

CURRICULUM PLAN

2025-26

CLASS XII

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ENGLISH CORE
CLASS XII
2025 – 2026

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 purpose.
- ✚ Demonstrate the ability to summarize, paraphrase and critique literary and factual texts.
- ✚ Synthesise information from multiple sources for comparative and analytical responses.

	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
APRIL – 20 DAYS	Flamingo The Last lesson by Alphonse Daudet	<ul style="list-style-type: none"> ✚ Group Discussion on” Political enslavement is a curse on any Nation” as it deprives it of its identity. ✚ The learners will interpret the title of the lesson. The background knowledge of the author and his works would be given. ✚ Difficult words and terms would be discussed. The prose will be explained. <p>ACTIVITY</p> <ul style="list-style-type: none"> ✚ Would you repent for not being sincere towards learning your mother tongue? ✚ War of any kind kills humanity but ironically on the other hand unites people to lend their helping hands and strengthen the patriotic feelings. Justify ✚ Audio of the lesson 	<p>Students will be able to</p> <ul style="list-style-type: none"> ✚ develop their optimistic attitude towards life amidst many struggles. ✚ familiarize themselves with specific background information of Alphonse Daudet/ history of France. ✚ understand that language is a key to prison know the meanings of new phrases ✚ know the importance of mother tongue ✚ understand the wastefulness of war ✚ enhance thinking, analytical, literary skills ✚ understand linguistic chauvinism.
	2. My mother at sixty six	<ul style="list-style-type: none"> ✚ 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) The poem will be read aloud with proper intonation rhyme and rhythm. 	<ul style="list-style-type: none"> ✚ The students will be able to grasp the theme and meaning of the poem. ✚ They would be able to read the poem with proper tone and rhyme and develop an interest

		<ul style="list-style-type: none"> ✚ Difficult terms and words will be explained so that the students can predict the atmosphere of the world inside the poem. ✚ The poem will be explained covering the phrases, sentences and discourse as well as their structuring <p>ACTIVITY One Line Takeaway</p> <ul style="list-style-type: none"> ✚ Each student summarizes the poem in one powerful line that captures its essence ✚ They write it on the board and compare different perspectives <p>Literary devices – Worksheet</p>	<p>in poetry.</p> <ul style="list-style-type: none"> ✚ Their vocabulary will be strengthened. Their analyzing skills would be enhanced.
	LOST SPRING	<ul style="list-style-type: none"> ✚ The instructor begins the lesson by asking students to explain what they understand by the term ‘Lost Spring’ ✚ The background of the author would be given. ✚ The theme and story line will be explained. ✚ Lesson includes a discussion where students analyze the struggles of Saheb and Mukesh reflecting on why they face harsh realities ✚ UN Sustainable Goals to be discussed: Quality Education – Students will gain insight into the problems of slums and refugees where the children also work to support parents. <p>ACTIVITY: Reflection Writing Each student writes a short note on what they had learned from the story and how it changed their perspective.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ✚ analyse that there are millions of children experience no spring in their lives, for their childhood is consumed in making a living ✚ analyse that there are millions of children experience no spring in their lives, for their childhood is consumed in making a living ✚ understand the miserable plight of street children forced into labour early in life ✚ Understand that they are denied the opportunity to go to school. ✚ understand the vicious circle of social stigma, poverty and exploitation ✚ analyse that there is lack of compassion, empathy and commitment for the upliftment of these children of the weaker society
	Third Level (Vistas)	<ul style="list-style-type: none"> ✚ Detailed explanation of the lesson along with meanings of difficult words. ✚ The explanation will be followed by a summary of the lesson. ✚ The teacher will discuss about complexities of modern world and the 	<ul style="list-style-type: none"> ✚ Students will be able to Understand about the harsh realities of modern world and war. ✚ They will realise

		<p>need of escape.</p> <ul style="list-style-type: none"> ✚ The prose will be read aloud. Difficult words will be discussed. ✚ The story outline, theme and values will be discussed by the teacher <p>Activity : Group discussion If you could travel through time and visit any period of history ,where would you go?</p>	<p>modern day problems and how common man tends to escape reality by various means.</p> <ul style="list-style-type: none"> ✚ They will explore the theme of escapism and protagonist's use of imagination to cope with reality ✚ Identify the symbolical meaning of the third level as a metaphor for a utopian escape
	ReadingSkills	<ul style="list-style-type: none"> ✚ Case based , factual, descriptive or literary unseen passages with Multiple Choice Questions / Objective Type Questions will be asked to assess comprehension, interpretation and inference of meaning will be practiced . ✚ Teacher would discuss the exercise done by the students and take up their doubts in class. <p>Activity Short fun reading exercises like</p> <ul style="list-style-type: none"> ✚ Analyzing Situation ✚ Finding Context Clues ✚ comprehending whatsapp chat ✚ creating visuals through text 	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Learn the ability to comprehend, understand and judge ✚ List and identify comprehension strategies ✚ Apply comprehension strategies to text <p>Skills Developed</p> <ul style="list-style-type: none"> ✚ Analytical skills ✚ Understanding ✚ Inference ✚ Critical thinking ✚ Creative thinking

MAY 15 days	The Tiger King by Kalki (Vistas)	<ul style="list-style-type: none"> ✚ The teacher would begin by asking students what they think about the title ✚ The background of the story is introduced ✚ The story is read aloud in parts with pauses for explanation 	<ul style="list-style-type: none"> ✚ To enable the students to understand, enjoy and appreciate a wide range of text (different genre) ✚ understand the use
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	<p>Deep Water (Flamingo)</p>	<ul style="list-style-type: none"> ✚ Students discuss the protagonist Jung Jung Bahadur ✚ Teacher highlights the themes of power destiny vs free will, irony and satire on monarchy <ul style="list-style-type: none"> ✚ The session will begin with an interactive session wherein the teacher will ask the students to discuss about their phobias as related to the theme of the lesson. ✚ The prose will be read aloud. Difficult words will be discussed. ✚ The story outline, theme and values will be discussed by the teacher ✚ Brief Introduction of William Douglas <p style="text-align: center;">ACTIVITY</p> <p>FEAR JOURNAL Students would be asked to write about a time they faced a deep water and how they overcame it, relating it to Douglas's experience.</p>	<ul style="list-style-type: none"> ✚ of literary devices to make the story humorous and interesting. ✚ understand the political scenario during the British rule. ✚ understand the Science of astrology. sensitize people towards wildlife ✚ gain insight into today's political order ✚ understand general attitude of human beings towards wild animal <p>Students will be able to:</p> <ul style="list-style-type: none"> ✚ appreciate/comprehend the text ✚ understand that most challenging situations could be overcome with immense courage and determination ✚ know various types of water sports and phobias ✚ understand that there is terror only in the fear of death and at death there is peace ✚ understand the first person narrative style ✚ The learners will unfold their logical thinking skills. ✚ Their vocabulary will be enriched. ✚ They will be able to organize their thoughts, research work, compile and present in an economic writing style. ✚ The creative writing skills would be
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			<p>enhanced.</p> <ul style="list-style-type: none"> ✚ They will develop their listening speaking, questioning and presentation skills. ✚ They will strengthen their decision-making skills.
	<p>WRITING SKILLS: Article Writing</p>	<p>INTERACTIVE</p> <ul style="list-style-type: none"> ✚ The session will start with a pre- writing activity to create an interest towards writing. ✚ The teacher will define what an article is and discuss the purpose of article writing. ✚ The different styles, subjects, purpose of article writing will be discussed. ✚ The teacher will explain the technique of accumulating ideas, focusing on ideas and facts, planning, organizing, evaluating, structuring and editing. ✚ They will be taught the importance and way of producing a finished piece of work with examples. ✚ The requirements of the content, beginning, body and end would be focused. 	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Understand the format and structure of Article writing ✚ Learn to write with clarity and coherence, ensuring logical flow of ideas. ✚ Learn to write persuasively and analytically ✚ Gain confidence in expressing opinions and presenting ✚ Solutions to social, educational and global issues ✚ Improve their usage of tone, style and vocabulary.
	<p>WRITING SKILLS: LETTER TO EDITOR</p>	<p>The format, rules, technique will be discussed with examples The usage of language would be taught and students will be assigned written tasks.</p>	<ul style="list-style-type: none"> ✚ The learners will be able to organise their thoughts and express freely. ✚ They will develop an interest towards writing thus enhancing their writing skills. ✚ Their thinking skills will be enhanced

JULY (24 Days)

NOTICE WRITING

- ✚ Warm up session: Learners would share their knowledge on the importance of a notice(Student-Teacher interaction)
- ✚ The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class.
- ✚ The teacher would discuss in detail what a notice should contain.
- ✚ The wide range of themes and objectives covered by notice would be discussed with examples .With special note on 5 Ws :What Where When Who Whom

- ✚ Students will be able to analyse any NOTICE shown to them on the basis of the knowledge imparted.
- ✚ They will be able to frame notice about any event.
- ✚ They will be able to identify important information in any given notice.
- ✚ Students will be able to use appropriate style and format to write a NOTICE effectively

THE ENEMY BY PEARL S. BUCK (Vistas)

- ✚ The session will start with an interactive session on the services of a doctor.
- ✚ The title of the lesson will be open for class interpretation.
- ✚ The background of the author will be given.
- ✚ The lesson will be read aloud and explained.
- ✚ The historical background of the story and war related issues will be discussed.
 - ✚ Assignments
 - ✚ Comprehension questions T
 - ✚ Textual exercises/ Extracts/ Value based/ Character sketches/RTC

- ✚ The learners will be able to familiarize themselves with specific background of political enmity.
- ✚ They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.
- ✚ They will be able to understand the significance of professional ethics and social obligation in sensitive times

Journey to the End of the Earth (VISTAS)

- ✚ The session would begin with an interactive session on Environmental Threats
- ✚ Lesson would be read aloud with pauses for detailed explanation
- ✚ Students would be engaged in understanding and describing the scenic beauty of the place mentioned in the article
- ✚ They would be sensitized about the ill effects of human interference in the nature
- ✚ Difficult words will be listed out and discussed.

- ✚ Students will be able to
- ✚ understand that millions of years ago humans hadn't arrived and the climate was much warmer with a variety of flora and fauna.
- ✚ know that the landmass disintegrated into countries shaping the globe. - understand that to study the Earth's past, present and future, Antarctica is the place
- ✚ the World's geological history is in Antarctica. - analyse and evaluate the effect of human population and climate change.
- ✚ understand that students are the future generation of policy makers.
- ✚ evaluate that little changes in the environment can have more adverse
- ✚

Keeping Quiet by Pablo Neruda (Flamingo)

- ✚ The teacher begins the class by asking students the deeper purpose of silence in a person's life
- ✚ A brief introduction to Pablo Neruda highlighting his background will be given
- ✚ The poem would be read aloud with proper pauses, allowing students to absorb its reflective tone and rhythm
- ✚ An Interactive session would be conducted where students sit in silence for a minute and later discuss how did they feel.

Activity:
Music connection
Students find a song that aligns with the poem's theme and present its lyrics, explaining

- ✚ To enable the students to
- ✚ evoke subjective responses to the language of poetry.
- ✚ appreciate the images and symbols.
- ✚ understand the critical appreciation of the poem based on rhyme, content, theme, genre and literary elements
- ✚ appreciate the beauty of language and understand the rhyme scheme

			<ul style="list-style-type: none"> ✚ know about the poet and his work/genre ✚ experience the moment of realization and peace. ✚ Learn from the earth when everything seems dead, the earth still remains alive
	<p>THE RATTRA P by SELMA LANGER LOF (Flamingo)</p>	<ul style="list-style-type: none"> ✚ The session will begin with an interactive stage wherein the students would discuss on the temptations in life on basis of the theme of the story. ✚ The title of the lesson will be opened to the class for interpretation. ✚ The background knowledge of the author would be given. ✚ The prose will be explained. Difficult words would be listed and explained. The moral of the story would be discussed. 	<p>To enable the students to understand the theme and message of the story They will be able to analyze the values and thought process of the story.</p> <p>-They will be able to identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind.</p> <p>-They will be able to appreciate the significance of developing personal fears yet rising above them to savour real liberty.</p> <p>-Their vocabulary will be enriched</p>
	<p>INVITATIONS AND REPLIES</p>	<ul style="list-style-type: none"> ✚ The teacher begins by asking students about different occasion where formal or informal invitations are used. ✚ Students are shown samples of formal and informal invitations, identifying their structure, tone and key elements ✚ Students analyse various invitation formats, including card – style and letter - style invitations. ✚ The teacher provides practice exercises where students write and respond <p>ACTIVITY designing invitation cards for various occasions and their respective replies</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ✚ learn persuasive techniques used in Invitation writing, specifically, happiness or emotion, tone for the event, how to tailor all important information and create attractive invitations ✚ -apply language in formal/informal

		<p>Activity 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.</p> <p>GD SESSION A Group discussion on work place politics, favouritism and misunderstanding</p> <p>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.</p>	<ul style="list-style-type: none"> + analyse that good poetry and music are the deciding factor in the popularity of the film. + -gain knowledge of Gemini Studios and the people from different regions and religions working together.
	<p>A THING OF BEAUTY (FLAMINGO)</p>	<p>Warm up questions a) What is beauty according to you? b) What do you think - 'Beauty dwells outside or within?' c) Brief up about the poet and his poem 'Endymion' as mentioned in the book Recitation and Paraphrasing Activity(to support learning) 1. Do we experience things of beauty only for short moments or do they make a lasting impression on us? 1. 2. What do you think - -- Beauty dwells outside or within?' Skills- Creative/aesthetic skills, analytical skills, thinking skills, imaginative skills, reasoning / logical skills</p>	<p>Students will be able</p> <ul style="list-style-type: none"> + to understand the critical appreciation of the poem + to understand that beauty dwells inside us and gives us happiness + to appreciate and admire the beauty of nature + to understand varied definitions of beauty + to learn from the stories of great people + inculcate values like peace, contentment, respect, care and concern + understand that beautiful things / moments are worth treasuring as they leave an everlasting impression on the minds of people + know that inner beauty is important rather than the outer one

			<ul style="list-style-type: none"> ✚ understand that nature provides respite from sorrows
	<p>INDIGO (FLAMINGO)</p>	<p>The session would start with warm up questions:</p> <ul style="list-style-type: none"> ✚ List some characteristics of a leader ✚ What was Gandhiji's role in freedom movement? ✚ What do you know about indigo plantation? <p>✚ Clipping on the lesson will be shown Brief up about other freedom fighters who had contributed for the freedom struggle.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ✚ to get acquainted with the legal vocabulary ✚ to understand the role of a leader ✚ to understand the importance of rights ✚ -to know the sufferings and contributions of freedom fighters ✚ -imbibe empathy, confidence, self-respect, honesty, integrity, self reliance, truthfulness, patience ✚ importance of decision making in adverse circumstances ✚ understand that freedom is priceless and one should respect it ✚ know the importance of health and hygiene ✚ to understand that freedom from fear is a prerequisite for justice ✚ to inculcate various skills required for the task ✚ to take initiative with a sense of ✚ responsibility and confidence

SEPTEMBER 11 Days	REVISION FOR HALF YEARLY EXAMINATIONS	<ul style="list-style-type: none"> + READING SKILLS THROUGH COMPREHENSION ASSIGNMENTS + WRITING SKILLS THROUGH CREATIVE WRITING QUESTION BANK + LITERATURE PRACTICE QUESTIONS WOULD BE PROVIDED	WORKSHEETS WOULD BE PROVIDED
OCTOBER 17 Days	REPORT WRITING	<ul style="list-style-type: none"> + The teacher in the beginning of the session will give students the opportunity to collect information on a declared issue before writing the report. + During the session students will go through the process of developing ideas and collecting and organising information. + They will then use the information to create the first draft of an imaginary report. + They will then focus on some key areas of good writing and try to redraft their reports with these in + mind.(Inductive Learning) 	<ul style="list-style-type: none"> + The learners will be able to + Discuss the purpose of various reports. + They will be able to describe the kinds of information to include in specific reports and identify tips for writing a clear, concise, and useful report. + They will recognize and address patterns and trends and be able to explain how the tone of a report can affect worker morale and motivation
	REVISION	ORAL DRILLS/CLASS DISCUSSIONS/CLASS TEST	
	OCTOBER (17 DAYS)		
	Flamingo-L-8-Going Places-	<ul style="list-style-type: none"> + The teacher being with a discussion on dreams and aspirations, asking students about their career goals and role models + A brief introduction to A R Barton and the theme of Fantasy and Reality + The teacher would explain symbolism and themes on social class, adolescent fantasies, and the gap between dreams and reality. + 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 	To enable the students to <ul style="list-style-type: none"> + comprehend the text and to read between the lines + know certain metaphorical expressions + notice words used in an informal way to differentiate between unrealistic and realistic dreams + understand that fantasizing can lead to

		<p>Activity Debate on Whether Ambition should always be practical or if dreaming big is necessary for success.</p>	<p>failure</p> <ul style="list-style-type: none"> + understand the complexities of human relationships among different members of a family + develop Thinking Skills (Imaginative), Negotiating skills, Critical Thinking, Observatory skills, Analytical skills
	<p>A Roadside Stand (Flamingo)</p>	<ul style="list-style-type: none"> + The teacher begins with a discussion on rural vs. urban life, asking about the struggles of small vendors and their observations of roadside stands + A brief introduction to Robert Frost and the poem's theme of economic disparity and fulfilled hope is given. + The poem is read aloud with pauses for explanation + The teacher highlights the contrast in the poem + The class reflects on whether modern society still neglects the underprivileged and how small businesses survive in today's world. 	<ul style="list-style-type: none"> + To enable the students to + Understand the theme of economic inequality and the struggles of small vendors + Explore the poet's perspective on materialism and societal neglect of the underprivileged. + Identify and appreciate literary devices like irony, symbolism and alliteration in the poem. + Develop critical thinking by discussing the ethical aspects of social disparity. + Strengthen their poetic appreciation skills by analyzing tone, mood and poetic devices.

	<p>On the Face of it by Susan Hill</p>	<ul style="list-style-type: none"> ✚ The teacher begins with a discussion on disabilities and social perceptions, asking students about how society treats people with physical differences ✚ A brief introduction to Susan Hill and the play's theme of Loneliness, Prejudice, and Acceptance ✚ The play is read in sections with pauses to discuss the characters of Mr. Lamb and Derry ✚ A discussion will be held on how society's attitude impact people with disabilities and how they can be more inclusive <p>Activity - Symbolism Art Students create an artwork representing the garden, the ladder, or Derry's Face explaining their significance</p>	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Understand the theme of isolation and self - acceptance in the play. ✚ Explore society's role in shaping the self-image of people with disabilities ✚ Develop empathy, and social awareness regarding physical disabilities and discrimination ✚ Enhance their dramatic appreciation by understanding dialogues. Tone and underlying messages.
<p>NOVEMBER 22 DAYS</p>	<p>Aunt Jennifer's Tigers by Adrienne Rich</p>	<ul style="list-style-type: none"> ✚ The session begins with a discussion on gender roles and social expectations, asking students about traditional restrictions placed on Women. ✚ A brief Introduction to Adrienne Rich and her themes of feminism, oppression and artistic freedom is provided ✚ Th poem is read aloud with pauses to discuss the contrast between Aunt Jennifer's timid reality and the boldness of her tigers. ✚ The teacher explains symbolism, highlighting how the tigers represents strength and freedom, while the wedding 	<p>To enable the students to</p> <ul style="list-style-type: none"> ✚ Understand the theme of gender oppression and artistic freedom in the poem. ✚ Analyze the contrast between Aunt Jennifer and her tigers ✚ 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

		<p>ring Symbolises oppression</p> <p>Activity</p> <p>Debate</p> <p>Aunt Jennifer’s embroidery is an act of rebellion or a mere escape.</p>	<p>wedding band</p> <ul style="list-style-type: none"> + Strengthen their poetic appreciation skills + Develop critical thinking by discussing whether Aunt Jennifer's art is form of resistance or escapism
	<p>Memories of Childhood</p> <ul style="list-style-type: none"> ✓ The cutting of my Long Hair ✓ We too are human beings <p>By Zitkala Sa and Bama</p>	<ul style="list-style-type: none"> + 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. + 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. + The two autobiographical extracts are read aloud with pauses to discuss the emotions, struggles, and resistance of the protagonists. + 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. + A discussion follows on how discrimination still exists today, encouraging students to share examples from society or media. + Literary devices like first-person narration, irony, and contrast are highlighted to show the depth of the narratives. + The session concludes with a reflection on the importance of awareness and self-respect in overcoming social barriers. 	<p>To enable the students to</p> <ul style="list-style-type: none"> + To understand the themes of racial and caste discrimination and their psychological impact. + To analyze the autobiographical style of Zitkala-Sa and Bama, identifying their emotional depth and storytelling techniques. + To compare and contrast the experiences of the two protagonists, understanding how oppression works in different societies. + To recognize the power of education and awareness in challenging discrimination. + To develop critical thinking by discussing whether discrimination still persists in modern society and how it can be addressed. + To encourage empathy and respect for diverse cultures and backgrounds. + To strengthen narrative appreciation skills, focusing on tone, perspective, and literary techniques.
<p>November onwards revision would start through worksheets, assignment sheets and mind maps</p>			

CURRICULUM PLAN 2025-2026
PSYCHOLOGY
CLASS-XII

MARKS DISTRIBUTION

Units	Marks	Periods
1. Variations in Psychological attributes	12	25
2. Self and Personality	13	29
3. Meeting Life Challenges	10	20
4. Psychological Disorders	13	24
5. Therapeutic Approaches	7	23
6. Attitude and Social Cognition	8	24
7. Social Influence and Group Processes	7	25
Practical Examination <ul style="list-style-type: none"> • Practical file • Viva Voce (Project and experiments) • One experiment (conduction + write up) 	30 (5+10+15)	
Total	100	170

OBJECTIVES

- To develop appreciation about human behaviour 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.

MARCH (05 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Unit 1 Variations in Psychological attributes Individual Differences in Human Functioning, Assessment of Psychological Attributes, Intelligence: Theories of Intelligence, Individual Differences in Intelligence, Culture and Intelligence, Emotional Intelligence	Interactive approach will be used to introduce the chapter to the students. Activity 'Intelligent' Numbers (Computing IQ) • 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.	<ul style="list-style-type: none"> • understand psychological attributes on which people differ from each other • learn about different methods that are used to assess psychological attributes • explain what constitutes intelligent behavior • learn how psychologists assess intelligence to identify mentally challenged and gifted individuals • understand how intelligence has different meaning in different cultures 	Critical thinking, Self awareness, empathy, effective communication

APRIL (20 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Unit 1: continued Special Abilities: Aptitude: Nature and Measurement, Creativity	Students will be encouraged to relate the concepts to their real life experiences.	<ul style="list-style-type: none"> • understand the difference between intelligence and aptitude 	Critical thinking, introspection, creative skills
Unit 2 Self and personality Concept of Self, Cognitive and	The chapter will be taught using experiential exercises, discussing real life examples.	<ul style="list-style-type: none"> • describe the concept of self and learn some ways for self-regulation of behaviour 	Self awareness, empathy

Behavioural Aspects of Self Self-esteem, Self-efficacy and Self-regulation, Culture and Self-Concept of Personality, Major Approaches to the Study of Personality, Assessment of Personality	Activity Students will be asked to define their positive and negative traits and reflect the same.	<ul style="list-style-type: none"> • explain the concept of personality • differentiate between various approaches to the study of personality • develop insight into the development of a healthy personality • describe some techniques for personality assessment 	
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MAY (15 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Unit 3 Meeting life challenges Nature, Types and Sources of Stress, Effects of Stress on Psychological Functioning and Health: Stress and Health, General Adaptation Syndrome, Stress and Immune System, Lifestyle, Coping with Stress: Stress Management Techniques, Promoting Positive Health and Well-being	Students will be familiarized about the chapter through narratives, examples of everyday life and group discussion Activity Respond to the following items on a 5-point scale ranging from 5 = always to 1 = never. <ul style="list-style-type: none"> • I express emotions openly and directly. • I work towards my own personal goals. • I accept situations that cannot be altered. • I discuss my worries with friends. • I may not get everything just right The higher the score, the better would be your ability to cope.	<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 • learn ways to cope with stress • know about the life skills that help people to stay healthy • understand the factors that promote positive health and well-being 	Coping with stress, self awareness, critical thinking

Practical 1: Intelligence	The students will be demonstrated about how to conduct the experiment.	Students would be able to find out their IQ level.	Reasoning, critical thinking, creative thinking, self awareness
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JULY (24 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Unit 4 Psychological disorders Concepts of Abnormality and Psychological Disorders, Classification of Psychological Disorders, Factors Underlying Abnormal Behavior, Major Psychological Disorders: Anxiety ,OCD, TRUAMA AND STRESSOR related Disorders, Somatoform Disorders, Dissociative Disorders, bipolar and related Disorders Schizophrenic Disorders, psychotic and neurodevelopmental Disorders, disruptive, impulse control, and conduct disorders Substance-use Disorders	The chapter would be explained through discussing various case studies and examples. Activity Can you list some characters in films you have seen or books you have read who suffered from any of the disorders we have studied here like depression or schizophrenia showing some of these delusions? Can you identify which kind of delusion each of these is? 1. A person who believes that s/he is going to be the next President of India. 2. One who believes that the intelligence agencies/police are conspiring to trap her/him in a spy scandal. 3. One who believes that s/he is the incarnation of God and can make things happen.	<ul style="list-style-type: none"> • understand the basic issues in abnormal behaviour and the criteria used to identify such behaviours • appreciate the factors which cause abnormal behaviour • explain the different models of abnormal behavior • describe the major psychological disorders 	Coping with emotions, introspection, empathy, interpersonal skills, effective communication, critical thinking, reasoning
Practical 2: Personality	The students will be demonstrated about	Students would be able to find out	Reasoning,

	how to conduct the experiment.	about their personality characteristics.	critical thinking, creative thinking, self awareness
Unit 5 Therapeutic approaches Nature and Process of Psychotherapy, Type of Therapies:	The chapter will be taught by connecting various therapeutic approaches to theories of personality. This will be followed by role-plays and discussing case studies.	<ul style="list-style-type: none"> familiarization with the basic nature and process of psychotherapy appreciate that there are different types of therapies for helping people 	Interpersonal skills, empathy
Time Management	Group discussion followed by connecting case studies	<ul style="list-style-type: none"> Understand the importance of time Ways to manage time effectively Ways to enhance productivity 	Time management, confidence building, coping with stress

AUGUST (21 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Unit 5: continued Behaviour Therapy, Relaxation Procedures, Cognitive Therapy, Humanistic-existential Therapy, Biomedical Therapy, Alternative Therapies	Activity Your friend is feeling very nervous and panicky before the examinations. S/he is pacing up and down, is unable to study and feels s/he has forgotten all that s/he has learnt. Try to help her/him to relax by inhaling (taking in a deep breath), holding it for sometime (5–10 seconds), then exhaling (releasing the breath). Ask her/him to repeat this 5–10 times. Also ask her/him to remain focused on her/his breathing. You can do the same exercise when you feel nervous.	<ul style="list-style-type: none"> understand the use of psychological forms of intervention know how people with mental disorders can be rehabilitated 	Critical thinking, reasoning
Practical 3: Aptitude	The students will be demonstrated about	Students would be able to find out	Reasoning,

	how to conduct the experiment.	about their aptitude in various spheres.	critical thinking, creative thinking, self awareness
Unit 6 Attitude and social cognition Explaining Social Behaviour, Nature and Components of Attitudes, Attitude Formation and Change: Attitude Formation & Attitude Change, Prejudice and Discrimination, Strategies for Handling Prejudice,	The chapter will be explained to students through illustrating various stories, case studies and analogies. Activity Your friend eats too much junk food, how would you be able to bring about a change in her/his attitude towards food?	<ul style="list-style-type: none"> • understand what are attitudes, how they are formed and changed • analyze how people interpret and explain the behaviour of others • comprehend how the presence of others influences our behavior 	Empathy, effective communication

SEPTEMBER (11 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Unit 6: continued Schemas and Stereotypes, Impression Formation Pro-social Behaviour		<ul style="list-style-type: none"> • understand the concept of pro-social behaviour and factors affecting it • explain why people help or do not help others in distress 	interpersonal skills, critical thinking
Coping with stress	Group discussion on causes of stress and ways to overcome it effectively	<ul style="list-style-type: none"> • Understand the factors causing stress • Learn effective and positive ways to cope with stressors 	Coping with stress, coping with emotions,

OCTOBER (17 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Unit 7 Social Influence and Group	The chapter will be explained to students through discussing problem solving	<ul style="list-style-type: none"> • understand the nature and types of groups and know how they are 	Interpersonal skills, empathy,

Processes Processes of Social Influence: ; Groups: Nature, formation and types; Influences of Group on individual behaviour; Social identity;	situations and analogies.	formed <ul style="list-style-type: none"> • examine the influence of group on individual behaviour • reflect on the importance of social identity 	effective communication, self awareness
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NOVEMBER and DECEMBER (22 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Worksheet 1 & 2	Group discussion followed by written tests	<ul style="list-style-type: none"> • revision of various topics of unit 1 and 2 	Introspection, self confidence, time management, coping with emotions, dealing with examination anxiety
Worksheet 3 & 4	Group discussion followed by written tests	<ul style="list-style-type: none"> • revision of various topics of unit 3 and 4 	Introspection, self confidence, time management, coping with emotions, dealing with examination anxiety
Worksheet 5 & 6	Group discussion followed by written tests	<ul style="list-style-type: none"> • revision of various topics of unit 5 and 6 	Introspection, self confidence, time management, coping with emotions, dealing with examination anxiety

Worksheet 7	Group discussion followed by written tests	• revision of various topics of unit 7,	Introspection, self confidence, time management, coping with emotions, dealing with examination anxiety
Revision of entire syllabus	Group discussion and revising case studies and examples related to topic	• revision of full course	Introspection, self confidence, time management, coping with emotions, dealing with examination anxiety
Sample papers	Group discussion	• revision of full course	Reducing examination stress and anxiety

JANUARY (17 Days)

Pre Boards

Revision of entire syllabus

Discussion of CBSE sample papers

HOLIDAY HOMEWORK

SUMMER BREAK

Develop a case study using appropriate method like interview, observation and psychological tests.

WINTER BREAK

- Gather information about some institutions you know which offer psychiatric/psychotherapeutic help.
- Talk to three people: one of your friends, a friend of your parents, and your neighbour. Ask them if they have seen someone who is

mentally ill or who has mental problems. Try to understand why they find this behavior abnormal, what are the signs and symptoms shown by this person, what caused this behaviour and can this person be helped. Share the information you elicited in class and see if there are some common features, which make us label others as 'abnormal'.

- Solve at least five previous years board papers (2010-2019).

Prescribed Books

- Psychology, Class XI, Published by NCERT
- Psychology, Class XII, Published by NCERT
- Supplementary Reading Material in Psychology for Classes XI and XII (available on the CBSE website www.cbse.nic.in)

Reference Books

- Introduction to psychology, Morgan and King, Tata McGraw-Hill Education
- Atkinson and Hilgard's Introduction to Psychology
- Abnormal Psychology by Ronald J. Comer

Web-links:

<http://psychology.about.com>

<http://psychology.jrank.org>

<http://psychcentral.com>

<http://www.psychologytoday.com>

ACADEMIC PLAN

Class XII

CHEMISTRY(043)

2025-2026

LEARNING OBJECTIVES

1. To promote understanding of basic facts and concepts in chemistry while retaining the excitement of chemistry.
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 apprise students with the interface of chemistry with other disciplines of science such as physics, biology, geology, engineering etc.
4. To acquaint students with different aspects of chemistry used in daily life enable them to use science and technology to acquire new knowledge and to solve problems, so that they may improve the quality of their own lives and the lives of others.
5. To develop an ability to observe, to analyse and to interpret objectively and to make rational decisions.
6. To prepare students to address various societal, economic, ethical and environmental issues.
7. Finally to develop an interest in students to study chemistry as a discipline.

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

Month/ No. of Teac hing Day s	Topics/ Subtopics/ Methodology	Practical / Activities	Learning Outcomes
March +April 5 +20	<p>Haloalkanes and Haloarenes:</p> <p>Haloalkanes: Nomenclature, nature of C–X bond, physical and chemical properties, optical rotation mechanism of substitution reactions.</p> <p>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</p> <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,</p>	<p>Content based practicals:</p> <p>Tests for the functional groups present in organic compounds: Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and Primary amino group</p> <p>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 organic compounds).</p> <p>Discussion of organic chemistry questions asked in previous year board examinations.</p>	<p>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 .</p> <p>These activities will promote deeper understanding of the topic and develop conceptual competence in them</p> <p>To develop problem solving and thinking skills</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</p>

<p>May/ 15</p>	<p>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>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>Methodology: Lecture method, Q/A method, White and black Board Teaching through video, worksheets for extra practice.</p>		<p>ethers in daily life and in industries.</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>Amines Nomenclature, classification, structure, methods of preparation, physical and chemical properties, uses, identification of primary, secondary and tertiary amines. **Diazonium salts: Preparation, chemical</p>	<p>Preparation of azodye</p> <p>Volumetric Analysis: Preparation of standard solution of Ferrous ammonium sulphate Preparation of standard solution of M/40 oxalic</p>	<p>Students are able to describe and differentiate between properties of different amines.</p> <p>Students will appreciate the importance of organic chemistry and its relevance to individuals and society.</p>

	<p>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>acid solution .</p> <p>Determination of concentration/ molarity of KMnO_4 solution by titrating it against a standard solution of: i) Oxalic acid, ii) Ferrous Ammonium Sulphate</p> <p>Activity Discussion of innovative investigatory projects to be prepared by students during summer vacation</p>	
July/24	<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.</p>	<p>Qualitative analysis Determination of one cation and one anion in a given salt. Cation : Pb^{2+}, Cu^{2+}, As^{3+}, Al^{3+}, Fe^{3+}, Mn^{2+}, Zn^{2+}, Cu^{2+}, Ni^{2+}, Ca^{2+}, Sr^{2+}, Ba^{2+}, Mg^{2+}, NH_4^+</p> <p>Anions: $(\text{CO}_3)^{2-}$, S^{2-}, $(\text{SO}_3)^{2-}$, $(\text{NO}_2)^-$, $(\text{SO}_4)^{2-}$, Cl^-, Br^-, I^-, PO_4^{3-}, $(\text{C}_2\text{O}_4)^{2-}$, CH_3COO^-, NO_2^- -(demonstration using online videos)</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 molecular mass of solute from colligative properties.</p> <p>Students will appreciate the hands-on experience of</p>

<p>August 21</p>	<p>Abnormal molecular mass, Van't Hoff factor</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>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). **Concept of collision theory (elementary idea, no mathematical treatment), activation energy, Arrhenius equation</p>	<p>Content based practical Qualitative analysis Determination of one cation and one anion in a given salt.</p> <p>Content based practical:</p> <p>Chromatography Separation of mixture of red and blue ink by paper chromatography and determination of R_f values.</p>	<p>learning chemistry.</p> <p>Students grow as independent, lifelong learners with enhanced research and creative skills when they gather, process and evaluate information.</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>
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	<p>Methodology: Lecture method, Q/A method Notes PPT White and blackboard.</p>		
September 11	<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>D and F-Block Elements</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>
October 17	<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</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</p> <p>-> Describe the general trend in properties of elements of 3d series.</p> <p>-> Explain the tendencies of d-block elements towards the formation of alloys, catalysts, complexes and interstitial compounds.</p>

	<p>contraction and its consequences. **Chemical reactivity of lanthanides, Actinides - Electronic configuration, oxidation states and comparison with lanthanide. Preparation and properties of $KMnO_4$ and $K_2Cr_2O_7$</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 White and black board</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 22</p>	<p>Biomolecules</p> <p>Carbohydrates Classification (aldoses and ketoses), monosaccharides</p>	<p>Content based practical</p> <p>To study simple tests of proteins, fats and carbohydrates.</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</p>

	<p>(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 (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. Methodology: Lecture Method , Q/A Method White and black Board Teaching through video, worksheets for extra practice.</p>	<p>Titration practice. Salt analysis practice.</p>	<p>chemical tests. Students would realize that foods have different nutritional content and appreciate the importance of a balanced diet.</p>
<p>December 22</p>	<p>Revision/Block teaching Revision of chapters covered. Discussion of board Sample Papers and region-wise question papers.</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. Students will be able to identify their weak areas and strengths and take suitable remedial steps with</p>

	Chapter wise written test. Self and peer assessment. First pre board examination		the guidance of teachers to improve their learning capabilities.
January 17	Second pre board examination	Discussion of paper and remedial measures to improve the performance of students	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 subject.
February -March	Annual examination	Revision for board examination	

HOLIDAY HOMEWORK

Summer break

1. Preparation of investigatory project and submission after the summer break.
2. Preparation of conversion and name reaction charts.
3. Preparation of group PPT on the topics covered.
4. Revise all the chapters covered from March to May for pre-midterm examination.
5. Preparation of case-study based questions.

Winter break

1. Solve at least 10 previous year board papers(AISSCE & Delhi Board).
2. Completion of practical files.
3. Revision for pre-boards.

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.

** THE ACADEMIC PLAN COULD BE MODIFIED AS PER THE ORDERS OF CBSE AND DAVCAE.

CURRICULUM PLAN 2025-2026

MARKETING (812)

CLASS XII

LEARNING OBJECTIVES

- To understand the classical marketing perspectives and contrasts these with newer views from relational and service-based schools of marketing
- To understand the dynamics of various environmental factors on marketing so as that students can think about a feasible marketing plan (process)
- To understand the utility of STP of marketing (i.e. segmentation, targeting, positioning)
- To have an elementary knowledge of marketing mix, consumer behavior, and other preliminary concepts and roles of marketing in society
- Familiarize the students regarding various dimensions of retail management and career opportunities available in these fields.

Month/ No of Days	Chapter Name/Topic	Methodology	Learning Objectives
APRIL: 20 DAYS	<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. Interactive Lecture:</p> <p>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: Enlist the product levels of goods in the consumer products and services.</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>

	<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>Interactive Lecture: Explanation of the types of consumer and industrial goods.</p> <p>Activity: Identify and enlist different types of goods- consumer and industrial</p>	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Detail the classification of consumer goods along with their features. 2. Explain various Types of industrial goods and their features. 3. Comprehend the concept of Product Mix, Product line
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	<p>SESSION 3: PRODUCT LIFE CYCLE</p> <p>1. Enumerate different stages of the product life cycle.</p> <p>A. Introduction</p>	<p>Interactive Lecture: Clarification on the product life cycle stages</p> <p>Activity: Prepare a list of products</p>	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Identify the various stages in a product life cycle 2. Understand the response of marketers in these
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	<p>Stage B. Growth Stage C. Maturity Stage D. Decline Stage</p>	<p>and observe how they have moved through different stages of product life cycle.</p>	<p>stages.</p>
	<p>SESSION 4: PACKAGING AND LABELLING</p> <p>1. Discussion of the packaging concept and its role in marketing. 2. Comprehension of importance and functions of Packing. 3. Understand the essential qualities of good packaging and its types 4. Discussion of concept of Labeling.</p>	<p>Detailing the concept of packing, role, importance, functions and types. In addition understanding the concept of labeling</p>	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Detail the concept of packaging along with the various roles it plays in marketing. 2. Explain the importance of packaging and the functions of packaging. 3. Comprehend the important features of good packaging and the types of packaging. 4. Detail the concept of labeling in the current context.

MAY :15 DAYS	<p>UNIT II: PRICE DECISION</p> <p>SESSION1: MEANING AND IMPORTANCE OF PRICE</p> <p>1.Introduction 2.Meaning of Price and Pricing 3.Importance of pricing to a firm 4.Importance of pricing to a consumer</p>	<p>Interactive Lecture:</p> <ul style="list-style-type: none"> • Introduction of four P's of marketing mix with special importance of Price. • Discussion of how Price is crucial for a firm as well as for consumers. 	<p>Students will be able to</p> <ol style="list-style-type: none"> 1.Explicate meaning of price in marketing 2.To comprehend the relationship between price and other three P's of marketing mix 3.Information of significance of pricing for a firm 4.Information of significance of pricing for consumer
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JULY: 24 DAYS	<p>SESSION 2: FACTORS AFFECTING PRICING</p> <p>1. Discussion of various internal factors</p>	<p>Interactive Lecture:</p> <ul style="list-style-type: none"> • Discussion of how internal and external factors influence 	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Enumerate Internal factors affecting product
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	<p>affecting product pricing</p> <p>2. Discussion of various external factors affecting product pricing</p>	<p>product or service pricing</p> <p>Activity:</p> <ul style="list-style-type: none"> • Identify and enlist different internal and external factors affecting product price in different types of firms 	<p>pricing and their significance</p> <p>2. Explicate various external factors affecting product pricing</p>
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	<p>SESSION 3: TYPES OF 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>Interactive Lecture:</p> <ul style="list-style-type: none"> • Clarification on various types of pricing policies and their market conditions <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>Students will be able to</p> <p>1.Differentiate and assess the basis of different types of pricing in market</p> <p>2.Classify different pricing methods.</p> <p>3.Adjudge the rationale behind different types of pricing</p>
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<p>AUGUST : 21 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 2. Detailed definition of place 3. Participants of distribution system 4. Functions performed by channels of distribution</p>	<p>Activity: Acquaint students with the concept of Place and its acronyms. The need for a middlemen</p>	<p>Students will be able to Understand</p> <p>1.Nature and importance of distribution channel for Place</p> <p>2.The role of Manufacturers, Intermediaries, Facilitating 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</p>	<p>Interactive Lecture: Acquaint students with the direct and indirect channels of</p>	<p>1. Learner Should be able to understand types of distribution 2.Learner</p>

	indirect channels of distribution 2. Understanding of Distribution Channel	distribution Activity: 1. Take 5 products of your choice and find out which type of channel were involved before it reaches your hand.	Should be able to understand different intermediaries involved for place
September: 11 days	Unit IV Promotion SESSION I: CONCEPT AND IMPORTANCE OF PROMOTION 1. Describe the concept of promotion	Interactive lecture: Discussing the concept and use of promotion.	Students will be able to 1. Identify the concept of promotion
	2. What is the importance of Promotion?	Interactive lecture: Discussing the importance of Promotion	2. Specify the importance of Promotion.
	Session II: Elements of Promotional Mix 1. Describe the elements of Promotional Mix.	Interactive lecture: Discussing the elements of Promotional Mix	1. Identify the elements of Promotional Mix

<p>October: 17 days</p>	<p>Session III: Factors affecting the selection of Promotional Mix</p> <p>1. Explain the factors</p>	<p>Interactive lecture: Discussing the selection factors of Promotional Mix.</p>	<p>Students will be able to</p> <p>1 List out the factors In the selection of Promotional Mix</p>
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<p>November: 22 days</p>	<p>UNIT V EMERGING TRENDS IN MARKETING Session 1: Services Marketing</p> <p>1. Define and understand the meaning service marketing 2. Characteristics of service 3. Identify the types of services 4. Emphasis on service quality</p>	<p>Interactive Lecture: Discussing the concept of Service Marketing</p>	<p>Students will be able to</p> <p>1. Identify the importance of services and their role in India's GDP 2. Specify scope Services</p>
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	<p>Session 2: Online Marketing and Social Media Marketing</p> <p>1) Define and understand the meaning online marketing s</p> <p>2) Advantage of online marketing</p> <p>3) Describe meaning</p>	<p>1. Interactive Lecture:</p> <p>Discussing the concept Online Marketing and social media marketing</p>	<p>1. Identify set of companies that are helped by online marketing</p>
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EMPLOYABILITY SKILLS

December : 22 days

REVISION

January: 17 days

REVISION

HOLIDAY HOMEWORK

SUMMER BREAK

Project work to be allotted

WINTER BREAK

Practical file/Power Point Presentation

**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	

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.</p> <p>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 consumer rights in India * List out consumer responsibilities * Briefly describe the ways and means of</p>

	<ul style="list-style-type: none">*Remedies available*Consumer awareness*Role of Consumer Organization and NGOs		<p>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</p> <ul style="list-style-type: none"> * 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 <p>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 Management Topics *Meaning of Business Finance *Concept of Financial Management *Financial Decisions(Investment, Financing and Dividend decisions) &Factors affecting financial</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</p>

	decision *Capital Structure *Factors affecting the Choice of Capital Structure *Fixed & Working capital: Concept and factors *Financial Planning: Concept, Importance and Objectives		Appropriate capital structure. *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:7Directing Topics: *Concept and importance *Elements of Directing *Supervision: concept *Motivation :concept, *Maslow hierarchy of needs,</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</p>

	<ul style="list-style-type: none"> *financial and non financial incentives *Leadership; ' concepts, styles of leadership Authoritative, democratic and free in *Communication: concept formal and informal communication, *Barriers to effective communication *How to overcome the barriers 		<p>of the directing function.</p> <ul style="list-style-type: none"> *describe the principles of directing, such as unity of command, scalar chain, etc. *explain various techniques/tools used in directing, including motivation, communication, leadership, etc.
<p>NOVEMBER 23</p>	<p>Chapter:8,Controlling Topics:</p> <ul style="list-style-type: none"> *Concept and importance *Relationship between planning and controlling *Steps in process of control <p>Chapter10FinancialMarket: Topics</p> <p>Financial Markets</p> <ul style="list-style-type: none"> *Concept and functions of Financial Market *Classification of Financial Market Money Market, Capital Market *Types of Money market (Primary Market &Secondary Market) 	<p>Activities:</p> <ul style="list-style-type: none"> * Lecture * Class Discussion *Real life Examples 	<ul style="list-style-type: none"> *Understand the concept of controlling. *Explain the importance of controlling. *Describe the relationship between planning and controlling *Discuss the process of controlling. <p>*State the meaning of Financial Market.</p> <ul style="list-style-type: none"> *understand the concept of Money

	<ul style="list-style-type: none">*Stock Market and its Functions*Trading procedure on a stock exchange*SEBI and its objectives and Functions		<p>Market & Capital Market.</p> <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	

CURRICULUM PLANNER (2025-26)

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. At This Level, there is a need to enable students to have the skills to engage with political process that surrounds them and provide them with an understanding of historical context that shape their present.
3. Develop analytical skills to assess political issues and ideas from various perspective.

AIMS AND OBJECTIVES:

CONTEMPERORY WORLD POLITICS

- Enables an understanding of the nature of political interactions amongst the sovereign states in the World.
- Trace the key political events and processes in the post-cold war era.
- 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.
- Appreciate the contribution of political leaders in Nation Building.
- Acquaint the students to the changing trends and developments in India.

MONTHS/ NUMBER OF DAYS	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOMES
APRIL (20 DAYS)	The End of Bipolarity <ul style="list-style-type: none">• Topics to be focused:<ul style="list-style-type: none">• 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<ul style="list-style-type: none">• Russia • Balkan States • Central Asian States• f) India's relations with Russia and other post-communist countries	Teacher will start with the story of world was and starting of cold war with the help of images. ACTIVITY: Group Discussion: Causes and consequences of disintegration of USSR	The students will be able to: <ul style="list-style-type: none">• Understand the failure of socialism.• Analyse the outcomes of disintegration of USSR• Analyze the relation between India and China.

	<p style="text-align: center;">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 style="padding-left: 40px;">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: Just A minute on three challenges of nation building.</p>	<p>The Students will be able to:</p> <ul style="list-style-type: none"> • Understand the key challenges of Nation building. • Know the situation after the partition of India. • Analyse the policies and decisions taken by authorities. • Identify the role of Sardar Patel regarding integration of princely states. • Know the significance of state reorganization commission and need for diversity with unity.
<p style="text-align: center;">MAY (15 DAYS)</p>	<p style="text-align: center;">Era of One-Party dominance</p> <p>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 style="text-align: center;">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 the chapter in relation to the previous knowledge testing of the student.</p> <p>ACTIVITY: Debate and Discussion: First three 5-year plans.</p> <p>Teacher will start discussion with the ASEAN and EU with the help of their countries and flag.</p> <p>ACTIVITY: Compare the role of ASEAN with EU with the help of flow chart.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand about the different types of voting system used in the election from 1950 to 2024. • Know about the difficulty faced in the conduction of the first ever election in India. <p>The Students will be able:</p> <ul style="list-style-type: none"> • Know the political evolution of concerned countries. • Learn the objectives of regional organization. • Understand the significance of regional organization.

<p>JULY (24 DAYS)</p>	<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 • 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 <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>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 Invasion 1962 • War and Peace with Pakistan • Bangladesh War 1971 • d) India's Nuclear Policy. 	<p>Teacher will start with the current relation of India and its neighboring countries.</p> <p>ACTIVITY: Map Activity</p> <p>Debating and comparative method of teaching. Changing nature of India's economic development, Planning Commission and Five-year Plans, National Development Council, NITI Aayog.</p> <p>ACTIVITY: Debate on the economic model that was adopted by India at the time of independence.</p> <p>Teacher to explain the history of foreign relations of India with the help of storytelling method.</p> <p>ACTIVITY: India's stand on shifting alliances</p>	<p>The Students will be able:</p> <ul style="list-style-type: none"> • Understand the socio-economic condition of South Asian Countries • Understand the process of democratization in South Asian countries. • Known the relationships of India and its neighbors. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand about the planning commission. • Know the importance of a five-year plan. • Identify the different economic model work in the contemporary world. • Develop the critical understanding regarding India's economic policy before and after the 1990s. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand objectives of foreign policy of India. • Learn the positive and negative relations with neighboring countries • Know the basic facts and information regarding concern countries.
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			<ul style="list-style-type: none"> • Develop the critical understanding regarding India's Nuclear Programme.
AUGUST (21 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>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 after Cold War • f) Reform of Structures, Processes and Jurisdiction of the UN • g) India and the UN Reforms 	<p>Teacher will start the topic with the connectivity from the first three general elections.</p> <p>ACTIVITY: Group Discussion</p> <p>Teacher will use lecture method built a connectivity from the previous chapters.</p> <p>ACTIVITY: Teacher will organize a debate over Security council and its role and permanent seat of India in UNSC.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop critical thinking regarding the party system in India. • Know the formation and importance of Indian National Congress in our initial democratic period. • Understand the dominance of the congress party in the first three general elections. • Compare the Bi-party system with the Multi-party system. <p>The Students will be able:</p> <ul style="list-style-type: none"> • Understand the need of International organizations. • Know the historical development of UNO. • Learn the Objectives and significance of UNO. • Know the principal organs and key agencies of UNO. • Understand the role of the United Nations Security Council.

	<p align="center">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 use lecture Method Empirical Research Method With the help of smart board teacher will show a video of terrorist attacks. Security: Meaning and types, Terrorism.</p> <p>ACTIVITY: Teacher will organize a group discussion regarding current security threats in India.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the Tradition and Non-Traditional notion of Security. • Identify the challenges faced by the State. • Develop scientific tempore regarding security threats and the real role of state authorities.
<p>SEPTEMBER (11 DAYS)</p>	<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 • b) Declaration of Emergency 	<p>Teacher will connect the topic with the chapter with the help of flow chart.</p> <p>ACTIVITY: Quiz</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the philosophy of JP, Lohia and Deendayal Upadhyaya. • Know the cause and consequences of Emergency (1975) • Identify the cause of increasing participation in democracy.
<p>OCTOBER (17 DAYS)</p>	<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 	<p>Teacher by using the story telling method will narrate the story of different regional movement and reasons behind it.</p> <p>ACTIVITY: Teacher will organize an extempore, meaning a sudden topic will be given to the students and within 2-3 minutes they will have to make their arguments.</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 Indra Gandhi. • Develop the critical understanding about North Eastern states, their inculcation and development

- c) The Northeast
- Demand for autonomy
- Secessionist Movements
- Movements against outsiders
- Assam and National integration.

Environment and Natural Resources

Topics to be focused:

- Environmental Concerns
- b) Global Commons
- c) Common but differentiated Responsibilities
- d) India's Stand on Environment Issues
- e) Environmental Movements
- f)
- Resource Geopolitics
- g) Rights of indigenous peoples

Teacher will start explaining the growing significance of the environmental as well as resource issues in world politics.

ACTIVITY:

Teacher and students will discuss the political cartoons and find possible questions.

The students will be able to:

- Analyse some of the important environmental movements against the backdrop of the rising profile of environmentalism from the 1960s onwards.
- Understand the notions of common property resources and the global commons too are assessed.
- 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 style="text-align: center;">Globalisation</p> <p>Topics to be focused:</p> <ul style="list-style-type: none"> • a) Concept of globalisation • b) Causes and Consequences of globalisation • c) India and globalisation • d) Resistance to globalisation • e) India and resistance to globalisation 	<p>Teacher will start with the story telling method and explain the meaning of globalisation with different examples. Globalisation: Meaning, Manifestations and Debates.</p> <p>ACTIVITY: Teacher will organise a debate over negative and positive effects of globalisation</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning of interconnectedness. • Identify the different manifestations of globalisation, Cultural, Economic and Political effects of globalisation. • Understand the resistance of globalisation. • Analyse the viewpoint of Left and Right on globalisation.
<p>NOVEMBER (22 DAYS)</p>	<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 of the Backward Classes • 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>Teacher will start the topic with the help of discussion method. With the help of discussion method, Era of Coalitions: 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>The students will be able to:</p> <ul style="list-style-type: none"> • Understand the era of coalition government in India. • 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 (22 DAYS)	<ul style="list-style-type: none"> MAP/CARTOON QUESTIONS OF BOTH BOOKS Project work and analysis 	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.	The students will be able to: <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 (17 DAYS)	REVISION	With the help of Question Bank and Sample paper	
FEBRUARY	REVISION	With the help of Question Bank and Sample paper	

THEORY = 80M

PROJECT WORK

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 culminating the form of films, albums, songs ,storytelling, debate, Role Play ,Skit, Presentation, Model, Field Survey, 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

ANNUAL ACADEMIC PLANNER BIOLOGY-XII (2025-26)

Specific Objectives:

The objectives of teaching Biology at this level are-

1. Developing a positive attitude towards learning Biology.
2. Performing Biological activities, dissection and manipulations with confidence and accuracy.
3. Thinking and reasoning precisely, logically and critically in any given situation.
4. Developing investigating skills in life science.
5. Comprehend, analyze, synthesize, evaluate and make generalizations to solve biological problems.
6. Collecting, organizing, representing, analyzing, interpreting data and making conclusions and predictions from its results.
7. Developing a willingness to work collaboratively.
8. Communicating research ideas.
9. Applying modern technological knowledge & skills to familiar and unfamiliar situations.

Month/No of Days	Chapter Name	Methodology	Learning Objectives
<p>APRIL (20 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, 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"> ART INTEGRATION: Worksheets Model Investigatory project 		

<p>JULY (24 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 (21 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 <i>Ascaris</i>, <i>Entamoeba</i>, <i>Plasmodium</i> 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 (17 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.

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<p>NOVEMBER (22 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 (22 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 (17 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.

Curriculum Plan 2025-2026

ARTIFICIAL INTELLIGENCE (843)

Class XII

Learning Objectives :

1. Develop informed citizens with an understanding of AI and the skills to think critically and knowledgeably about the implications of AI for society and the world
2. Develop engaged citizens with a rigorous understanding of how AI can be harnessed to improve life and the world we live in
3. Stimulate interest and prepare students for further study to take up careers as AI scientists and developers to solve complex real world problems

Month/ No. of dates	Chapter	Methodology	Learning Objectives
APRIL (20 Days)	<p>UNIT 1: PYTHON PROGRAMMING - II</p> <p>Recap of NumPy library • Recap of Pandas Library • Importing and Exporting Data between CSV Files and DataFrames • Handling missing value • Linear Regression algorithm</p> <p>UNIT 2: DATA SCIENCE METHODOLOGY: AN ANALYTIC APPROACH TO CAPSTONE PROJECT</p> <p>Introduction to Data Science Methodology • Steps for Data Science Methodology • Model Validation Techniques • Model Performance Evaluation Metrics</p>	<p>Demonstration, Discussion, Presentation, Hands on experience</p> <p>Activity</p> <p>Import and Export Data between CSV Files and DataFrames • Implement Linear Regression algorithm on Google Colab or any Python IDE.</p> <p>Debrief topics</p> <p>Activity</p> <p>Calculate MSE and RMSE values for the data given using MS Excel • Calculate Precision, Recall, F1 score, and Accuracy from the given confusion matrix • Python Code to Evaluate a Model</p>	<p>Apply the fundamental concepts of the NumPy and Pandas libraries to perform data manipulation and analysis tasks • Import and export data between CSV files and Pandas Data Frames, ensuring data integrity and consistency.</p> <p>Integrate Data Science Methodology steps into the Capstone Project. • Identify the best way to represent a solution to a problem. • Understand the importance of validating machine learning models • Use key evaluation metrics for various machine learning tasks</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
MAY (15 Days)	<p>Communication Skills Types of skills , barriers in effective communications, 7c's</p> <p>Self-Management Skills-II Meaning, Importance, Techniques Of Stress Management.</p> <p>Meaning And Types Of Self Awareness, Self Motivation Self-Regulation</p> <p>ICT Skills– II Types Of Operating Systems, Menu, Icons And Task Bar On The Desktop, File Concept, File Operations, File Organization, Directory Structures, File- System, Structures, Creating And Managing Files And Folders</p> <p>Entrepreneurial Skills-II Entrepreneurship and society, Qualities functions Role and Importance of an entrepreneur.</p>	<p>Group Discussion Verbal, non-verbal, Visual communication, 7c's and examples of barriers for communication</p> <p>Group Discussion 1. On Working Independently Towards The Goals 2. Planning Of An Activity The Qualities Required For Working Independently</p> <p>1. Demonstration Of Creating, Renaming And Deleting Files And Folders, Saving Files In Folders And Sub- Folders, Restoring Files And Folders From Recycle Bin Followed By Hands On Practice</p> <p>2. Class Discussion Regarding Procedures To Be Followed For Cleaning, Care And Maintenance Of Hardware Demonstration And Hands On practice</p> <p>1. Class Discussion about Success stories of first generation and local entrepreneurs 2. Activities to Collect Information, Listing the</p>	<p>Students will able to learn the skills of effective communication.</p> <p>Students Will Be Able To</p> <ul style="list-style-type: none"> • Apply Stress Management Techniques <p>This would help the students to develop the skill of personal expression and regulate their emotions and behavior.</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • Distinguish among the various types of operating systems <p>Students will be able to</p> <ul style="list-style-type: none"> • Apply basic skills for Care and maintenance Of computer in an efficient manner. <p>This would lead to the development of skill of ICT literacy.</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • List the characteristics of successful entrepreneur • Work towards the benefit of the society

	Myths about entrepreneurship	entrepreneurial Qualities, analysis of strength and Weaknesses. Planning to setup a business Group discussion of self-qualities needed to become successful entrepreneur.	This would help to the develop economic and financial literacy.
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Month/ No. of dates	Chapter	Methodology	Learning Objectives
JULY (24 Days)	UNIT 3: MAKING MACHINES How Machines See • Working of Computer Vision • Computer Vision Process • Applications of Computer Vision • Challenges of Computer Vision • The Future of Computer Vision • Working with OpenCV Prospective AI Careers , Opportunities in AI Across Various Industries	Demonstration, Discussion, Presentation, Collaboration Discussion, activity , lab sessions Activity Binary Art - Recreating Images with 0s and 1s Creating a Website Containing an ML Model Working with OpenCV to load, display and resize images	1. Understand the increasing demand for AI professionals in today's global market. 2. Identify common job roles in the field of AI and their respective responsibilities. Explain computer vision and its significance in visual data analysis. • Understand key stages of computer vision, including acquisition, preprocessing, feature extraction, and analysis. • Identify real-world applications in fields like healthcare, surveillance, and autonomous vehicles. • Analyze challenges such as ethics, privacy, and technical limitations. • Explore future advancements and transformative potential of computer vision. • Develop basic skills in using OpenCV and deploying machine learning models online

Month/ No. of dates	Chapter	Methodology	Learning Objectives
AUGUST (21 Days)	UNIT 4: AI WITH ORANGE DATA	Demonstration Of ORANGE DATA MINING TOOL	Develop proficiency in utilizing the Orange Data

	<p>MINING TOOL</p> <p>What is Data Mining?</p> <p>Introduction to Orange Data Mining Tool</p> <p>Beneficiaries of Orange data mining</p> <ul style="list-style-type: none"> • Getting started with Orange tool • Components of Orange • Default Widget Catalogue • Key domains of AI with ORANGE <p>DATA MINING TOOL</p>	<p>Activity</p> <p>Load and visualize the Iris dataset using Scatter Plot and other widgets.</p> <ul style="list-style-type: none"> • Use classification widgets • Evaluating the Classification Model with Orange • Computer Vision with Orange • Natural Language Processing with Orange 	<p>Mining tool, enabling them to navigate its interface, employ its features, and execute data analysis tasks effectively.</p> <ul style="list-style-type: none"> • Demonstrate the ability to apply Orange in real-world scenarios across diverse domains of artificial intelligence, including data science, computer vision, and natural language processing (NLP), through hands-on projects and case studies
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Month/ No. of dates	Chapter	Methodology	Learning Objectives
<p>SEPT. (11 Days)</p>	<p>UNIT 5: INTRODUCTION TO BIG DATA AND DATA ANALYTICS</p> <ul style="list-style-type: none"> • Introduction to Big Data • Types of Big Data • Advantages and Disadvantages of Big Data • Characteristics of Big Data • Big Data Analytics • Working on Big Data Analytics • Mining Data Streams • Future of Big Data Analytics 	<p>Activity</p> <p>Performing Big Data analytics with Orange Data mining tool.</p>	<p>Understanding Big Data, its types, advantages and disadvantages.</p> <ul style="list-style-type: none"> • Recognize the characteristics of Big Data. • Explain the concept of Big Data Analytics and its significance. • Analyze the future trends in the field of Big Data Analytics. • Understanding the term Mining Data Streams.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
<p>OCTOBER (17 Days)</p>	<p>UNIT 6: UNDERSTANDING NEURAL NETWORKS Parts of a Neural Network • Components of a Neural Network • Working of a Neural Network • Types of Neural Networks • Future of Neural Networks and Societal Impact</p> <p>UNIT 7: GENERATIVE AI Introduction to Generative AI • Working of Generative AI • Generative and Discriminative models • Applications of Generative AI • LLM- Large Language Model • Future of Generative AI • Ethical and Social Implications of Generative AI</p>	<p>Demonstration, Discussion Activity Explore Machine Learning for Kids to create a neural network for identifying animals and birds. • Build a TensorFlow model to convert Celsius to Fahrenheit (*to be evaluated in practicals only) • Use Python Keras to create and train a neural network predicting Fahrenheit from Celsius. (**For Advanced Learners) • Classification problem using TensorFlow playground</p> <p>Signing up for Canva Activity. • Animaker's AI Video Generation tool. • Use Google Gemini to craft prompts and generate text outputs. • Explore ChatGPT for conversational text generation and creative tasks. • Write Python code to initialize the Gemini API and create a chat bot. (**For Advanced Learners)</p>	<p>Explain the basic structure and components of a neural network. • Identify different types of neural networks and their respective applications. • Understand machine learning and neural networks through handson projects, interactive tools, and Python programming.</p> <p>How Generative AI works. • Differentiate between Generative AI and Discriminative AI and identify their use cases. • Explore ethical, social, and legal concerns. • Gain hands-on experience using AI tools to generate creative and analytical outputs, such as images, texts, and videos. • Use the Gemini API to design and deploy a functional chatbot.</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
NOV. (22 Days)	UNIT 8: DATA STORYTELLING Introduction to Storytelling • Elements of a Story • Introduction to Data Storytelling • Why is Data Storytelling Powerful? • Essential Elements of Data Storytelling • Narrative Structure of a Data Story (Freytag’s Pyramid) • Types of Data and Visualizations for Different Data • Steps to Create a Story Through Data • Ethics in Data Storytelling	Quiz, Worksheets, presentation Discussion, Class Assignment, presentation, team activity Activity Create an effective data story using given data.	Understand the benefits of storytelling. • Appreciate the role of data storytelling in data analysis, data science, and AI. • Learn to combine data, visuals, and narrative to present complex information effectively. • Gain skills to draw meaningful insights from data stories.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
JANURARY (17 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 .

HOLIDAY HOMEWORK

Summer Break :

Prepare a presentation on the following (using art Integration) :

- ✓ Society , Law and Ethics – Cyber Safety
- ✓ Any topic related to Python (string, list, tuple, dictionary) .
- ✓ Computer architecture

Winter Break : Prepare the synopsis on any one topic from the list of projects given above . The synopsis should be done using any presentation software. i.e. Invoice Generation system , School software for disabled fellow ,Mobile applications , Games Software

Curriculum Plan 2025-2026

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
APRIL (20 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.</p> <p>Activity : 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.</p> <p>Activity : 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
MAY (15 Days)	<p>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.</p>	<p>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.</p> <p>Debrief the lesson. Assign selected questions and exercises at the end of Chapter as in-class activity</p>	<p>Students will 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 .</p> <p>Students will able to solve the exercise based questions. Students will able to create , debug and compile simple program using concept of pointers during practical.</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
<p>JULY (24 Days)</p>	<p>Unit- I. Programming and Computational Thinking - 2</p> <p>Using Python libraries: create and import Python libraries</p> <p>Idea of efficiency</p>	<p>Demonstrate Namespaces , Module Aliasing, Member Aliasing, standard Python & Recursion.</p> <p>Debrief the lesson. Assign selected questions and exercises at the end of Chapter of textbook as in-class activity.</p> <p>Explain the Program efficiency in terms of time, on the basis of Number of operations and performed Algorithm analysis</p>	<p>Students will able to write the simple program in Python using the concept of Python libraries – (To develop Problem solving skills & program writing skills)</p> <p>Students will able to solve the exercise based questions. Students will able to create , debug and compile simple program during practical.</p> <p>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.</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
AUGUST (21 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
SEPTEMBER (11 Days)	Unit- 3. Data Management – 2 SQL commands: DDL queries	Debrief the lesson. 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 able to do connectivity of the python with the back end database i.e. Mysql .

Month/ No. of dates	Chapter	Methodology	Learning Objectives
OCTOBER (17 Days)	Unit- 3. Data Management – 2 Interface Python with an SQL database SQL commands: aggregation /DDL /DML queries – having, group by, order by	Integrate SQL with Python by importing the MySQL module. Debrief the lesson. Assign selected questions and exercises at the end of Chapter of textbook as in-class activity. Activity : Create a table with the required fields and execute the following queries : 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.	Students will able to solve the exercise based questions. Students will able to do connectivity of the python with the back end database i.e. Mysql .

Month/ No. of dates	Chapter	Methodology	Learning Objectives
NOV. (22 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
DEC. (22 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 (17 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.

SARLA CHOPRA DAV SCHOOL
ACADEMIC PLAN
SESSION 2025-26
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 firm foundation for further learning in the subject.
3. To expose the learner to different processes 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 No of working days</u>	<u>Topic to be covered</u>	<u>Methodology</u>	<u>Learning 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 Deficit Foreign exchange rate - meaning of fixed and flexible rates and managed floating.	A ppt presentation with video will be shown for better understanding of the chap.	Students will learn about working of various electrical circuits. This content will enhance their observational skill and will expose them technological applications of topics

	Determination of exchange rate in a free market, Merits and demerits of flexible and fixed exchange rate. Managed Floating exchange rate system		
May 15	National Income and Related Aggregates 30 Periods What is Macroeconomics? Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation. Circular flow of income (two sector model); Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method. Aggregates related to National Income: Gross National Product (GNP), Net National Product (NNP), Gross Domestic Product (GDP) and Net Domestic Product (NDP) - at market price, at factor cost; Real and Nominal GDP GDP Deflator, GDP and Welfare	3. The hot will be solved through worksheet through Google Doc	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
JULY 24	Development Experience (1947-90) and Economic Reforms since 1991: 28 Periods A brief introduction of the state of Indian economy on the eve of independence. Indian economic system and common goals of Five Year Plans. Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy), industry (IPR 1956; SSI – role & importance) and foreign trade. Economic Reforms since 1991: Features and appraisals of liberalisation, globalisation and privatisation (LPG policy); Concepts of demonetization and GST	BBC news channel's documentary will be shown and discussion will be done in the class	To define the meaning of Human and Capital 2. To understand the concept of Human Resource, Human Capital Formation, Human Development. 3. To understand the link between Human Capital Formation and Economic Growth. 4. To analyze the need for government spending on health and education
August 21	Current challenges facing Indian Economy 60 Periods Human Capital Formation: How people become resource; Role of human capital in economic development; Growth of Education Sector in India Rural development: Key issues - credit and marketing - role of cooperatives; agricultural diversification; alternative farming - organic farming Employment: Growth	8	Critical thinking Awareness towards• exploitation of Human Resources during British Rule. Exploitation of resources• during British Rule in India. Economic Backwardness• and stagnant state of Indian

	and changes in work force participation rate in formal and informal sectors; problems and policies Sustainable Economic Development: Meaning, Effects of Economic Development on Resources and Environment, including global warming		Economy. Empathy towards Indian people. Low standard of living
September 11	: Development Experience of India: 12 Periods A comparison with neighbours India and Pakistan India and China Issues: economic growth, population, sectoral development and other Human Development Indicators	10)To find the focal length of a concave lens, using a convex lens. 11) To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation	They develop a better understanding of optical principles. And can solve problems related to various optical instruments and spherical surfaces They will learn to calculate magnifying power of optical instruments
October 17	Determination of Income and Employment 30 Periods Aggregate demand and its components. Propensity to consume and propensity to save (average and marginal). Short-run equilibrium output; investment multiplier and its mechanism. Meaning of full employment and involuntary unemployment. Problems of excess demand and deficient demand; measures to correct them - changes in government spending, taxes and money supply	Increase the complexity of this situation by having competing lenders. ● Rules can be made to change the purchasing power that the borrowers have with them. ● All of this can also be done through computer simulations if such a service is available	Decision making skill 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
November 22	<p>Money and Banking Money – meaning and functions, supply of money - Currency held by the public and net demand deposits held by commercial banks. Money creation by the commercial banking system. Central bank and its functions (example of the Reserve Bank of India): Bank of issue, Govt. Bank, Banker's Bank, Control of Credit through Bank Rate, Cash Reserve Ratio (CRR), Statutory Liquidity Ratio (SLR), Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirement.</p>	<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 some forms have worked better and were more useful than others based on their durability, portability, divisibility, uniformity, limited supply, and acceptability</p>	<p>The students will understand the concept of Ex – ante & Ex – post, movement along a curve & shift of a 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>
Decembe 22			<p>This gives them practice for examination and clear their concepts</p>
January 17			<p>This will enhance problem solving skills in students.</p>
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 2025-26
CLASS 12
PHYSICS

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 firm foundation for further learning in the subject.
3. To expose the learner to different process used in Physics 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.

PHYSICS THEORY PAPER
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	18
	Chapter-8: Electromagnetic Waves		
Unit-VI	Optics	30	
	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 6 +20	<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	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.	Students will learn about working of various electrical circuits. This content will enhance their observational skill and will expose them technological applications of topics

	<p>sheet thin charged spherical shell.</p> <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>		
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>This topical will enhance their practical knowledge related to power consumption of electrical appliances . They would develop a better understanding About application of Kirchoff's law and solve circuit of potential difference.</p>
JULY/24	<p><u>Chapter–4: Moving Charges and Magnetism</u></p>	<p>5. To verify the laws of combination</p>	

	<p>Concept of magnetic field, Oersted's experiment. Biot - Savart law and its application to current carrying circular loop. Ampere's law and its applications to infinitely long straight wire. Straight and toroid solenoids (only qualitative treatment), force on a moving charge in uniform magnetic and electric fields</p> <p>Continuation of Moving charges.</p> <p>Force on a current-carrying conductor in a uniform magnetic field, force between two parallel current-carrying conductors-definition of ampere, torque experienced by a current loop in uniform magnetic field; moving coil galvanometer-its current sensitivity and conversion to ammeter and voltmeter.</p> <p><u>Chapter-5: Magnetism and Matter</u></p> <p>Bar magnet, bar magnet as an equivalent solenoid (qualitative treatment only), magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis (qualitative treatment only), torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only), magnetic field lines. Magnetic properties of materials- Para-, dia- and ferro - magnetic substances with examples, Magnetization of materials, effect of</p>	<p>(series) of resistances using a metre bridge.</p> <p>6 To determine resistance of a galvanometer by half-deflection method and to find its figure of merit.</p> <p>7. To assemble the components of a given electrical circuit.</p>	<p>They can understand practical application of moving coil meters and how to convert galvanometer into voltmeter and ammeter</p>
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	temperature on magnetic properties		
August/21	<p>Chapter–6: Electromagnetic Induction Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's Law, Self and mutual induction.</p> <p>Chapter–7: Alternating Current 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 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>8.To find the focal length of a convex 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>Apply knowledge of induction principles to operation of simple device such as microphones and generators.</p> <p>2. They will develop a understanding about alternating current and phase change in voltage and current across inductor and capacitor</p>
September 11	<p>Ray Optics: 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</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 They will learn to calculate magnifying</p>

	instruments: Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying power. Revision for Half yearly Examination		power of optical instruments
October/ 17	<p>Chapter-10: Wave Optics 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>Chapter 10 Atom Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model, energy levels, hydrogen spectrum.</p> <p>Chapter-11: Dual Nature of Radiation and Matter 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 /22	<p>NUCLEI Nuclei Composition and size of nucleus Nuclear force Mass-energy relation,</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 are introduced to electronic devices and</p>

	<p>mass defect, nuclear fission, nuclear fusion.</p> <p><u>Chapter-14:</u> <u>Semiconductor 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>working of low voltage devices. 2 . They will learn about nuclear physics and concept related to radioactivity.</p>
December /22	<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 17	<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</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

WINTER BREAK - 1 Practice CBSE sample papers .

- 2 . Practice one mark question .

SARLA CHOPRA DAV SCHOOL
ACADEMIC PLAN
SESSION 2025-26
CLASS 12
PAINTING(049)

Learning Objectives

Appreciation of Art:

Students will develop an appreciation for paintings as a medium of expression and understand the beauty in lines, forms, and colours.

Fundamental Knowledge:

They will gain knowledge of the fundamentals of painting, including elements (e.g., line, shape, colour) and principles (e.g., balance, harmony) and learn to apply them in their creations.

Skill Development:

Students will develop skills in using various painting materials and tools, including pencil, oil pastels, poster colours, and watercolours.

Observation and Composition:

They will refine their observation skills through still life studies and learn to create effective painting compositions.

Imaginative Expression:

Students will be able to create imaginative paintings based on subjects from life and nature, focusing on colour values and techniques.

Technical Proficiency:

They will learn to differentiate between opaque and transparent colours as techniques and apply them appropriately.

Portfolio Development:

Students will maintain a portfolio showcasing their work, including sketches and finished products.

Syllabus Content (Based on 2024-25, likely similar for 2025-26):

Nature and Object Study:

Study of still life compositions with two or three objects and draperies, using pencil with light and shade, and full colour from a fixed point of view.

Exercises in pencil drawing with light and shade, and in full colour.

Painting Composition:

Imaginative paintings based on subjects from life and nature, using water and poster colours with an emphasis on colour values.

Portfolio Assessment:

Record of the entire year's performance, from sketches to finished products.

Four selected nature and object study exercises in any media done during the session.

Theory:

National Flag of India and the Symbolic significance of its forms and colours

Introduction to the Bengal School of Painting

Appreciation of paintings of the Bengal school

Contribution of Indian artists in the struggle for National Freedom Movement

HISTORY OF INDIAN ART
PAINTING (049)
THEORY PAPER
MAXIMUM MARKS -30

Theory

Maximum Marks:30

Time allowed: 2 hours

Unit wise Weightage

Time: 2 Hours

Unit1(a)	Content	Periods	Mark s
1	The Rajasthani and Pahari Schools of Miniature Painting	24	10
2	The Mughal and Deccan Schools of Miniature Painting	24	10
3	The Bengal School of Painting and the Modern Trends in IndianArt	24	10
		72	30

PAINTING PRATICAL

Practical

Maximum Marks:70

Time allotted: 6 hours (3+3)

Unit wise Weightage

Unit	Content	Periods	Marks
1	Nature and Object Study	50	25
2	Painting Composition	50	25
3	Portfolio Assessment	48	20
	Total	148	70

<u>Month</u> <u>No of</u> <u>working</u> <u>days</u>	<u>Topic to be</u> <u>covered</u>	<u>Drawing/P</u> <u>ainting</u> <u>Experiment</u> <u>t /Activity</u>	<u>Methodology</u>	<u>Learning outcome</u>
March & April 6 +20	Introduction: The Rajasthani and Pahari Schools of Miniature Painting (16th Century A.D. to 19th Century A.D.) A brief introduction to Indian Miniature Schools: Western Indian, Pala, Rajasthani, Mughal, Central India, Deccan and Pahari. Unit 1 (a) The Rajasthani School: 1. Origin and Development 2. Sub-Schools- Mewar, Bundi, Jodhpur, Bikaner,	Nature and Object study Studies on the basis of exercises done in class XI with two or three objects and two draperies (in different colours) for background and foreground. Exercises in pencil with light and shade and in full colour	Practical Skills Development: Drawing and Painting: Students learn to use various drawing and painting materials effectively, including surfaces, tools, and equipment. They develop their observational skills through studying objects and forms, and learn to translate these observations into drawings and paintings. Media and Techniques: Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences. Composition: Understanding the principles of composition, including elements like line, shape, colour, and form, is crucial.	Nature and Object Study Draw and paint the still-life of a group of objects arranged on a drawing board before you, from a fixed point of view (given to you), on a drawing paper of half imperial size in colours. Your drawing should be proportionate to the size of the paper. The objects should be painted in realistic manner with proper light and shade and perspective, etc. In this study the drawing board is not to be included. Note: A group of objects to be decided by the external and internal examiners jointly as per instructions. The objects for nature study and object study are to be arranged before the candidates

	<p>Kishangarh and Jaipur 3. Main features of the Rajasthani School 4. Appreciation of the following Rajasthani paintings (b)The Pahari School: 1. Origin and development 2. Sub-Schools- Basohli, Guler, Kangra, Chamba and Garhwal 3. Main features of the Pahari School 4. Appreciation of the following Pahari paintings:</p>	<p>from a fixed point of view.</p>	<p>2. Theoretical Understanding: Art History: Students gain an understanding of the history of art, including different periods, movements, and artists. Art Theory: They learn about the elements and principles of art, and how these elements can be used to create visual art. Critical Thinking: Students develop their ability to analyse and critique art, both their own and that of others. 3. Creative Expression and Exploration: Creativity: Students are encouraged to express their creativity and develop their own unique artistic voice. Problem-Solving: They learn to approach artistic challenges creatively and find unique solutions. Self-Expression: Fine arts provides a platform for students to express their thoughts, feelings, and ideas through visual art. 4. Assessment: Practical Assessment: Students are assessed on their practical skills, including their ability to draw, paint, and sculpt. Portfolio Assessment: A portfolio of work is often required, showcasing the student's progress and development. Theory Assessment: Students are also assessed on their understanding of art history and theory.</p>	
<p>May 15</p>	<p>1. Maru-Ragini Sahibdin Mewar 2. Chaugan Players Dana Jodhpur</p>	<p>Painting Composition Imaginative painting based on subjects</p>	<p>Practical Skills Development: Drawing and Painting: Students learn to use various drawing and painting materials effectively, including surfaces, tools, and equipment. They</p>	<p>Painting Composition: Make a painting - composition on any of the following five subjects in any medium (water/pastel, tempera, and acrylic) of your choice on a drawing-paper of half imperial size either</p>

	<p>3.Krishna on swing Nuruddin 4.Bikaner Radha (Bani- Thani) Nihal Chand 5.Kishangarh Bharat Meets Rama at Chitrakuta Guman Jaipur 6. Krishna with Gopis Nand, Yashoda and Manaku ,Basohli 7.Krishna with Kinsmen Going to Vrindavana Nainsukh ,Kangra</p>	<p>from Life and Nature in water and poster colours with colour values.</p>	<p>develop their observational skills through studying objects and forms, and learn to translate these observations into drawings and paintings. Media and Techniques: Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences. Composition: Understanding the principles of composition, including elements like line, shape, colour, and form, is crucial.</p> <p>2. Theoretical Understanding: Art History: Students gain an understanding of the history of art, including different periods, movements, and artists. Art Theory: They learn about the elements and principles of art, and how these elements can be used to create visual art. Critical Thinking: Students develop their ability to analyse and critique art, both their own and that of others.</p> <p>3. Creative Expression and Exploration: Creativity: Students are encouraged to express their creativity and develop their own unique artistic voice. Problem-Solving: They learn to approach artistic challenges creatively and find unique solutions. Self-Expression: Fine arts provides a platform for students to express their thoughts, feelings, and ideas through visual art.</p> <p>4. Assessment: Practical Assessment:</p>	<p>horizontally or vertically. Your composition should be original and effective. Weightage will be given to a well composed drawing, effective use of media, proper emphasis on the subject matter and utilization of full-space. Note: Any five subjects for painting composition are to be decided by the external and internal examiners jointly as per instructions and are to mentioned here strictly just before the start of the examination for part II.</p>
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			<p>Students are assessed on their practical skills, including their ability to draw, paint, and sculpt. Portfolio Assessment: A portfolio of work is often required, showcasing the student's progress and development. Theory Assessment: Students are also assessed on their understanding of art history and theory.</p>	
JULY 24	<p>Unit 2 The Mughal and Deccan Schools of Miniature Painting (16th Century AD to 19th Century A.D.) (a) The Mughal School</p> <ol style="list-style-type: none"> 1. Origin and development 2. Main features of the Mughal School 3. Appreciation of the following Mughal Paintings: Title Painter Krishna Govardhana Miskin Falcon on a Bird-Rest Ustad Mansoor Kabir and Raidas Ustad Faquirullah Khan Marriage Procession of Dara Shukoh Haji Madni <p>(b) The Deccan School</p> <ol style="list-style-type: none"> 1. Origin and development 2. Main features of the Deccan School 3. Appreciation of the following Deccan paintings: 	<p>Nature and Object Study, 25 marks</p> <p>(i) Drawing in colour and composition</p> <p>(ii) Traces of art</p>	<p>Practical Skills Development: Drawing and Painting: Students learn to use various drawing and painting materials effectively, including surfaces, tools, and equipment. They develop their observational skills through studying objects and forms, and learn to translate these observations into drawings and paintings. Media and Techniques: Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences. Composition: Understanding the principles of composition, including elements like line, shape, colour, and form, is crucial. 2. Theoretical Understanding: Art History: Students gain an understanding of the history of art, including different periods, movements, and artists. Art Theory: They learn about the elements and principles of art, and how these elements can be used to create visual art. Critical Thinking: Students develop their ability to analyse and critique art, both their own and that of others.</p>	<p>Instructions for the selection of the objects for Nature and Object Study:</p> <ol style="list-style-type: none"> 1. The examiners (Internal and External) are to select/decide two or three suitable 15 objects in such a way so that natural and geometrical forms may be covered in the group of objects: (i) Natural-forms-large size foliage and flowers, fruits, and vegetables, etc. (ii) Geometrical forms made of wood/plastic/paper/metal/earthen, etc., such as cube, cone, prism, cylinder and sphere. 2. Objects should be selected generally of large (suitable) size. 3. An object relating to nature, according to the season and location of the examination centre, must be included in the group of objects. The natural-objects should be purchased/arranged only on the day of the examination so that its freshness may be maintained. 4. Two draperies in different colours (one in dark and other in light tone) are also to be included for background and foreground, keeping in view the colours and tones of the objects.

	<p>Title Painter Sub-School Hazrat Nizamuddin Auliya and Amir Khusro Unknown Hyderabad Chand Bibi Playing Polo (Chaugan) Unknown Gol Konda</p>	<p>ur s o 5 (iii) (ii) i) O v er al l i m pr es si o n</p>	<p>3. Creative Expression and Exploration: Creativity: Students are encouraged to express their creativity and develop their own unique artistic voice. Problem-Solving: They learn to approach artistic challenges creatively and find unique solutions. Self-Expression: Fine arts provides a platform for students to express their thoughts, feelings, and ideas through visual art. 4. Assessment: Practical Assessment: Students are assessed on their practical skills, including their ability to draw, paint, and sculpt. Portfolio Assessment: A portfolio of work is often required, showcasing the student's progress and development. Theory Assessment: Students are also assessed on their understanding of art history and theory.</p>	
<p>August 21</p>	<p>Unit 3: (a) The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20th Century) (i) National Flag of India and the Symbolic significance of its forms and the colours. (ii) Introduction to the Bengal School of Painting (i) Origin and development of the Bengal School of Painting</p>	<p>Painting Composition (i) Com positional arrangement including emphasis on the subject (ii) (ii) Treatment of</p>	<p>Practical Skills Development: Drawing and Painting: Students learn to use various drawing and painting materials effectively, including surfaces, tools, and equipment. They develop their observational skills through studying objects and forms, and learn to translate these observations into drawings and paintings. Media and Techniques: Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences. Composition: Understanding the principles of composition, including elements</p>	<p>Instructions to decide the subjects for Painting-Composition: 1. The examiners (Internal and External) are to select/decide five subjects suitable for painting – composition 2. The subjects should be so designed that the candidates may get clear-cut ideas of the subjects and they can exercise their imagination freely, because it is not important what you do, but how you do it. 3. The examiners (Internal and External) jointly are free to select/decide the subjects, but these should be according to the standard of Class XII and environment of the school/candidates. Some identified areas of the subjects</p>

	<p>(ii) Main features of the Bengal School of Painting</p> <p>(iii) Appreciation of the following paintings of the Bengal school: Journey's End – Abanindranath Tagore Shiv and Sati- Nandalal Bose Radhika - M.A.R.Chughtai Meghdoot - Ram Gopal Vijaivargiya Contribution of Indian artists in the struggle for National Freedom Movement.</p>	<p>media (colour) and appropriate colour scheme (iii) Originality, creativity and overall impression</p>	<p>like line, shape, colour, and form, is crucial.</p> <p>2. Theoretical Understanding: Art History: Students gain an understanding of the history of art, including different periods, movements, and artists. Art Theory: They learn about the elements and principles of art, and how these elements can be used to create visual art. Critical Thinking: Students develop their ability to analyse and critique art, both their own and that of others.</p> <p>3. Creative Expression and Exploration: Creativity: Students are encouraged to express their creativity and develop their own unique artistic voice. Problem-Solving: They learn to approach artistic challenges creatively and find unique solutions. Self-Expression: Fine arts provides a platform for students to express their thoughts, feelings, and ideas through visual art.</p> <p>4. Assessment: Practical Assessment: Students are assessed on their practical skills, including their ability to draw, paint, and sculpt. Portfolio Assessment: A portfolio of work is often required, showcasing the student's progress and development. Theory Assessment: Students are also assessed on their understanding of art history and theory.</p>	<p>for painting-composition are given below, in which some more areas may also be added: (i) Affairs of family friends and daily life. (ii) Affairs of family professionals. (iii) Games and sports activities. (iv) Nature (v) Fantasy (vi) National, religious, cultural, historical and social events and celebrations.</p>
<p>September 11</p>	<p>The Modern Trends in Indian Art Appreciation of the</p>	<p>Record of the entire year's performance</p>	<p>Practical Skills Development: Drawing and Painting:</p>	<p>These selected works prepared during the course by the candidate and certified by the</p>

	<p>following contemporary (Modern) Indian Art Paintings:</p> <p>(i) Rama Vanquishing the Pride of the Ocean – Raja Ravi Varma</p> <p>(ii) (ii) Mother and child – Jamini Roy</p> <p>(iii) (iii) Haldi Grinders - Amrita Sher Gill</p> <p>(iv) Mother Teresa - M.F.Husain</p>	<p>from sketch to finished product. 10 marks</p> <p>b) Four selected nature and object study exercises in any media done during the session 5 marks</p> <p>c) Two selected works of paintings composition done by the candidate during the year 3 marks</p> <p>d) One selected works based on any Indian Folk Art</p>	<p>Students learn to use various drawing and painting materials effectively, including surfaces, tools, and equipment. They develop their observational skills through studying objects and forms, and learn to translate these observations into drawings and paintings. Media and Techniques: Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences.</p> <p>Composition: Understanding the principles of composition, including elements like line, shape, colour, and form, is crucial.</p> <p>2. Theoretical Understanding: Art History: Students gain an understanding of the history of art, including different periods, movements, and artists. Art Theory: They learn about the elements and principles of art, and how these elements can be used to create visual art. Critical Thinking: Students develop their ability to analyse and critique art, both their own and that of others.</p> <p>3. Creative Expression and Exploration: Creativity: Students are encouraged to express their creativity and develop their own unique artistic voice. Problem-Solving: They learn to approach artistic challenges creatively and find unique solutions. Self-Expression: Fine arts provides a platform for students to express their</p>	<p>school authorities as the work done in the school will be placed before the examiners for assessment</p>
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			<p>thoughts, feelings, and ideas through visual art.</p> <p>4. Assessment:</p> <p>Practical Assessment: Students are assessed on their practical skills, including their ability to draw, paint, and sculpt.</p> <p>Portfolio Assessment: A portfolio of work is often required, showcasing the student's progress and development.</p> <p>Theory Assessment: Students are also assessed on their understanding of art history and theory.</p>	
October 17	<p>Graphic - prints:</p> <p>(i) Children – Somnath Hore</p> <p>(ii) ii) Devi – Jyoti Bhatt</p> <p>(iii) (iii) Of Walls – Anupam Sud</p> <p>(iv) Man, Woman and Tree - K. Laxma Goud</p> <p>(iii) Sculptures: (i) Triumph of Labour - D. P. Roychowdhury (ii) Santhal Family - Ramkinkar Vij (iii) Cries Un - heard – Amar Nath Sehgal (iv) Ganesha - P.V. Janaki Ram</p>	<p>Record of the entire year's performance from sketch to finished product. 10 marks</p> <p>b) Four selected nature and object study exercises in any media done during the session 5 marks</p> <p>c) Two selected works of paintings composition done by the candidate during the year 3 marks</p>	<p>Practical Skills Development: Drawing and Painting: Students learn to use various drawing and painting materials effectively, including surfaces, tools, and equipment. They develop their observational skills through studying objects and forms, and learn to translate these observations into drawings and paintings.</p> <p>Media and Techniques: Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences.</p> <p>Composition: Understanding the principles of composition, including elements like line, shape, colour, and form, is crucial.</p> <p>2. Theoretical Understanding:</p> <p>Art History: Students gain an understanding of the history of art, including different periods, movements, and artists.</p> <p>Art Theory: They learn about the elements and principles of art, and how these elements can be used to create visual art.</p> <p>Critical Thinking:</p>	<p>General Instructions to the examiners: 1. Candidates should be given one hour break after first three hours. 2. Work of the candidates, for Parts I, II and III, are to be evaluated on the spot jointly by the external and internal examiners. 3. Each work of Part I, II and III, after assessment is to be marked as "Examined" and duly signed by the external and internal examiners jointly.</p>

		<p>d) One selected works based on any Indian Folk Art (Painting) 2 marks</p>	<p>Students develop their ability to analyse and critique art, both their own and that of others.</p> <p>3. Creative Expression and Exploration: Creativity: Students are encouraged to express their creativity and develop their own unique artistic voice.</p> <p>Problem-Solving: They learn to approach artistic challenges creatively and find unique solutions.</p> <p>Self-Expression: Fine arts provides a platform for students to express their thoughts, feelings, and ideas through visual art.</p> <p>4. Assessment: Practical Assessment: Students are assessed on their practical skills, including their ability to draw, paint, and sculpt.</p> <p>Portfolio Assessment: A portfolio of work is often required, showcasing the student's progress and development.</p> <p>Theory Assessment: Students are also assessed on their understanding of art history and theory.</p>	
November 22	<p>.</p> <p>First Preboard Examination</p>			
December 22	<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 17	<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>

	Practical Examination			
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HOLIDAY HOME WORK

SUMMER BREAK - 1 Practice NCERT questions

2. Prepare Portfolio
- 3 . Practice Drawing /Painting

WINTER BREAK - 1 Practice CBSE sample papers .

- 2 . Practice one mark question (MCQ) .
- 3.practice two marks question .
- 4.Practice Five Marks question.
- 5.Practice 6 hours (3+3) painting (still life + composition) and Viva

HINDUSTANI VOCAL MUSIC (034)
CLASS XII
SESSION 2025-26

Learning Objectives:

Students will learn about the rich cultural heritage and how it has shaped up over the years. They will also gain knowledge and understanding of the historical aspects of the subject.

Students will understand the nuances of music and develop musical skills. They will also gain knowledge of the theoretical aspects of music, which in turn will help them understand the subject better.

April (21 Days)	<p>Chapter:</p> <p>Alankar, Meend, Alaap (Theory)</p> <p>Raga—Bhairav with Parichay, Bandish of Chhota Khayal & Taan</p>	<p>Methodology:</p> <p>The teacher will sing and explain every detail of the raga, covering topics of theory in detail. Students will listen, try to sing, and learn individually.</p>	<p>Learning Outcomes:</p> <p>Alankar, Alaap, Meend (Theory)</p> <p>Raga—Bhairav with Parichay, Bandish of Chhota Khayal & Taan</p>
May (15 Days)	<p>Chapter:</p> <p>Taan & Gamak (Theory)</p> <p>Raga—Bageshri with Parichay, Bandish of Chhota Khayal & Taan</p>	<p>Methodology:</p> <p>The teacher will sing and explain every detail of the raga, covering topics of theory in detail. Students will listen, try to sing, and learn individually.</p>	<p>Learning Outcomes:</p> <p>Taan & Gamak (Theory)</p> <p>Raga—Bageshri with Parichay, Bandish of Chhota Khayal & Taan</p>
July (24 Days)	<p>Chapter:</p> <p>Time Theory of Ragas (Theory)</p> <p>Raga Bhairav & Raga Bageshri (Practical)</p> <p>Individual practice with Tabla</p>	<p>Methodology:</p> <p>All details of the Time Theory of Ragas will be explained with examples, with emphasis on individual practice</p>	<p>Learning Outcomes:</p> <p>Students will be able to sing with rhythm accompaniment on tabla individually.</p>

<p>August (22 Days)</p>	<p>Chapter: Sangeet Ratnakar (Theory) Raga Bageshri, Bandish of Chhota Khayal & Taan (Practice)</p>	<p>Methodology: Practice & revision of Raga Bageshri in class with examples/improvisations.</p>	<p>Learning Outcomes: Students will learn to sing on their own and will try to improvise on their own.</p>
<p>September (25 Days)</p>	<p>(Theory) Taal: Jhaptal, Dhamar, Rupak (Theory/Practical) Tarana, Tanpura</p>	<p>Methodology: The teacher will provide elaborate notes and will also explain in detail the content with examples. The teacher will describe and demonstrate the talas with their dugun, teengun, and chargun, and will also explain how to write the same.</p>	<p>Learning Outcomes: The students will be able to write and explain the layakarish of different talas on their own and will also be able to recite the same. It will help them to develop their skill.</p>
<p>October (17 Days)</p>	<p>Chapter: Time Theory of Ragas & Sangeet Ratnakar (Theory) Raag Bhairav (Practical) Practice Papers in the form of MCQ</p>	<p>Methodology: All the details of the Granth will be explained again by the teacher with examples, in the form of MCQs. Each detail about the raga will be explained.</p>	<p>Learning Outcomes: The students will learn the historical development and the contribution of great musicologists towards the field of music. They will learn the nuances of a new raga in detail.</p>

<p>November (24 Days)</p>	<p>Chapter:</p> <ul style="list-style-type: none"> ● Gram, Murchhana, Alap & Tana (Theory) ● Raga Malkauns – A Vilambit Khayal in Raga Malkauns 	<p>Methodology:</p> <ul style="list-style-type: none"> ● The teacher will sing and explain every detail about the planned topics, including the style of singing. 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ● Students will learn a new raga. ● They will also learn about the three grams and the concept of murchhanas.
<p>December (25 Days)</p>	<p>Chapter:</p> <p>Notation writing practice</p> <p>Recognizing ragas from the given phrases</p> <p>Singing Dhamar style</p> <p>Individual singing practice along with Tabla</p>	<p>Methodology:</p> <p>The teacher will form different phrases and ask students to recognize ragas.</p> <p>Students will learn by heart the notation of the bandishes taught and sing and write their notations.</p>	<p>Learning Outcomes:</p> <p>Students will develop a better understanding of the subject.</p> <p>They will also develop their rhythm sense.</p>
<p>January (18 Days)</p>	<p>Chapter:</p> <p>Revision of everything done in class since the beginning of the session</p> <p>Practice for Practical & Theory examination</p>	<p>Methodology:</p> <p>Emphasis will be given to individual practice so that corrections can be made for the VIVA, Practical & Theory examinations.</p>	<p>Learning Outcomes:</p> <p>Better understanding of the nuances of music to secure good marks in the CBSE Board examination.</p> <p>Students will also become good listeners and performers.</p>

HISTORY (027)
CLASS XII (2025-2026)

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	LEARNING OUTCOMES

<p>April – 21 Days</p> <p>Part-I The Story of the First Cities: Harappan Archaeology</p>	<p>Broad overview: various pictures of seals and will be interpreted to understand the first civilization of</p> <p>Early urban centers</p> <p>Story of discovery: Harappan civilization</p> <p>Excerpt: Archaeological report on a major site</p> <p>Discussion: How it has been utilized by archaeologists/historians</p>	<p>Discussion Think and Pair</p>	<p>Students will be able to State and deduce the multilateral aspects of Harappa.</p>
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	<p>2. Political and Economic</p> <p>History: How Inscriptions tell a story.</p> <p>Broad overview: Political and economic History from the Mauryan to the Gupta period</p> <p>Story of discovery: Inscriptions and the Decipherment of the script. Shifts in the Understanding of political and economic history.</p> <p>Excerpt: Ashokan inscription and Gupta period land grant Discussion: Interpretation of inscriptions by historians.</p>	<p><u>Map skill–</u></p> <p>Important Mahajanpad as and sites of Ashokan edicts.</p>	<p>At the completion of this unit students will be able to:</p> <p>Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent.</p> <p>Analyze inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.</p>
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	<p>3. Social Histories: Using the Mahabharata</p> <p>Broad overview: Issues in social history, including caste, class, kinship and gender</p> <p>Story of discovery: Transmission and publications of the Mahabharata</p> <p>Excerpt: from the Mahabharata, illustrating how it has been used by historians.</p> <p>Discussion: Other sources for reconstructing social history.</p>	<p><u>Creating</u> a <u>narrative</u> of what were the issues in social history including class, caste and kinship.</p>	<p>At the completion of this unit students will be able to</p> <p>Analyze social norms in order to understand the perspectives of society given in the scriptures of ancient India.</p> <p>Examine the varied dimensions explored by historians in order to understand the dynamic approach of Mahabharata.</p>
<p>MAY -16 Days</p>			
	<p>4. A History of Buddhism: Sanchi Stupa Broad overview:</p> <p>a) A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Shaivism (Puranic Hinduism)</p> <p>b) Focus on Buddhism.</p> <p>Story of discovery: Sanchi stupa. Excerpt: Reproduction of sculptures from Sanchi.</p> <p>Discussion: Ways in which sculpture has been interpreted by</p>	<p><u>Web Charts</u> to be used to classify religious histories of vedic religion ,jainism , vaishnavism and shaivism.</p>	<p>At the completion of this unit students will be able to:</p> <p>Compare the distinct religious facets in order to understand the religious developments in ancient India</p> <p>Elucidate the rich religious sculpture and infer the stories hidden in it.</p>

	historians, other sources for reconstructing the history of Buddhism.		
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	<p>5. Medieval Society</p> <p>Through Travellers' Accounts Broad Overview: outlines of social and cultural life as they appear in traveller's account.</p> <p>Story of their writings: A discussion of where they traveled, what they wrote and for whom they wrote.</p> <p>Excerpts: from Al Biruni, Ibn Battuta, Francois Bernier.</p> <p>Discussion: What these travel accounts can tell us and how they have been interpreted by historians.</p>	<p><u>Picture study and Discussion:</u> A discussion on where they traveled ,what they wrote and for whom they wrote.</p> <p>Discuss how travelers accounts can be used as sources of social history.</p>	<p>At the completion of this unit students will be able to:</p> <p>Identify the accounts of foreign travelers in order to understand the social political and economic life during the tenure of different rulers in the medieval period</p> <p>Compare and contrast the perspectives of Al BIruni, Ibn Battuta and Bernier towards Indian society.</p>

<p>July- 25 Days</p>	<p>6. Religious Histories: The Bhakti-Sufi Tradition Broad overview:</p> <p>Outline of religious Developments during this period saints.</p> <p>Ideas and practices of the Bhakti-Sufi</p> <p>Story of Transmission: How Bhakti-Sufi compositions have been preserved.</p> <p>Excerpt: Extracts from selected Bhakti-Sufi works.</p> <p>Discussion: Ways in which these have been interpreted by historians.</p>	<p><u>Think, Pair and Share— Debate.</u></p> <p>Ideas and practices of the Bhakti -Sufi saints.</p> <p>Discuss ways of analyzing devotional literature as sources of history.</p>	<p>At the Completion of this unit students will be able to:</p> <p>Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period.</p> <p>Comprehend the religious movement in order to establish unity, peace, harmony and brotherhood in society.</p>
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<p>August -22 Days</p>			
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	<p>7. New Architecture: Hampi broad over view:</p> <p>a. Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities.</p> <p>b. Relationship between architecture and the political system</p> <p>Story of Discovery: Account of how Hampi was found.</p> <p>Excerpt: Visuals of buildings at Hampi Discussion: Ways in which historians have analyzed and interpreted these structures.</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>Discuss the ways in which architecture can be analyzed to reconstruct history .</p>	<p>At the completion of this unit students will be able to:</p> <p>Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India.</p> <p>Analyze accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.</p>
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	<p>8. Agrarian Relations: The Ain-i- Akbari</p> <p>Broad overview:</p> <p>a. Structure of agrarian relations in the 16th and 17th centuries.</p> <p>b. Patterns of change over the period.</p> <p>Story of Discovery: Account of the compilation and translation of Ain I Akbari</p> <p>Excerpt: from the Ain-i-Akbari.</p> <p>Discussion: Ways in which historians have used texts to reconstruct history.</p>	<p><u>Think , Pair and Share</u> <u>Debate</u>How to supplement official documents with other sources.</p> <p>Interpret AinI Akbari and find ways in which historians have used the text to reconstruct history.</p>	<p>At the completion of this unit students will be able to:</p> <p>Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period.</p> <p>Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries.</p>
<p>September - 11 Days</p>			
	<p>REVISION AND Worksheets</p>		

<p>October - 17 days</p>	<p>10. Colonialism and Rural Society: Evidence from Official Reports Broad overview:</p> <p>Life of zamindars, peasants and artisans in the late 18th century.</p> <p>East India Company, revenue settlements in various regions of India and surveys Changes over the nineteenth century</p> <p>Story of official records: An account of why official investigations into rural societies were undertaken and types of records and reports produced.</p> <p>Excerpts: From Fifth Report, Accounts of Frances Buchanan - Hamilton, and Deccan Riots Report.</p> <p>Discussion: What the official record is tell and doesn't tell, and how they have been used by historians.</p>	<p><i>Discussion</i> on how colonialism affected zamindars, peasants and artisans.</p> <p>Comprehend the problems and limits of using official sources for understanding the lives of the people</p>	<p>At the completion of this unit students will be able to:</p> <p>Compare and contrast the revenue systems introduced by the British In order to understand the economic aspects of colonization in India.</p> <p>Analyze the colonial official records & reports in order to understand the divergent interest of British and Indians.</p>
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	<p>11. Representation of 1857</p> <p>Broad overview:</p> <p>1.The Events Of 1857-58.</p> <p style="padding-left: 20px;">a. Vision of Unity</p> <p style="padding-left: 20px;">b. How these events were recorded and narrated.</p> <p>Focus: Lucknow</p> <p>Excerpts: Pictures of 1857.Extracts from contemporary accounts.</p> <p>Discussion: How the pictures of 1857 shaped British opinion of what had happened.</p>	<p><u>Brainstorming</u>–</p> <p>How the events of 1857 are being interpreted</p> <p>Discuss how visual material can be used by historians</p>	<p>At the completion of this unit students will be able to:</p> <p>Analyze the planning and coordination of the rebels of 1857 to infer its domains and nature.</p> <p>Examine the momentum of the Revolt in order to understand its spread</p> <p>Analyze how revolt created vision of unity amongst Indians.</p> <p>Identify and Interpret visual images to understand the emotions portrayed by the nationalist and British</p>

November – 17 days			
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	<p>13. Mahatma Gandhi through Contemporary Eyes</p> <p>Broad overview:</p> <p>a. The Nationalist Movement 1918-48.</p> <p>b. The nature of Gandhian politics and leadership.</p> <p>Focus: Mahatma Gandhi and the three movements and his last days as “finest hours”</p> <p>Excerpts: Reports from English and Indian language newspapers and other contemporary writings.</p> <p>Discussion: How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> ● <u>Graphic organizer</u> <p>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>Discuss how Gandhi was perceived by different groups.</p> <p>Discuss how historians need to read and interpret newspaper and diaries and letters.</p>	<p>At the completion of this unit students will be able to:</p> <p>Correlate the significant elements of the nationalist movement and the nature of ideas, individuals and institutions under the Gandhian leadership.</p> <p>Analyze the significant contributions of Gandhiji in order to understand his mass appeal form nationalism.</p> <p>Analyze the perceptions and contributions of different communities towards the Gandhian movement.</p> <p>Analyze the ways of interpreting historical sources such as newspapers, biographies, and auto-biographies .diaries and letters.</p>
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	<p>15. The Making of the Constitution an overview:</p> <p>a. Independence and then a new nation state.</p> <p>b. The making of the Constitution.</p> <p>Focus: The Constituent Assembly Debates</p> <p>Excerpts: from the debates.</p> <p>Discussion: What such debates reveal and how they can be analyzed.</p>	<p>● <u>Graphic Organizer</u>—the founding ideals of the new nation state were debated and formulated.</p> <p><u>Group research</u> Understand how such debates and discussions can be read by historians.</p>	<p>At the completion of this unit students will be able to:</p> <p>Highlight the role of Constituent Assembly in order to understand functionalities in framing the constitution of India.</p> <p>Analyze how debates and discussions around important issues in the Constituent Assembly shaped our Constitution.</p>
<p>DECEMBER—23 DAYS</p>		<p>REVISION WORK</p>	
<p>JANUARY 2025--- 17 DAYS</p>		<p>REVISION WORK</p>	

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	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) Evaluation- (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)	27	33.75%
4	Map skill based question- Identification, location, significance	5	6.25%
	Total Questions	80	100%

LIST OF MAPS

Book 1		
1	Page 2	Mature Harappan sites: <ul style="list-style-type: none"> ● Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.
2	Page 30	Mahajanapada and cities : <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, BodhGaya, 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, Dacca, 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.

ACADEMIC PLAN (2025-26)

Subject :- PHYSICAL EDUCATION

Class :- 12th

Learning objective

To prove knowledge regarding physical activity and sports.

To tell students how sports and physical activities increase the fitness level of a child.

To tell the student value of yoga and positive lifestyle in the life.

MONTH/DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
APRIL /21	PLANNING IN SPORTS	Discussion and explanation	Children now come to know about the value of planning in the life and how can we plan out work.

MONTH/DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
MAY/16	SPORTS AND NUTRITION	Discussion and explanation	Now students come to know about the components of diet and value of balanced and nutritional diet.

MONTH/DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
JULY/25	YOGA AND LIFESTYLE BIOMECHANICS AND SPORTS	Demonstration and explanation	Students know how yoga can prevent us from the lifestyle disease.

MONTH/DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
AUGUST /22	TRAINING IN SPORTS	Discussion and explanation	They learn the technique to develop the different components of physical fitness.

MONTH/DAYS		CHAPTER	METHODOLOGY	LEARNING OUTCOME
SEPTEMBER /22		ANATOMY AND PHYSIOLOGY IN SPORTS	Discussion and explanation	They learn the technique to develop the different components of physical fitness.
MONTH	DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
OCTOBER	17	TEST AND MEASUREMENT IN SPORTS	Discussion and explanation	Now students come to know about components of motorfitness and cardio vascular fitness

MONTH/DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
:- November/23	CHILDREN AND WOMEN IN SPORTS PHYSICAL EDUCATION AND SPORTS FOR CWSN	Discussion and explanation	Get the knowledge about sports activities which increase the motor ability

MONTH/DAYS	CHAPTER/REVISION	METHODOLOGY	LEARNING OUTCOME
DECEMBER /23	PSYCHOLOGY AND SPORTS 5,6,7,8	Test and evaluation	To know about the strength and weakness

MONTH/DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
JANUARY/17	9,10	Test and evaluation	To know about the strength and weakness

HOLIDAY HOMEWORK

SUMMER BREAK -

REVISION OF CHAPTER 1& SPECIFICATION OF THE GAME

WINTER BREAK-

REVISION OF CHAPTER 3-10 & yoga for lifestyle diseases and senior citizen test.