis given to MCQ questions.</p> <p data-bbox="743 1709 995 1854">Activity Map on population distribution</p>	<p data-bbox="1003 696 1401 920">Based on systematic approach, Geography can be divided in to two major branches i.e. Physical Geography and Human Geography.</p> <p data-bbox="1003 927 1401 1310">Human geography as second major branch of Geography studies the interrelationship between the physical environment and socio-cultural environment created by human beings through mutual interaction with each other.</p> <p data-bbox="1003 1317 1401 1624">In other words, Human Geography is the study of the interrelationships between people, place, and environment, and how these vary spatially and temporally across and between locations.</p> <p data-bbox="1003 1675 1401 1736">SKILL DEVELOPED: Analytical thinking</p>

		<p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Identification of primary activities as per cbse</p>	<p>They will come to know about mining as well.</p> <p>Skill developed: Research, relationship building. self awareness</p>
AUGUST [21 DAYS]	<p>Tertiary and quaternary activities</p> <p>Human settlement</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life.</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Diagram on human settlement</p>	<p>Till 10th standard the classification of economic activities was too general. Now in 12th standard it will be appreciated by the students about the different tertiary activity specially quinary and quaternary .</p> <p>The concept of settlement geography, hierarchial order of towns will be welcomed by the students after the completion of the chapter.</p> <p>Skill developed: Time management, problem solving</p>

<p>SEPTEMBER [MID TERM EXAM]</p>	<p>REVISION AND THEMATIC MAPPING[practical]</p>		
<p>OCTOEBER[17 DAYS]</p>	<p>People: Population distribution; migration</p> <p>Water resources and agriculture</p> <p>Transport, communication and international trade</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life .</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Map on transport</p>	<p>The scope of population geography is quite wide. Population geography helps to understand the various facts pertaining to the spatial variation in the distribution of human population across the earth with reference to the physical, cultural and socio- economic environment</p> <p>Students will realise</p> <p>That Indians are so blessed in regard of water resources.</p> <ul style="list-style-type: none"> • Demonstration of significant cost savings • Significant contribution to the overall growth of the company • Ensuring that the finished product reaches customer's place in the minimum possible time • Managing network of multi-modal system • Third party procurement service • Ensuring inner and intra-city transport • Possessing effective skills over 3 routes (land,

			<p>water, and air transport).</p> <p>Skill developed: empathy and critical thinking</p>
<p>NOVEMBER[22 DAYS]</p> <p>[revision for pre board 1]</p>	<p>Planning and sustainable development</p> <p>Geographical perspective on selected issues and problems</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life .</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Debate on sustainable development</p>	<p>Students will be able to understand about different five years planning and their effectiveness.</p> <p>Different regional problems and how these can be dealt Indian planning is an open process. Much of the controversy and the debates that accompany the preparation of the plans are public.</p> <p>The initial aggregate calculations and assumptions are either explicitly stated or readily deducible, and the makers of the plans are not only sensitive but responsive to criticism and suggestions from a wide variety of national and international sources. From original formulation through successive modifications to parliamentary presentation, plan making in India has evolved as a responsive democratic political process and the culmination of the same in the final document is an impressive manifestation of the workings of an open society.</p>
<p>DECEMBER[22 DAYS]</p>	<p>REVISION AND PRACTICAL</p>	<p>Preparation for pre board exam.</p>	<p>Skill developed: Adoptability,introspection</p>

		Mock test will be conducted. Chapter wise revision.	
JANUARY [17 DAYS]	Final PRACTICAL exam and pre board.	revision	

HOLIDAY HOMEWORK:

SUMMER BREAK: thematic mapping [pie diagram, bar graph, composite bar graph choropleth etc]

WINTER BREAK: calculation of mean median and mode

[Will be done in practical copy]

CURRICULUM PLAN 2026-2027

MARKETING (812)

CLASS XII

LEARNING OBJECTIVES

- Develop an understanding of traditional marketing concepts and compare them with modern approaches such as relationship marketing and service-oriented perspectives.
- Gain insight into how different environmental factors influence marketing decisions, enabling students to design practical and effective marketing plans.
- Learn the importance and application of STP (Segmentation, Targeting, and Positioning) in marketing strategy.
- Build a basic understanding of the marketing mix, consumer behavior, and the fundamental roles marketing plays in society.
- Become familiar with key aspects of retail management and explore the career opportunities available in this field.

This course will empower the students to gain insights into what marketing practitioners actually do and the decisions they have to make in day to day marketing. This course is an effort to teach marketing in more creative and visual way with the coverage of advances in new technology and the social web and how to take advantage of these in marketing context. This course will also recognize the need to go further than the traditional 4P's approach and reflect on newer perspective, covering both the classical and modern theories of marketing.

Month/ No of Days	Chapter Name/Topic	Methodology/ Activity	Learning Objectives
<p>March : 8 DAYS APRIL: 22 DAYS</p>	<p>UNIT I: PRODUCT</p> <p>SESSION1: MEANING AND IMPORTANCE OF PRODUCT</p> <p>1. Meaning of product 2. Components of Product 3. Characteristics Product 4. Importance of Product to a firm 5. Product Levels</p>	<p>1. Introduction of four P's of marketing mix with special focus on Product.</p> <p>2. Discussion of the various components and importance associated with the product, along with the various product levels.</p> <p>Activity: "Identify the Product" Show students different items (physical goods, services, ideas like insurance, apps). Ask them to</p>	<p>The students will be able to</p> <p>1. Explain meaning of Product in Marketing</p> <p>2. To understand the components of Product.</p> <p>3. Provide Information regarding importance of the Product</p> <p>4. Elucidate the various levels of product</p>

		classify whether each is a product or not.	
	<p>SESSION 2: PRODUCT CLASSIFICATION</p> <p>1. Discussion of the consumer goods their types and features.</p> <p>2. Comprehension of types of industrial goods and their features.</p> <p>3. Understand Product Mix, Product line</p>	<p>Explanation of the types of consumer and industrial goods.</p> <p>Activity: “Classify the Goods” Show images of different products (e.g., soap, laptop, car, snacks).</p> <p>Ask students to classify them into types of consumer goods (convenience, shopping, specialty, unsought goods).</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the classification of consumer goods along with their key features. 2. Explain the different types of industrial goods and their characteristics 3. Understand the concepts of product mix and product line.

	<p>SESSION 3: PRODUCT LIFE CYCLE</p> <p>1. Enumerate different stages of the product life cycle.</p> <p>A. Introduction Stage B. Growth Stage C. Maturity Stage D. Decline Stage</p>	<p>Interactive Lecture: Clarification on the product life cycle stages</p> <p>Activity: Prepare a list of products and observe how they have moved through different stages of product life cycle.</p>	<p>The Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the different stages of the product life cycle. 2. Understand how marketers respond at each stage of the product life cycle.
	<p>SESSION 4: PACKAGING AND LABELLING</p> <p>1. Discussion of the packaging concept and its role in marketing.</p> <p>2. Comprehension of importance and functions of Packing.</p> <p>3. Understand the essential qualities of good packaging</p>	<p>Detailing the concept of packing, role, importance, functions and types. In addition understanding the concept of labeling</p> <p>Activity: “Label Analysis” Provide real product labels (or images). Ask students to identify</p>	<p>The Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the concept of packaging and the various roles it plays in marketing. 2. Explain the significance of packaging and its key functions. 3. Understand the essential features of good packaging and

	<p>and its types</p> <p>4. Discussion of concept of Labeling.</p>	<p>elements like brand name, ingredients, expiry date, instructions, and warnings.</p>	<p>the different types of packaging.</p> <p>4. Explain the concept of labeling in the present context.</p>
<p>MAY :15 DAYS</p>	<p>UNIT II: PRICE DECISION</p> <p>SESSION1: MEANING AND IMPORTANCE OF PRICE</p> <p>1.Introduction</p> <p>2.Meaning of Price and Pricing</p> <p>3.Importance of pricing to a firm</p> <p>4.Importance of pricing to a consumer</p>	<p>Activity: “Price Around Us”</p> <p>Ask students to list 5 products they purchased recently.</p> <p>Have them write the price and discuss why they think each product is priced that way.</p> <p>Introduce the concept of price through real-life examples.</p>	<p>Students will be able to</p> <p>1.Explicate meaning of price in marketing</p> <p>2.To comprehend the relationship between price and other three P’s of marketing mix</p> <p>3.Information of significance of pricing for a firm</p> <p>4.Information of significance of pricing for consumer</p>

<p>JULY: 25 DAYS</p>	<p>SESSION 2: FACTORS AFFECTING PRICING</p> <p>1. Discussion of various internal factors affecting product pricing</p> <p>2. Discussion of various external factors affecting product pricing</p>	<p>Discussion of how internal and external factors influence product or service pricing</p> <p>Activity: “Pricing Influencers” Students list internal factors (e.g., cost, objectives, brand) and external factors (e.g., competition, demand) affecting a product’s price.</p> <p>Discuss how each factor influences pricing using real-life examples.</p>	<p>Students will be able to:</p> <p>1. Identify internal factors that influence product pricing and explain their significance.</p> <p>2. Describe the various external factors that affect product pricing.</p>
	<p>SESSION 3: TYPES OF</p>	<p>• Clarification on</p>	<p>Students will be able</p>

	<p>PRICING</p> <p>1.Enumerate different types of pricing</p> <p>A. Demand-oriented pricing</p> <p>B. Cost-oriented Pricing</p> <p>C. Competition oriented pricing</p> <p>D. Value- based Pricing</p> <p>2.Explain the basis of different pricing methods</p>	<p>various types of pricing policies and their market conditions</p> <p>Activity:</p> <ul style="list-style-type: none"> • Prepare a list of various pricing policies that have been adopted by ten manufacturing and a service firms. 	<p>to:</p> <ol style="list-style-type: none"> 1. Differentiate between various types of market pricing and evaluate their basis. 2. Classify the different pricing methods. 3. Assess the reasoning behind the use of different pricing strategies.
<p>AUGUST : 19 days</p>	<p>UNIT TITLE III: Place & Distribution</p> <p>Session 1: Meaning and Importance of Place</p> <p>1.Understanding the role of place as a part of marketing mix</p> <p>2. Detailed</p>	<p>Activity:</p> <p>Understanding the Role of Place</p> <p>Ask students to select a product they use daily (e.g., mobile phone, soft drink, grocery item).</p> <p>Have them</p>	<p>Students will be able to Understand</p> <ol style="list-style-type: none"> 1.Nature and importance of distribution channel for Place 2.The role of Manufactu rers, Intermedia ries, Facilitating

	<p>definition of place</p> <p>3. Participants of distribution System</p> <p>4. Functions performed by channels of distribution</p>	<p>explain how the product reaches them from the manufacturer and why place is important in marketing.</p>	<p>agencies, and Consumers</p> <p>3.Functions performed by channels of distribution</p>
	<p>Session 2: Types of Distribution</p> <p>1. Describe: direct and indirect channels of distribution</p> <p>2. Understanding of Distribution Channel</p>	<p>Activity: “Channel Role-Play”</p> <p>Assign students roles: manufacturer, wholesaler, retailer, consumer.</p> <p>Simulate product flow using direct (manufacturer → consumer) and indirect (manufacturer → wholesaler → retailer → consumer) channels.</p> <ul style="list-style-type: none"> • Discuss the advantages, 	<p>Students will be able to Understand</p> <p>Understand the different types of distribution channels.</p> <p>Identify and comprehend the roles of various intermediaries involved in place/distribution.</p>

		disadvantages, and efficiency of each channel.	
September: 11 days	Unit IV Promotion SESSION I: CONCEPT AND IMPORTANCE OF PROMOTION 1. Describe the concept of promotion 2. What is the importance of Promotion?	Activity: “Promotion in Action” Students list recent promotional activities they have seen (ads, social media, in-store offers). Categorize them into types of promotion (advertising, sales promotion, personal selling, PR, direct marketing).	Students will be able to 1. Identify the concept of promotion 2. Specify the importance of Promotion.
	Session II: Elements of Promotional Mix 1. Describe the elements of Promotional Mix.	Discussing the elements of Promotional Mix	Identify the elements of Promotional Mix
	Session III:	Activity:	Students will be able

<p>October: 20 days</p>	<p>Factors affecting the selection of Promotional Mix</p> <p>1. Explain the factors</p>	<p>“Choose the Right Mix” (Brief Version)</p> <p>Groups select a product and choose suitable promotional tools.</p> <p>Explain their choices based on factors like target audience, product type, budget, and competition.</p> <p>Discuss how these factors influence the promotional mix.</p>	<p>to</p> <p>List out the factors In the selection of Promotional Mix</p>
<p>November: 18 days</p>	<p>UNIT V EMERGING TRENDS IN MARKETING Session 1: Services Marketing</p> <p>1. Define and understand the meaning service marketing</p>	<p>Activity: “Service Exploration”</p> <p>Students list everyday services they use.</p> <p>Identify characteristics (intangibility,</p>	<p>Students will be able to</p> <p>1. Identify the importance of services and their role in India’s GDP</p> <p>2. Specify Scope of</p>

	<p>2. Characteristics of service</p> <p>3. Identify the types of services</p> <p>4. Emphasis on service quality</p>	<p>inseparability, variability, perishability) and classify service types.</p> <p>Discuss how service quality impacts customer satisfaction.</p>	<p>Services</p>
	<p>Session 2: Online Marketing and Social Media Marketing</p> <p>1) Define and understand the meaning online marketing</p> <p>2) Advantage of online marketing</p> <p>3) Describe meaning</p>	<p>Activity: “Pros and Cons Debate” Divide the class into two groups.</p> <p>One group argues the advantages of online marketing (reach, cost-effectiveness, analytics).</p> <p>The other group presents potential drawbacks (ad fatigue, privacy issues, competition).</p>	<p>Students will be able to Identify set of companies that are helped by online marketing</p>

<p>December : 23 days</p>	<p>EMPLOYABILITY SKILLS</p> <ol style="list-style-type: none"> 1. Communication Skills 2. Self Management Skills 3. ICT Skills 4. Entrepreneurial Skills 5. Green Skills 	<p>Conclude with a discussion on when online marketing is most effective.</p> <p>Activity: “Role-Play Conversation”</p> <p>Students pair up and practice professional conversations, e.g., job interviews or workplace discussions.</p> <p>Discuss strategies for self-discipline and organization.</p> <p>“Sustainable Practices Audit” Students analyze their daily life scenario to identify eco-friendly</p>	<p>Students will be able to</p> <p>Develop effective verbal and non-verbal communication for professional and personal interactions.</p> <p>Apply time management, organization, and self-discipline to enhance personal productivity.</p> <p>Utilize information and communication technologies efficiently</p> <p>Demonstrate creativity, problem-solving, and planning skills to initiate and manage</p>
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		practices.	business ideas. Understand and implement sustainable practices to promote environmental responsibility.
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REVISION

January: 16 days

HOLIDAY HOMEWORK

SUMMER BREAK

Project work to be allotted

WINTER BREAK

Practical file/Power Point Presentation