

SUBJECT WISE CURRICULUM OF CLASS XII - 2024-25

ENGLISH:

General Objective: To lead the learners to substantiate an understanding of the connection between writing and thinking and

demonstrate effectiveness in using verbal and non-verbal language appropriate to the goal.

- Improve communication between student – student and teacher-student.
- To develop academic skills.
- To enhance the students' knowledge of subject content.
- To read literature with an appreciation for inter-relatedness of plot, character, theme and style.

- Form an appreciation for all genres of literature.

- To encourage goal- oriented teamwork.

APRIL 22 DAYS		
The Last Lesson (Flamingo)	The session would begin with an interaction on homework and the way you treat it. (Student-Teacher Interaction). The learners would interpret the title of the lesson. The background knowledge of the author and his works would be given. The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains. Difficult words and terms would be discussed. The prose will be explained. All possible questions and answers would be discussed and assigned.	They would develop their optimistic attitude towards life amidst many struggles. They would be able to familiarize themselves with specific background information of Alphonse Daudet/ history of France. They would be able to make connections between similar situations in different storylines/life experiences like Indians under British imperialism.

<p>LOST SPRING (Flamingo)</p>	<p>The session would begin with an audio –video presentation on the plight of poor children. The learners would be asked to interpret the title of the lesson relating it to the presentation.</p> <p>The background of the author would be given. The theme and story line would be explained.</p> <p>The teacher would develop the format in sequence or discourse spoken with reference to the ethical/global and personal domains.</p>	<p>Learners will be able to sensitize the learners to the problem of child labour. They would be able to identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/opinion/solution. They would enhance their analytical skills.</p> <p>They would be able to uncover the motives of the poor parents/policemen/ Industrialists/middlemen. They would be able to absorb didactics and inspiration.</p> <p>They would strengthen their integrated skills.</p>
<p>My Mother at sixty-six (Flamingo)</p>	<p>Pre-reading activity would 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.</p> <p>(student- teacher interaction)</p> <p>They would compare the poem with the poem A Photograph.</p> <p>The background of the poet</p>	<p>The students would 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 in poetry.</p> <p>Their vocabulary would be strengthened.</p> <p>Their analysing skills would be enhanced.</p>

	<p>would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</p> <p>The poem would be explained covering the phrases, sentences and discourse as well as their structuring.</p> <p>Silent reading of the poem by the students within five minutes and listing the difficult terms.</p> <p>The figures of speech and rhyme scheme would be discussed.</p>	
<p>WRITING SKILLS</p> <p>Notice Writing</p>	<p>Warm up session: Learners would share their knowledge on the importance of a notice (Student- Teacher interaction)</p> <p>The Learners would be asked to speak about a notice they received and they remember still.</p> <p>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.</p> <p>The wide range of themes and objectives covered by notice would be discussed with examples</p> <p>Special note on- 5 W's What Where When</p>	<p>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.</p> <p>They will be able to identify important information in any given notice.</p> <p>Students will be able to use appropriate style and format to write a NOTICE effectively.</p>

	Who Whom	
MAY 17 DAYS		
The Third Level	<p>The session would start with an interaction on How the protagonist of the story likes to escape from the reality of life? The title will be discussed</p>	<p>At the end of the chapter students will be able to understand that in spite of running from the responsibilities one should know to face and that too bravely</p>

TIGER KING (Vistas)	<p>The session would start with a short video on save tiger. The learners would interpret the title of the story and relate it to the video shown.</p> <p>The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed.</p> <p>A comparative study between Mrs Packletide's Tiger and the lesson. Difficult words would be listed and explained. The moral of the story would be discussed.</p>	<p>The Learners will be able to uncover motives, absorb didactics.</p> <p>They would be able to familiarize with specific Royal Indian background information of the author/history of cruel insensitive kings who found pleasure in hunting and killing innocent animals. They would understand the importance of becoming sincere and trustworthy in thought and action. They would be understanding,</p>
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		<p>responsible, tolerant and have respect for class identities – democratic citizenship.</p>
<p>KEEPING QUIET (Flamingo)</p>	<p>The session would begin with the study of silence. The teacher would ask the learners to maintain silence and the study the sounds of silence for one minute. The learners would discuss on the sounds and thoughts of silence and relate to the title of the poem. The background of the author would be given. The poem would be read aloud and discussed. Difficult words would be listed out and discussed. The synopsis would be shown with the help of a PPT.</p>	<p>The learners would be able to understand the need of the hour to maintain peace and cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences. They would be able to up threat and gentle heeding with the predictable loss of the world. (global domain)</p>
<p>WRITING SKILLS Article Writing</p>	<p>The session would start with a pre- writing activity to create an interest towards writing. The teacher would define what an article is and discuss the purpose of article writing. The different styles, subjects, purpose of article writing would be discussed. The teacher would explain the technique of accumulating ideas, focussing on ideas and facts, planning, organizing, evaluating, structuring and</p>	<p>The students would develop an interest towards writing. Their planning and organizing techniques would be enhanced. They would be able to research on any subject and derive information from facts and present him in the form of a written piece. Their creative writing would be analysed.</p>

	editing. They would be taught	The interpreting and evaluative skills would be strengthened.
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	the importance and way of producing a finished piece of work with examples. The requirements of the content, beginning, body and end would be focussed.	
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**JULY 24
DAYS**

Journey to the end of the Earth	<p>The teacher will use enquiry method for this chapter. The teacher will ask her students to gather the data of various types and sources of pollution and what percentage do they think that source generated.</p> <p>The students will also be made to think about how they contribute in the pollution of the earth and its elements</p>	The students will be made to realise that they have a responsibility not just as students but also as global citizens to protect the environment by doing their part in the protection of the nature
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Thing of Beauty	<p>To enable the students</p> <ol style="list-style-type: none"> 1. To understand the critical appreciation of the poem based on rhyme, content, theme and genre 2. Identify the figure of speech used in the poem 	Inculcate values like peace, contentment, respect, care and concern. Understand that beautiful things are worth treasuring as they leave an everlasting impression on the minds of people.
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WRITING SKILLS (Letter to Editor)	The format, rules, technique would be discussed with examples. The usage of language would be taught and students would be assigned written tasks.	They would develop an interest towards writing thus enhancing their writing skills. Their thinking skills would be enhanced.
DEEP WATER	The session would begin with an interactive session wherein the teacher would ask the students to discuss about their phobias as related to the theme of the lesson. The prose would be read aloud. Difficult words would be discussed. The story outline, theme and values would be discussed by the teacher through a Power Pont Presentation The students would be grouped into six for the varied	The learners would unfold their logical thinking skills. Their vocabulary will be enriched. They would be able to organize their thoughts, research work, compile and present in an economic writing style. The creative writing skills would be enhanced. They would develop their listening, speaking, questioning and presentation skills.

	<p>activities, discussions and presentations.</p> <p>The students would be grouped into six for the varied activities, discussions and presentations.</p>	They would strengthen their decision making skills.
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AUGUST 21 DAYS		
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The Enemy (VISTAS)	<p>The session would start with an interactive session on the services of a doctor.</p> <p>The title of the lesson would be open for class interpretation.</p> <p>The background of the author would be given.</p> <p>The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed.</p> <p>Difficult words would be listed out and discussed.</p>	<p>The learners will be able to familiarize themselves with specific background of political enmity.</p> <p>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.</p> <p>They will be able to understand the significance of</p>
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		<p>professional ethics and social obligation in sensitive time</p>
<p>LETTER WRITING: Job application</p>	<p>The teacher would stress the students on the importance of application – they may lead to an interview and discuss the content of a letter of application and note the responses on the blackboard/or discuss through a PPT.</p>	<p>The learners will be able to understand the nature and purpose of a letter of application. They will be able to examine a variety of letters to determine best layout, content and style. They will be able to develop and produce their own letter of application and prepare cover letter and attached bio data.</p>
<p>Rattrap</p>	<p>The lesson will be introduced with warm up questions like how many of you have watched TOM AND JERRY show?</p> <ol style="list-style-type: none"> 1. Have you ever seen tom caught in a rattrap? 2. Are you tempted by anything in life or have you fallen for any of the temptation that made you do even wrong? <p>A detailed explanation of the</p>	<p>The students will come to the realization that humour is the spice of life, and will develop the attitude of compassion, and empathy for others in pain and suffering.</p>
	<p>chapter will be provided to the students.</p>	
<p>SEPTEMBER 10 DAYS</p>		

Indigo	<p>The lesson will be introduced with a brief introduction of Mahatma Gandhi and his contributions. This lesson based on the leadership shown by Mahatma Gandhi to secure justice for oppressed people through convincing argumentation and negotiation.</p> <p>It also mentions the contributions made by the anonymous Indians to the freedom movement</p>	<p>To enable the students to Imbibe Empathy confidence, self respect and self Reliance Importance of decision making in adverse circumstances.</p>
Recapitulation of Writing and literature for HALF YEARLY EXAMINATION		
OCTOBER 18 DAYS		
Poets and Pancakes	<p>The lesson will be introduced through discussion approach. It will be based on the technological advancements in the cinematic world that the students have observed in the recent passage of time. Then a thorough explanation will be provided to the students.</p>	<p>The students will become more aware of the technological advancements that have taken place when it comes to the cinematic sphere</p>
The Interview	<p>The chapter will be introduced through deductive approach. The students will be asked if they have seen any interview or have given one? Then they will be asked who all are involved in the conduction of an interview? Following the questioning the chapter will be opened for learning-teaching process</p>	<p>The students will be able to critically analyse the elements or components of an interview. They will also be able to develop their analytical and interpretational skills. They will also accustom themselves with the art of questioning.</p>
EXAMINATION		
NOVEMBER 21 DAYS		

<p>Going Places</p>	<p>The chapter will be introduced with an activity. The students will be asked to make paper planes and write their dreams on them, and they will be asked if they can guarantee that their dream will come true? The teacher will ask about how they feel when they think about their dream. He/she will also ask the students who do they think they must make their idol in order to achieve their dream?</p>	<p>The students will be able to infer that there is an invisible line that separates the dream and the real world. The reality is far more brutal than the 'sweet dreams' that we see and meet</p>
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<p>On the face of it</p>	<p>The lesson will be explained by telling the students about the pain and isolation the physically handicapped go through. It highlights the callousness of the society towards them which affects them adversely and become even more withdrawn.</p>	<p>To enable the students to</p> <ol style="list-style-type: none"> 1. Inculcate values like Empathy, care and concern 2. Understand the theme that appearances are deceptive and most often we go on dealing with our impressions without caring to know them actually.
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**DECEMBER
21 DAYS**

<p>MEMORIES OF CHILDHOOD (Flamingo)</p>	<p>The session would begin with a presentation on the great personalities who fought against social injustice. The title of the lesson would be open for class interpretation. The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</p>	<p>The learners would be able to sensitize themselves to the issues of estranged cultural ties. They will be able to make connections between similar situations in different storylines/life experiences. They will be able to initiate the role of an ambassador in the world ridden with racial and class differences. They would be able to recognize the universal/global theme of inequality.</p>
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<p>AUNT JENNIFER'S TIGERS (Flamingo)</p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem. The learners would make an interpretation of the title as it indicates the subject and theme. The background of the poet.</p> <p>would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem. The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed.</p>	<p>The learners will be able to facilitate making connections between similar situations in different storylines/life experiences. They will be able to empathize with Aunt Jennifer's problems and seek resolution.</p> <p>They will be able to think and produce spontaneous, fluid and expression in poetic texts to convey a social change. They would discern prevailing inequalities in various guises.</p>
<p>A roadside stand</p>	<p>The poem will be introduced with the usage of comparison technique. A hypothetical situation will be given to the students in which they will be given a series of choices to choose from that are contradictory in nature. Then a short discussion will be conducted to understand both sides of the choices.</p>	<p>The students will be able to realise the invisible line that divides the rich and the poor and also how poor try their level best to uplift themselves but they find themselves back to square one due to one reason or another.</p>
<p>JANUARY 18 DAYS</p>		
<p>REVISION AND PREPARATION for PRE-BOARD</p>		
<p>FEBRUARY 12 DAYS</p>		

RECAPITULATION and PREPARATION FOR FINAL ASSESSMENT
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PHYSICS:

Learning objectives:

- 1. Strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.**
- 2. Expose the learner to different processes used in physics related industrial and technological application.**
- 3. Develop process skills and experimental, observational, manipulative, decision making and investigatory skills in the learners.**
- 4. Promote problem solving abilities and creating thinking in learners .**
- 5. Develop conceptual competence in learners and make realize and appreciate the interface of physics with other disciplines.**

MONTHS: APRIL

NO. OF WORKING DAYS: 22

CHAPTER	METHODOLOGY	LEARNING OUTCOME
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<p>UNIT-1 electrostatics</p>	<p>Lecture method/Enquiry</p>	<p>Would be able to familiar with electric charge and coulombs law and they would be able to calculate electrostatic force between static charges.</p> <p>Would able to define electric field and understand its significance and able to calculate electric field due to point charges/group of point charges/electric dipole would be able to visualize electric field lines due to point charges/dipole/uniform field. Would able to define electric flux and its significance .</p> <p>Would able to understand gauss law and apply it to calculate electric field due to thin charged sheet/due to charge distributed over a wire/electric field inside/outside hollow sphere. Can understand the concept of electric potential and its realtion</p>
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		<p>with electric field.</p> <p>Would able to calculate electric potential due to point charge/group of charges/electric dipole.</p> <p>Would able to define capacitance of capacitor and analyze energy stored in parallel plate capacitor. Would able to analyze series/parallel combination of capacitor and energy stored in capacitor able to understand dielectric and its polarization and its effect on capacitance of parallel plate capacitor.</p> <p>Would able to solve numerical problem on above concepts.</p>

MONTHS: MAY

NO. OF WORKING DAYS: 17

CHAPTER	METHODOLOGY	LEARNING OUTCOME
UNIT-2 current electricity	Lecture method/Enquiry/demonstration	<p>Would be able to define electric current and can distinguish between current and electricity understand why current is scalar quantity.</p> <p>Would be able to define drift velocity, mobility and able to establish relation between current and drift velocity.</p> <p>Would able to understand</p>

		<p>effect of temperature on drift velocity.</p> <p>Would able to interpret ohms</p>
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		<p>law and able to distinguish between resistance and resistivity.</p> <p>Would able to differentiate between terminal voltage and EMF of cell and able to understand internal resistance of cell and its dependence on various factors.</p> <p>Would able to understand krichoffs law and use it to obtain balanced condition of wheat stone bridge.</p> <p>Would able to measure unknown resistance using meter bridge.</p> <p>Would able to Develop problems solving skills on above said concepts.</p>
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CHAPTER	METHODOLOGY	LEARNING OUTCOME
UNIT-3 magnetic effect of current and magnetism	Lecture method/interactive	Would able to understand concept of magnetic field and conclusion of Oersted experiment. Can state biot-savart law and apply it find magnetic

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MONTHS: JULY

NO. OF WORKING DAYS: 24

		<p>field due to current carrying circular loop.</p> <p>Would able to state amperes law and use it to find magnetic field due to infinitely long current carrying wire/solenoid/toroid.</p> <p>Would able to find Lorentz force/force on moving charge in uniform magnetic field.</p> <p>Would able to understand working of cyclotron and distinguish the role of electric field/magnetic field in working cyclotron.</p> <p>Would able to find force on current carrying conductor in uniform magnetic field, force between two parallel current carrying long conductors and able to define one ampere.</p> <p>Would able to find torque experienced by current loop in uniform magnetic field.</p> <p>Would able to understand principle working of moving coil galvanometer able to define current sensitivity, voltage sensitivity of moving coil galvanometer and conversion of MCG into voltmeter/ammeter.</p> <p>Would able to understand current loop as</p>
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		<p>magnetic dipole, its magnetic dipole moment, magnetic dipole moment of revolving electron, magnetic field intensity</p>
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		<p>due to bar magnet along its axis line/equation line., torque on magnetic dipole in uniform magnetic field, bar magnet as equivalent solenoid, magnetic field lines, earth's magnetic field and magnetic elements.</p> <p>Would able to distinguish between dai, para and ferro magnetic substances.</p> <p>Would able to select material/substance suitable for electromagnet/paramagnet</p> <p>Develop solving skills on above said concepts/topics.</p>

MONTHS: AUGUST

NO. OF WORKING DAYS: 21

CHAPTER	METHODOLOGY	LEARNING OUTCOME
UNIT-4 EMI and AC	Lecture method/interactive/demonstration /PPT	<p>Would able to understand the concept of magnetic flux, electro magnetic induction, farday's law, induced current, lenz law and eddy current.</p> <p>Would able to demonstrate self induction/ mutual induction.</p> <p>Would able to understand concept of AC and distinguish between</p>

		<p>AC and DC. Would able find relation between peak value of current and rms value of current. Would able to understand series LCR circuit, resonance, impedance, reactance power factor of AC circuits, wattless current. Would able to understand working of AC generator and transformer. Develope problem solving skills on above topics</p>
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MONTHS: SEPTEMBER
NO. OF WORKING DAYS: 10

CHAPTER	METHODOLOGY	LEARNING OUTCOME
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<p>Unit 5 Electromagnetic waves Revision for periodic II</p>	<p>Lecture/inquiry/Class test/group discussion.</p>	<p>Would able to understand basic idea of displacement current, EM waves, production and their characteristics. Would able to understand electromagnetic spectrum and uses/production of various parts of electromagnetic spectrum.</p>
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MONTHS: OCTOBER

NO. OF WORKING DAYS: 18

CHAPTER	METHODOLOGY	LEARNING OUTCOME
<p>UNIT-6 Optics</p>	<p>Lecture method/interactive</p>	<p>Would able to define wave front, would able to understand Huygen principle and able to use it to verify laws of reflection and refractions would able understand interference of light, young double slit experiment fringes fringe width coherent sources of light diffraction due to single slit central maxima Would able to distinguish between interference of light and</p>

		<p>diffraction of light. Would able to understand concept of reflection of light, spherical mirror, concave mirror, convex mirror, focus, focal length, radius of curvature, mirror formula, linear magnification.</p> <p>Would able to understand the refraction of light and distinguish between refraction and reflection.</p> <p>Can interpret snell's law, understand refraction index.</p> <p>Would able to demonstrate total internal reflection and observe it's applications in daily life.</p> <p>Would able to understand dual nature, photoelectric effect, Einstein photoelectric equation and particle nature of light.</p> <p>Can state/understand de Broglie hypothesis, de broglie waves, conclusion of division geremer experiment.</p>

NO. OF WORKING DAYS: 21

CHAPTER	METHODOLOGY	LEARNING OUTCOME
<p>UNIT-7 Dual nature of radiation and matter Unit 8. Atoms and Nuclei Unit 9 Electronic Devices.</p>	<p>Lecture method/demonstration/PPT</p>	<p>Would able to understand concept of reflection of light, spherical mirror, concave mirror, convex mirror, focus, focal length, radius of curvature, mirror formula, linear magnification.</p> <p>Would able to understand the refraction of light and distinguish between refraction and reflection.</p> <p>Can interpret snell's law, understand refraction index.</p> <p>Would able to demonstrate total</p>

		<p>composition size of nuclei, radioactivity.</p> <p>Differentiate between alpha beta gamma decay and can state radioactivity decay law, half life, decay constant.</p> <p>Would able to interpret mass defect, bonding energy and mass energy graph.</p> <p>Distinguish between nuclear fission/fusion.</p> <p>Develop problem solving skills on above said concepts/topics.</p> <p>Would able to distinguish conductor, insulator and semi conductor on the basis of energy band diagram.</p> <p>Would able to distinguish between n -type and p-</p>
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		<p>type semi conductor and understand formation PN junction.</p> <p>Would able to forward bias and reverse bias of PN junction and understand their working.</p> <p>Able to draw PI characteristics of PN junction diod in forward biased and reverse biased.</p> <p>Would able to understand the working of PN junction diod as half wave rectifier and full wave rectifier.</p> <p>Would able to understand the working of jener diod, LED, solar cell,etc.</p>

MONTHS: DECEMBER
NO. OF WORKING DAYS: 21

CHAPTER	METHODOLOGY	LEARNING OUTCOME
Revision of previous units	Pre-board/Revision test	

MONTHS: JANUARY
NO. OF WORKING DAYS: 18

CHAPTER	METHODOLOGY	LEARNING OUTCOME
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Revision of previous units	Pre-board/Revision test	
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CHEMISTRY

OBJECTIVES

- 1 Promote understanding of basic facts and concepts of chemistry while retaining the excitement of chemistry.
- 2 Make students capable of studying chemistry in academic and professional courses(such as medicine, engineering ,technology) at tertiary level.
- 3 Expose the students to various emerging new areas of chemistry and apprise them with their relevance in future studies and their application in various spheres of chemical science and technology.
- 4 Equip students to face various challenges related to health, nutrition ,environment,population, weather, industries and agriculture.
- 5 Develop problem solving skills in students.
- 6 Apprise students with the interface of chemistry with other disciplines of science such as Physics, Biology, Engineering Geology and Mathematics.
- 7 Acquaint students with different aspects of chemistry and its use in daily life.
- 8 Develop an interest in students to study chemistry as a discipline.
- 9 Integrate life skills and values in context of chemistry

COURSE STRUCTURE

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

EXAM	MONTH	SYLLABUS
PERIODIC 1	JULY	SOLUTIONS, ELECTROCHEMISTRY, CHEMICAL KINETICS
PERIODIC 2 /HALF YEARLY	SEPTEMBER	SOLUTIONS ELECTROCHEMISTRY, CHEMICAL KINETICS, HALOALKANES AND HALOARENES, ALCOHOLS, PHENOLS AND ETHERS, ALDEHYDES KETONES AND CARBOXYLIC ACIDS, AMINES
PERIODIC 3/PRE BOARD 1	DECEMBER	ALL TEN UNITS AS PER CBSE CURRICULUM
PRE BOARD II	JANUARY	ALL TEN UNITS AS PER CBSE CURRICULUM
CBSE EXAM	FEBRUARY & MARCH	AS PER CBSE CURRICULUM

MONTH :APRIL

NO. OF DAYS :22

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
<p>UNIT</p> <p>Solutions</p> <p>No. of periods :10</p> <p>TOPIC</p> <ul style="list-style-type: none"> ● 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 	<p>Lecture method</p> <p>Interactive approach</p> <p>Demonstration</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe the formation of different types of solutions ● Express concentration of solutions in different units ● State and explain Henry's law and Raoult's law ● Distinguish between ideal and non ideal solution ● Explain deviations of ideal solutions from Raoult's law ● Describe colligative properties of solutions and correlate with the molar masses of the solutes ● Explain abnormal colligative properties exhibited by some solutes in solutions

<ul style="list-style-type: none"> ● Elevation of boiling point ● Depression of freezing point ● Osmotic pressure ● Determination of molecular masses using colligative properties ● Abnormal molecular masses ● Van't Hoff factor <p>UNIT</p> <p>Electrochemistry</p> <p>No. of periods :12</p> <p>TOPIC</p> <ul style="list-style-type: none"> ● Redox reaction ● 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 <p>PRACTICAL</p> <p>1 Preparation of crystals of Mohr's salt</p> <p>2 Quantitative analysis Titration of Mohr's salt vs KMnO₄</p> <p>Titration of oxalic acid vs KMnO₄</p>	<p>Lecture method</p> <p>Interactive approach</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe an electrochemical cell and differentiate between Galvanic cell and electrolytic ● Apply Nernst Equation for calculating the EMF of electrochemical cell and define Standard potential ● Derive relation between Standard potential of the cell Gibbs energy of cell reaction and equilibrium constant. <p>Students will be able to</p> <p>1 prepare crystals of double salt, Mohr's salt</p> <p>2 Perform volumetric redox titrations.</p> <p>3 Apply Concepts of molarity in calculations in</p>
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	Demonstration Performing experiments and recording observations, Analysis	
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MONTH :MAY

NO.OF DAYS : 17

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
UNIT Electrochemistry TOPIC <ul style="list-style-type: none"> ● Conductance in electrolytic solution ● Specific and molar conductivity ● Variation of conductivity with concentration ● Kohlrausch's law ● Electrolysis ● Laws of electrolysis ● Dry cell ● Electrolytic and Galvanic cells ● Lead accumulator ● Fuel cells ● Corrosion 	Lecture method Peer teaching Interactive approach	Students will be able to: <ul style="list-style-type: none"> ● Define resistivity conductivity and molar conductivity of ionic solution ● Differentiate between ionic and electrolytic conductance. ● Describe the method for measurement of conductivity of electrolytic solutions and calculation of their molar conductivity. ● Justify the variation of conductivity and molar conductivity of solutions with change in their concentration ● Enunciate the Kohlrausch law and learn its application ● Understand quantitative aspects of electrolysis ● Describe the construction of some primary and secondary batteries and fuel cells ● Explain corrosion as an electrochemical process <p>Students will be able to:</p>

<p>UNIT</p> <p>CHEMICAL KINETICS</p> <p>No. of periods:10</p> <p>TOPIC</p> <ul style="list-style-type: none"> ● 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 reaction rate constant ● Integrated rate equation and half life of zero and first order reaction ● Concept of collision theory (Elementary idea) ● Activation energy ● Arrhenius equation <p>PRACTICAL</p> <p>1 Chemical kinetics</p> <p>Effect of change in concentration on Rate of reaction between sodium thiosulphate and HCl</p> <p>2 Chromatography</p> <p>INVESTIGATORY PROJECT</p> <p>(As holidays Home work)</p>	<p>Lecture Method</p> <p>Interactive approach</p> <p>Demonstration</p>	<ul style="list-style-type: none"> ● Define the average and instantaneous rate of a reaction ● Express the rate of a reaction in terms of change in concentration of either of the reactants or products with time ● Distinguish between elementary and complex reactions ● Differentiate between the molecularity and order of a reaction ● Define rate constant ● Discuss the dependence of rate of a reaction on concentration temperature and catalyst ● Derive integrated rate equation for the zero and first order reactions ● Describe collision theory <p>Students will be able to</p> <ul style="list-style-type: none"> ● Correlate factors affecting rate of reaction by performing experiment ● Understand the principle of paper chromatography ● Calculate RF values. <p>Students will be able to</p> <ul style="list-style-type: none"> ● Select topic of their project ● Carry out necessary investigation and data collection ● Draft of project report
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	<p>Demonstration Method</p> <p>Performing experiments, Recording observations, and analysis</p> <p>Guidelines for Investigatory project will be given</p>	
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Month : July

No. of days :24

UNIT/TOPIC	METHODOLOGY	
<p>UNIT</p> <p>Haloalkanes and haloarenes</p> <p>No. of periods:10</p> <p>TOPIC</p> <ul style="list-style-type: none"> ● Haloalkanes ● Nomenclature ● Nature of C-X bond ● Physical and chemical properties ● Optical rotation ● Mechanism of substitution reactions 	<p>Lecture method</p> <p>Interactive approach</p> <p>Concept maps</p> <p>Art integrated learning</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Name haloalkanes and haloarenes according to the IUPAC system of nomenclature ● Describe the reactions involved in preparation of haloalkanes and haloarenes and understand various reactions that they undergo ● Correlate the structure of Haloalkanes and haloarenes with various types of reactions ● Use stereochemistry as a tool for understanding the reaction mechanism ● Highlight the the environmental effects of polyhalogen compounds

<ul style="list-style-type: none"> ● 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, freon, DDT 		
<p>UNIT</p> <p>Alcohols, phenols and ethers</p> <p>No. of periods; 10</p>		
<p>TOPIC</p> <ul style="list-style-type: none"> ● Alcohols ● Nomenclature ● Method of preparation ● Physical and chemical properties of primary alcohols only ● Identification of primary, secondary and tertiary alcohols ● Mechanism of dehydration ● Uses with special reference to methanol and ethanol ● Phenols 	<p>Lecture method</p> <p>Interactive approach</p> <p>Concept map</p> <p>Art integrated learning</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Name alcohols, phenols and ethers according to IUPAC system of nomenclature ● Discuss the reactions involved in the preparation of alcohols from alkanes and aldehydes, ketones and carboxylic acid ● Discuss the reactions involved in the preparation of phenols from haloarenes, benzene sulphonic acids, diazonium salt and cumene ● Discuss the reactions for the preparation of ethers from alcohols, alkyl halides and sodium alkoxides ● Correlate physical properties of alcohols, phenols and ethers with their structures

<ul style="list-style-type: none"> ● Nomenclature ● Methods of preparation ● Physical and chemical properties ● Acidic nature of phenol ● Electrophilic substitution reaction ● Uses of phenols ● Ethers ● Nomenclature ● Methods of preparation ● Physical and chemical properties ● Uses <p>PRACTICAL</p> <p>1 Prepararion of lyophilic sol</p> <p>2 Preparation of lyophobic sol</p> <p>3 Identification of functional group</p> <p>Alcohol and phenol</p> <p>INVESTIGATORY PROJECT</p>		<ul style="list-style-type: none"> ● Discuss chemical reactions of three classes of compounds on the basis of their structure <p>Students will be able to</p> <ul style="list-style-type: none"> ● Distinguish between lyophilic and lyophobic sols ● Appreciate different. methods of preparation of sols ● Distinguish between alcohols and phenols by performing chemical tests.
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	<p>Demonstration Method</p> <p>Performing experiments, Recording observations, and analysis</p> <p>Performing experiments</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ● Perform experiments ● Write project report
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Month :August

No. of days :21

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
<p>UNIT</p> <p>Aldehydes, Ketones and carboxylic acids</p> <p>No. of periods :10</p> <p>TOPIC</p> <ul style="list-style-type: none"> ● Aldehydes and ketones ● Nomenclature nature of carbonyl group ● Methods of preparation ● Physical and chemical 	<p>Lecture method</p> <p>Interactive approach</p> <p>Concept maps</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write the common and IUPAC names of aldehydes ketones and carboxylic acids ● Write the structures of the compounds containing functional groups namely carbonyl and carboxyl group ● Describe the important methods of preparation and reactions of these classes of compounds ● Correlate physical properties and chemical reactions of aldehydes ketones and carboxylic acids with their

<p>properties</p> <ul style="list-style-type: none"> ● Mechanism of nucleophilic addition ● Reactivity of Alpha hydrogen in aldehydes ● Uses ● Carboxylic acids ● Nomenclature ● Acidic nature ● Methods of preparation ● Physical and chemical properties ● Uses 		<p>structures</p> <ul style="list-style-type: none"> ● Explain the mechanism of a few selective reactions of aldehydes and ketones ● Understand the various factors affecting the acidity of carboxylic acids and their reactions ● Describe the uses of aldehydes ketones and carboxylic acids
<p>UNIT</p>		
<p>Amines</p>		
<p>No. of periods:10</p>		
<p>TOPIC</p>		
<ul style="list-style-type: none"> ● Amines ● Nomenclature ● Classification ● Structure ● Methods of preparation ● Physical and chemical properties ● Uses ● Identification of primary, secondary and tertiary amines ● Diazonium salts ● Preparation ● Chemical reactions ● Importance in synthetic organic compounds 	<p>Lecture method</p> <p>Interactive approach</p> <p>Concept maps</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ● Describe amines as derivatives of ammonia having a pyramidal structure ● Classify amines as Primary, secondary and tertiary name a means by common names and IUPAC system ● Describe some important methods of preparation of amines ● Explain the properties of amines ● Distinguish between primary secondary and tertiary amines ● Describe the method of preparation of diazonium salts and their importance in the synthesis of series of aromatic compounds including azodyes

<p>PRACTICAL</p> <p>1 Identification of functional group Aldehyde, ketone, carboxylic acids</p> <p>2 Preparation of 2 Naphthol aniline dye</p> <p>3 Salt Analysis</p> <p>INVESTIGATORY PROJECT</p>	<p>Demonstration Method</p> <p>Performing experiments, Recording observations, and analysis</p> <p>Discussion with students for any necessary changes in their project</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ● Distinguish between aldehydes and ketones by performing chemical tests ● Identify presence of carboxylic acid Group. ● Prepare azo dye and visualize diazotisation and coupling reaction <p>Students will be able to</p> <ul style="list-style-type: none"> ● Finalize their project report
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No. of days :10

UNIT/TOPIC	METHODOLOGY	
<p>UNIT</p> <p>Biomolecules</p> <p>No. of periods:12</p> <p>TOPIC</p> <ul style="list-style-type: none">● Carbohydrates● Classification aldoses and ketoses● Monosaccharides● Glucose and Fructose● D-L configuration● Oligosaccharides, sucrose, lactose, Maltose● Polysaccharides, starch, cellulose, glycogen● Importance of carbohydrates● Proteins● Elementary idea of amino acids● Peptide Bond● Polypeptides● Structure of proteins primary, secondary, tertiary and quaternary structure● Denaturation of proteins● Enzymes● Hormones Elementary idea	<p>Lecture method</p> <p>Collaborative learning</p>	<p>Students will be able to</p> <ul style="list-style-type: none">● Define the various molecules like carbohydrates proteins and nucleic acids, vitamins and hormones, enzymes.● Classify carbohydrates, proteins and nucleic acids on the basis of their structures● Explain the difference between DNA and RNA● Appreciate the role of biomolecules

<ul style="list-style-type: none"> ● Vitamins Classification and functions ● Nucleic acids ● DNA and RNA <p>REVISION FOR TERM EXAM</p>		
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Month :October

No. of days :18

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
<p>UNIT</p> <p>d block elements</p> <p>No. of periods:12</p> <p>TOPIC</p> <ul style="list-style-type: none"> ● General introduction ● Electronic configuration ● Occurrence and characteristics of transition metals ● General trends in properties of the first row transition metal ● Metallic character and ionization enthalpy ● Oxidation states and ionic radii 	<p>Lecture method</p> <p>Interactive approach</p> <p>Question answer technique</p> <p>Art integrated learning (3-D models)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● learn position of d and f block elements in the periodic table ● Know the electronic configuration of transition elements and inner transition elements ● Appreciate the relative stability of various oxidation states in terms of electrode potential values ● Describe the preparation properties structures and uses of some important compounds like potassium dichromate and potassium permanganate ● Understand the general characteristics of d and f block elements and their general horizontal and group trends ● Describe the properties of the F block elements and give comparative account of lanthanides and actinoids with respect to their electronic

	Demonstration Method Performing experiments, Recording observations, and analysis	
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Month : November

No. of days :21

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
UNIT Coordination compounds No. of periods :12 TOPIC <ul style="list-style-type: none"> ● Coordination compounds ● Introduction ● Ligands ● Coordination number ● Colour ● Magnetic properties and shapes ● IUPAC nomenclature mononuclear coordination compounds ● Bonding ● Werner's 	Lecture method Group discussion	Students will be able to <ul style="list-style-type: none"> ● Appreciate the postulates of werner's theory of coordination compounds ● Know the meaning of terms like coordination entity central atom ligand coordination number coordination sphere oxidation number homoleptic and heteroleptic complex ● Learn the rules of nomenclature of coordination compounds ● Write the formulas and names of mononuclear coordination compounds ● Define different types of isomerism of coordination compounds ● Understand the nature of bonding in coordination compounds in terms of valence bond theory and crystal field theory ● Appreciate the importance and

<p>theory</p> <ul style="list-style-type: none"> ● Valence bond theory and crystal field theory ● Structure and stereoisomerism ● Importance of coordination compounds in qualitative analysis, extraction of metals and biological system. <p>REVISION</p> <p>PRACTICAL</p> <p>Salt Analysis</p>	<p>Demonstration Method</p> <p>Performing experiments, Recording observations, and analysis</p>	<p>applications of coordination compounds in our day to day</p> <p>Students will be able to</p> <ul style="list-style-type: none"> ● Identify acidic and basic radical in given salt ● Understand Concept of precipitation, solubility and ionic product ● Apply principle of common ion effect in salt analysis.
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Month : December

No. of days : 21

UNIT/TOPIC	METHODOLOGY	
PREBOARD AND REVISION	PEN PAPER TESTS DOUBT CLEARING SESSIONS	

Month : January

No. of days :18

UNIT/TOPIC	METHODOLOGY	
PREBOARD REVISION CBSE PRACTICALS	PEN PAPER TESTS DOUBT CLEARING SESSIONS	

Month : February

No. of days :12

UNIT/TOPIC	METHODOLOGY	
CBSE PRACTICAL AND EXAMS	CONDUCTION OF CBSE PRACTICAL AND EXAM AS PER GUIDELINES	

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MATHEMATICS:

OBJECTIVES

The aims of teaching and learning mathematics are to encourage and enable students to:

- To acquire knowledge and critical understanding, particularly by way of a motivation and visualization, of basic concepts, terms, principles, symbols and mastery of underlying processes and skills.
- To feel the flow of reasons while proving a result and solving a problem.
- To apply the knowledge and skills acquired to solve problems and where ever possible, by more than one method.
- To develop positive attitude to think, analyse and articulate logically.
 - To develop interest in the subject by participating in related competitions.
 - To acquaint students with different aspects of Mathematics in daily life.
 - To develop an interest in students to study Mathematics as a discipline.
- To develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.

S.NO.	MONTH	NUMBER OF WORKING DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
1.	APRIL - 2024	22	(i) MATRICES	Black board – Chalk and Lecture method. Link the previous knowledge with new concepts. Brainstorming session.	<u>The students will learn about the:</u> concept, notation, order of matrices, types of matrices & equality of matrices. Transpose of a matrix, Symmetric and Skew symmetric matrices.

			(ii) DETERMINANTS	Black board – Chalk and Lecture method. Link the previous knowledge with new concepts. Brainstorming session.	<p>Addition – subtraction and multiplication of matrices</p> <p><u>The students will learn about the:</u></p> <p>Process of finding the determinant of the square matrix.</p> <p>Using determinants find the area of triangle, equation of straight line.</p> <p>Using determinant solve the linear systems of equations.</p>
2.	MAY - 2024	17	(i) RELATIONS AND FUNCTIONS	Black board – Chalk and Lecture method. Link the previous knowledge with new concepts. Practical examples, depictions etc. Brainstorming session.	Types of relations: reflexive, symmetric, transitive and equivalence relations. One to one and onto functions.
			(ii) INVERSE TRIGONOMETRIC FUNCTIONS	Black board – Chalk and Lecture method. Charts, tabular form, graphs etc. Link the previous knowledge with new concepts. Brainstorming session.	Definition, range, domain, principal value branch. Graphs of inverse trigonometric functions.
3.	JULY - 2024	24	(I) CONTINUITY AND DIFFERENTIABILITY	Black board – Chalk and Lecture	Continuity and differentiability, derivative of composite functions,

			(II) APPLICATION OF DERIVATIVES	<p>method. Mind maps, charts, tables, graphs etc. Link the previous knowledge with new concepts. Brainstorming session.</p> <p>Black board – Chalk and Lecture method. Link the previous knowledge with new concepts. Practical examples, depictions etc. Brainstorming session</p>	<p>chain rule, derivative of inverse trigonometric functions like $\sin^{-1} x$, $\cos^{-1} x$ and $\tan^{-1} x$, derivative of implicit functions. Concept of exponential and logarithmic functions. Derivatives of logarithmic and exponential functions. Logarithmic differentiation, derivative of functions expressed in parametric forms. Second order derivatives.</p> <p>Applications of derivatives: rate of change of quantities, increasing/decreasing functions, maxima and minima (first derivative test motivated geometrically and second derivative test given as a provable tool). Simple problems (that illustrate basic principles and understanding of the subject as well as real-life situations).</p>
4.	AUGUST 2024	21	(i) INTEGRALS	<p>Black board – Chalk and Lecture method. Mind maps, charts, List of formulae, repetition. Brainstorming session</p>	<p>Integration as inverse process of differentiation. Integration of a variety of functions by substitution, by partial fractions and by parts, Evaluation of simple integrals of the following types and problems based on them.</p> $\int \frac{dx}{x^2 \pm a^2}, \int \frac{dx}{\sqrt{x^2 \pm a^2}}, \int \frac{dx}{\sqrt{a^2 - x^2}}, \int \frac{dx}{ax^2 + bx + c}, \int \frac{dx}{\sqrt{ax^2 + bx + c}}$ $\int \frac{px + q}{ax^2 + bx + c} dx, \int \frac{px + q}{\sqrt{ax^2 + bx + c}} dx, \int \sqrt{a^2 \pm x^2} dx, \int \sqrt{x^2 - a^2} dx$ $\int \sqrt{ax^2 + bx + c} dx,$

			(ii) APPLICATION OF INTEGRALS	Black board – Chalk and Lecture method. Mind maps, figures showing area under curve, List of formulae, repetition. Brainstorming session	<p>Fundamental Theorem of Calculus (without proof). Basic properties of definite integrals and evaluation of definite integrals.</p> <p>Applications in finding the area under simple curves, especially lines, circles/ parabolas/ellipses (in standard form only)</p>
(5)	SEPTEMBER 2024	10	(i) DIFFERENTIAL EQATIONS	Black board – Chalk and Lecture method. Mind maps, charts, List of formulae, repetition. Brainstorming session.	<p>Definition, order and degree, general and particular solutions of a differential equation. Solution of differential equations by method of separation of variables, solutions of homogeneous differential equations of first order and first degree. Solutions of linear differential equation of the type:</p> <p>$dy/dx + py = q$, where p and q are functions of x or constants.</p> <p>$dx/dy + px = q$, where p and q are functions of y or constants.</p>
6.	OCTOBER 2024	18	(I) VECTORS	Black board – Chalk and	Vectors and scalars, magnitude and direction

			(II) THREE DIMENSIONAL GEOMETRY	<p>Lecture method. Link the previous knowledge with new concepts. Practical examples, depictions etc. Brainstorming session.</p> <p>Black board – Chalk and Lecture method. Link the previous knowledge with new concepts. Practical examples, depictions etc. Brainstorming session.</p>	<p>of a vector. Direction cosines and direction ratios of a vector. Types of vectors (equal, unit, zero, parallel and collinear vectors), position vector of a point, negative of a vector, components of a vector, addition of vectors, multiplication of a vector by a scalar, position vector of a point dividing a line segment in a given ratio. Definition, Geometrical Interpretation, properties and application of scalar (dot) product of vectors, vector (cross) product of vectors.</p> <p>Direction cosines and direction ratios of a line joining two points. Cartesian equation and vector equation of a line, skew lines, shortest distance between two lines. Angle between two lines.</p>
7.	NOVEMBER 2024	21	(I) LINEAR PROGRAMMING PROBLEMS	<p>Black board – Chalk and Lecture method. Mind maps, charts,</p>	<p>Introduction, related terminology such as constraints, objective function, optimization, graphical method of</p>

			(II) PROBABILITY	<p>tables, graphs etc. Link the previous knowledge with new concepts. Brainstorming session.</p> <p>Black board – Chalk and Lecture method. Link the previous knowledge with new concepts. Brainstorming session.</p>	<p>solution for problems in two variables, feasible and infeasible regions (bounded or unbounded), feasible and infeasible solutions, optimal feasible solutions (up to three non-trivial constraints).</p> <p>Conditional probability, multiplication theorem on probability, independent events, total probability, Bayes' theorem, Random variable and its probability distribution, mean of random variable.</p>
8.	DECEMBER 2024	18	REVISION AND PRACTICE PRE-BOARD EXAMS		
9.	JANUARY 2025	18	REVISION AND PRE-BOARD EXAM		
10.	FEBRUARY 2025	12	CBSE PRACTICAL EXAM		

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BIOLOGY:

LEARNING OBJECTIVES-

- 1- Define basic biological concepts and processes.
- 2- Describe levels of an organization and related functions in plants and animals.
- 3- Describe the intricate relationship between various cellular structures and their corresponding functions.
- 4- Demonstrate critical thinking skills.

MONTH –APRIL

NO. OF WORKING DAYS- 22

CHAPTER	METHODOLOGY
2. Sexual Reproduction in Flowering Plants.	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class)
3- Human Reproduction	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class)

MONTH –MAY		NO. OF WORKING DAYS- 17
CHAPTER	METHODOLOGY	
4-Reproductive Health	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class) 	
CHAPTER	METHODOLOGY	
MONTH - JULY		NO. OF WORKING DAYS- 24
CHAPTER	METHODOLOGY	
5- Principles of Inheritance and Variations	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class) 	
6-Molecular Basis of Inheritance	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class) 	

MONTH - AUGUST		NO. OF WORKING DAYS- 21
CHAPTER	METHODOLOGY	

7- Evolution	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class)
8-Human Health and Diseases	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class)
10-Microbes in Human Welfare	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class)
MONTH - SEPTEMBER	NO. OF WORKING DAYS- 10
CHAPTER	METHODOLOGY

10- Microbes in Human Welfare (CONTD.) & Revision	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class)
REVISION	
MONTH - OCTOBER	NO. OF WORKING DAYS-18
CHAPTER	METHODOLOGY
11-Biotechnology: Principles and Processes	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class)
12-Biotechnology and Its Application	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class)
13- Organisms and Populations.	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class)
MONTH - NOVEMBER	NO. OF WORKING DAYS- 21
CHAPTER	METHODOLOGY
14- Ecosystem	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class)
15- Biodiversity and its Conservation	<ul style="list-style-type: none"> ● Demonstration and Lecture method ● Pupil centered method (inside the class)
MONTH - DECEMBER	NO. OF WORKING DAYS- 21
	REVISION
MONTH-JANUARY (18)days	PRACTICE EXAM II
MONTH- FEBRUARY (22)days	BOARD EXAMS
MONTH-MARCH	BOARDEXAMS

PHYSICAL EDUCATION:

M OF PHYSICAL EDUCATION

CLASS XII

SESSION:2024-25

TERM I

(APRIL – MAY)

1. (Unit 1) Management of Sporting Events

- 1) Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling)**
- 2) Various Committees & their Responsibilities (pre; during & post)**
- 3) Fixtures and their Procedures – Knock Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments.**
- 4) Intramural & Extramural tournaments – Meaning, Objectives & Its Significance**
- 5) Community sports programs (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity)**

2. (Unit 2) Children & Women in Sports

- 1) Exercise guidelines of WHO for different age groups.**
- 2) Common postural deformities-knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures.**
- 3) Women's participation in Sports – Physical, Psychological, and social benefits.**
- 4) Special consideration (menarche and menstrual dysfunction)**
- 5) Female athlete triad (osteoporosis, amenorrhea, eating disorders)**

(JULY – AUGUST)

3. (Unit 4) Physical Education and Sports for CWSN (Children with Special Needs - Divyang)

- 1) Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics)**
- 2) Concept of Classification and Division in Sports.**
- 3) Concept of Inclusion in sports, its need, and Implementation;**
- 4) Advantages of Physical Activities for Children with special needs.**
- 5) Strategies to make Physical Activities assessable for children with special needs.**

4. (Unit 5) Sports & Nutrition

- 1) Concept of a balanced diet and nutrition**
- 2) Macro and Micro Nutrients: Food sources & functions**

- 3) **Nutritive & Non-Nutritive Components of Diet**
- 4) **Eating for Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and Food Myths**
- 5) **Importance of Diet in Sports-Pre, During and Post competition requirements.**

5. (Unit 6) Test & Measurement in Sports

- 1) **Fitness Test – SAI Khelo India Fitness Test in school: Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls)**
- 2) **Measurement of Cardio -Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds x100/5.5 X Pulse count of 1 -1.5 Min after Exercise.**
- 3) **Computing Basal Metabolic Rate (BMR)**
- 4) **Rikli & Jones - Senior Citizen Fitness Test • Chair Stand Test for lower body strength • Arm Curl Test for upper body strength • Chair Sit & Reach Test for lower body flexibility • Back Scratch Test for upper body flexibility • Eight Foot Up & Go Test for agility • Six -Minute Walk Test for Aerobic Endurance**

TERM II

(SEPTEMBER-OCTOBER)

6. (Unit 7) Physiology & Injuries in Sport

- 1) **Physiological factors determining components of physical fitness**
- 2) **Effect of exercise on the Muscular System**
- 3) **Effect of exercise on the Cardio-Respiratory System**
- 4) **Physiological changes due to age**
- 5) **Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain & Strain; Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)**

7. (Unit 8) Biomechanics and Sports

- 1) **Newton's Law of Motion & its Application in Sports**
- 2) **Types of Levers and their Application in Sports.**
- 3) **Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports**
- 4) **Friction & Sports**
- 5) **Projectile in Sports**

8. (Unit 9) Psychology and Sports

- 1) **Personality; its definition & types (Jung Classification & Big Five Theory)**
- 2) **Motivation, its type & techniques.**
- 3) **Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it**
- 4) **Meaning, Concept & Types of Aggressions in Sports**

- 5) Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting

(NOVEMBER)

9. (Unit 3) Yoga as Preventive measure for Lifestyle Disease

- 1) Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama.
- 2) Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta - vajarasana, Paschimottanasana -a, Ardha - Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati.
- 3) Asthma: Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansana, UttanMandukasan - a, Bhujangasana, Dhanurasana, Ushtrasana, Vakrasana, Kapalabhati, Gomukhasana Matsyaasana, Anuloma -Viloma.
- 4) Hypertension: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasan -a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi - shodhanapranayam, Sitlipranayam.
- 5) Back Pain and Arthritis: Procedure, Benefits & Contraindications of Tadasana, Urdhwahastootansana, ArdhaChakrasana, Ushtrasana, Vakrasana, Sarala Matsyendrasana, Bhujangasana, Gomukhasana, Bhadrasana, Makarasana, NadiShodhana pranayama.

10. (Unit 10) Training in Sports

- 1) Concept of Talent Identification and Talent Development in Sports
- 2) Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle.
- 3) Types & Methods to Develop – Strength, Endurance, and Speed.
- 4) Types & Methods to Develop – Flexibility and Coordinative Ability.
- 5) Circuit Training - Introduction & its importance.

ACCOUNTANCY:

Class: XII

Learning Objectives

1. To familiarize students with new and emerging areas in the preparation and presentation of financial statements.
2. To acquaint students with basic accounting concepts and accounting standards.
3. To develop the skills of designing a need-based accounting database.
4. To appreciate the role of ICT in business operations.
5. To develop an understanding about recording of business transactions and preparation of financial statements.

APRIL, MAY and JULY

Chapter**Methodology****Learning Outcomes**

<p>Part-A</p> <p>Unit 1- Accounting for Partnership Firms</p>	<p>Mind maps</p> <p>Story telling</p> <p>Role play</p>	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none">· state the meaning of partnership, partnership firm and partnership deed.· describe the characteristic features of partnership and the contents of partnership deeds.· discuss the significance of provision of Partnership Act in the absence of partnership deed.· differentiate between fixed and fluctuating capital, outline the process and develop the understanding and skill of preparation of Profit and Loss Appropriation Account.· develop the understanding and skill of preparing a profit and loss appropriation account involving guarantee of profits. · develop the understanding and skill of making past adjustments.· state the meaning, nature and factors affecting goodwill · develop the understanding and skill of valuation of goodwill using different methods.· state the meaning of sacrificing ratio, gaining ratio and the change in profit sharing ratio among existing partners.· develop the understanding of accounting treatment of revaluation assets and reassessment of liabilities and treatment of reserves and accumulated profits by
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		<p>preparing a revaluation account and balance sheet.</p> <ul style="list-style-type: none"> · explain the effect of change in profit sharing ratio on admission of a new partner. · develop the understanding and skill of treatment of goodwill as per AS-26, treatment of revaluation of assets and reassessment of liabilities, treatment of reserves and accumulated profits, adjustment of capital accounts and preparation of balance sheet of the new firm. · explain the effect of retirement / death of a partner on change in profit sharing ratio. · develop the understanding of accounting treatment of goodwill, revaluation of assets and reassessment of liabilities and adjustment of accumulated profits and reserves on retirement / death of a partner and capital adjustment. · develop the skill of calculation of deceased partner's share till the time of his death and prepare deceased partner's executor's account. · discuss the preparation of the capital accounts of the remaining partners and the balance sheet of the firm after retirement / death of a partner. <p>understand the situations under which a partnership firm can be dissolved.</p> <ul style="list-style-type: none"> · develop the understanding of preparation of realisation
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		accounts and other related accounts.
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AUGUST AND SEPTEMBER

<p>Part-A</p> <p>Unit 2- Accounting for Companies</p>	<p>Mind maps</p> <p>Story telling</p> <p>Role Play</p>	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> · state the meaning of share and share capital and differentiate between equity shares and preference shares and different types of share capital. · understand the meaning of private placement of shares and Employee Stock Option Plan. · explain the accounting treatment of share capital transactions regarding issue of shares. · develop the understanding of accounting treatment of forfeiture and re-issue of forfeited shares. · describe the presentation of share capital in the balance sheet of the company as per schedule III part I of the Companies Act 2013. · explain the accounting treatment of different categories of transactions related to the issue of debentures. · develop the understanding and skill of writing of discount / loss on the issue of debentures. · understand the concept of collateral security and its presentation in the balance
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		<p>sheet. · develop the skill of calculating interest on debentures and its accounting treatment.</p> <p>state the meaning of redemption of debentures.</p>
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Revision for term Exam

Project work and instructions regarding the same.

OCTOBER and NOVEMBER

<p>Part-B</p> <p>Unit 3-Analysis of Financial Statement</p>	<p>Mind Maps</p> <p>Story Telling</p>	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> · develop the understanding of major headings and subheadings (as per Schedule III to the Companies Act, 2013) of the balance sheet as per the prescribed norms / formats. · state the meaning, objectives and limitations of financial statement analysis. · discuss the meaning of different tools of 'financial statements analysis'. <p>state the meaning, objectives and significance of different types of ratios.</p> <ul style="list-style-type: none"> · develop the understanding of computation of current ratio and quick ratio. · develop the skill of computation of debt equity ratio, total asset to debt ratio, proprietary ratio and interest coverage ratio. <p>develop the skill of computation of inventory</p>
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		<p>turnover ratio, trade receivables and trade payables ratio and working capital turnover ratio.</p> <ul style="list-style-type: none"> · develop the skill of computation of gross profit ratio, operating ratio, operating profit ratio, net profit ratio and return on investment.
Unit 4- Cash Flow Statement	Mind Maps,Storytelling	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> · state the meaning and objectives of the cash flow statement. · develop the understanding of preparation of Cash Flow Statement using indirect method as per AS 3 with given adjustments.
Project work for October break		
DECEMBER,JANUARY and FEBRUARY		
Revision of chapters and discussion on last 5 yrs question paper of CBSE.		

BUSINESS STUDIES:

Learning Objectives

1. To inculcate business attitude and develop skills among students to pursue higher education, world of work including self-employment.
2. To develop students with an understanding of the processes of business and its environment;
3. To acquaint students with the dynamic nature and interdependent aspects of business;
4. To develop an interest in the theory and practice of business, trade and industry;
5. To familiarize students with theoretical foundations of the process of organizing and managing the operations of a business firm;
6. To help students appreciate the economic and social significance of business activity and the social cost and benefits arising there from;
7. To acquaint students with the practice of managing the operations and resources of business;
8. To enable students to act more effectively and responsibly as consumers, employers, employees and citizens.

April

Chapter	Methodology	Learning Outcomes
Part-B Unit-11- Marketing management	Mind Maps, storytelling, Case studies & Role Play	After going through this Unit, the students will be able to: · Understand the concept of marketing.

		<ul style="list-style-type: none">· Explain the features of marketing.· Discuss the functions of marketing.· Explain the marketing philosophies.· Understand the concept of marketing mix.· Describe the elements of marketing mix.· Understand the concept of the product as an element of the marketing mix.· Understand the concept of branding, labelling and packaging.· Understand the concept of price as an element of marketing mix.· Describe the factors determining price of a product.· Understand the concept of physical distribution.· Explain the components of physical distribution.· Describe the various channels of distribution.· Understand the concept of promotion as an element of marketing mix.· Describe the elements of the promotion mix.· Understand the concept of advertising.· Understand the concept of sales promotion.
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		· Discuss the concept of public relations.
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Chapter	Methodology	Learning Outcomes
Unit-12- Consumer protection	Mind Maps, storytelling, Case studies & Role Play	<ul style="list-style-type: none"> · Understand the concept of consumer protection. · Describe the importance of consumer protection. · Discuss the scope of Consumer Protection Act, 2019 Understand the concept of a consumer according to the Consumer Protection Act, 2019. · Explain the consumer rights · Understand the responsibilities of consumers · Understand who can file a complaint and against whom? · Discuss the legal redressal machinery under Consumer Protection Act, 2019. · Examine the remedies available to the consumer under Consumer Protection Act, 2019 Describe the role of consumer organizations and NGOs in protecting consumers' interests.
Project Work for Summer Vacation		

May

Chapter	Methodology	Learning Outcomes
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<p>Part-B</p> <p>Unit-9 Financial Management</p>	<p>Mind Maps, storytelling, Case studies & Role Play</p>	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> · Understand the concept of financial management. · Explain the role of financial management in an organisation. · Discuss the objectives of financial management Discuss the three financial decisions and the factors affecting them. · Describe the concept of financial planning and its objectives. · Explain the importance of financial planning. Understand the concept of capital structure. · Describe the factors determining the choice of an appropriate capital structure of a company. · Understand the concept of fixed and working capital. · Describe the factors determining the requirements of fixed and working capital.
<p>Unit-10 Financial Market</p>	<p>Mind Maps, storytelling, Case studies & Role Play</p>	<ul style="list-style-type: none"> · Understand the concept of the financial market. Understand the concept of the money market. · Discuss the concept of capital market. · Explain primary and secondary markets as types of capital market. · Differentiate between capital and money markets.

		<ul style="list-style-type: none"> · Distinguish between primary and secondary markets. · Give the meaning of a stock exchange. · Explain the functions of a stock exchange. · Discuss the trading procedure in a stock exchange. · Give the meaning of depository services and demat account as used in the trading procedure of securities. State the objectives of SEBI. · Explain the functions of SEBI.
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July

Chapter	Methodology	Learning Outcomes
Part-A Unit-1 Nature and significance of management	Mind Maps & Role Play	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> · Understand the concept of management. · Explain the meaning of 'Effectiveness and Efficiency. · Discuss the objectives of management. · Describe the importance of management. · Examine the nature of management as a science, art and profession. Understand the role of top, middle and lower levels of management · Explain the functions of management Discuss the

		<p>concept and characteristics of coordination.</p> <ul style="list-style-type: none"> · Explain the importance of coordination
Unit-2 Principles of management	Mind Maps & Role Play	<ul style="list-style-type: none"> · Understand the concept of principles of management. · Explain the significance of management principles. · Discuss the principles of management developed by Fayol. Explain the principles and techniques of 'Scientific Management'. · Compare the contributions of Fayol and Taylor.
Part-A Unit-3 Business Environment	Mind Maps, storytelling, Case studies	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> · Understand the concept of 'Business Environment'. · Describe the importance of Business Environment · Describe the various dimensions of 'Business Environment'. · Understand the concept of Demonetization.

August and September

Chapter	Methodology	Learning Outcomes
Unit-4 Planning	Mind Maps, Role Play, Case studies	<ul style="list-style-type: none"> · Understand the concept of planning.

		<ul style="list-style-type: none"> · Describe the importance of planning. · Understand the limitations of planning. · Describe the steps in the process of planning. · Develop an understanding of single use and standing plans. · Describe objectives, policies, strategy, procedure, method, rule, budget and programme as types of plans.
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Chapter	Methodology	Learning
Part-A Unit 5- Organizing	Mind Maps, storytelling	After going through this Unit, the students will be able to: <ul style="list-style-type: none"> · Understand the concept of organizing as a structure and as a process. · Explain the importance of organising. Describe the steps in the process of organising. · Describe functional and divisional structures of organisation. · Explain the advantages, disadvantages and suitability of functional and divisional structure. · Understand the concept of formal and informal organisation. · Discuss the advantages and disadvantages of formal and informal

		<p>organisation. Understand the concept of delegation.</p> <ul style="list-style-type: none"> · Describe the elements of delegation. · Appreciate the importance of delegation. Understand the concept of decentralisation. · Explain the importance of decentralisation. · Differentiate between delegation and decentralisation.
<p>Part-A Unit 6- Staffing</p>	<p>Mind Maps, storytelling, Role Plays & Case studies</p>	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> · Understand the concept of staffing. · Explain the importance of staffing · Understand the specialized duties and activities performed by Human Resource Management · Describe the steps in the process of staffing Understand the meaning of recruitment. · Discuss the sources of recruitment. Explain the merits and demerits of internal and external sources of recruitment. Understand the meaning of selection. · Describe the steps involved in the process of selection. Understand the concept of training and development.

		<ul style="list-style-type: none"> · Appreciate the importance of training to the organisation and to the employees. · Discuss the meaning of induction training, vestibule training, apprenticeship training and internship training. · Differentiate between training and development. · Discuss on the job and off the job methods of training.
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Revision for 1st Term

October and November

Chapter	Methodology	Learning
Unit 7 Directing	Mind Maps, storytelling, Role Plays & Case studies	<ul style="list-style-type: none"> · Describe the concept of directing. · Discuss the importance of directing Describe the various elements of directing Understand the concept of motivation. · Develop an understanding of Maslow’s Hierarchy of needs. · Discuss the various financial and non-financial incentives. Understand the concept of leadership. · Discuss the various styles of leadership. Understand the concept of communication · Understand the elements of the communication process.

		<ul style="list-style-type: none"> · Discuss the concept of formal and informal communication. · Discuss the various barriers to effective communication. · Suggest measures to overcome barriers to communication.
Unit-8 Controlling	Mind Maps, storytelling, Role Plays & Case studies	<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 steps in the process of controlling

DECEMBER, JANUARY and FEBRUARY

- Revision of chapters and discussion on previous 5 years question papers (CBSE)

POLITICAL SCIENCE:

CURRICULUM (2024-25)

Subject : Political Science

Class : XII

Objectives :

Contemporary World Politics (PART-A)

- 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.
- Analyze the all-encompassing impact of various global institutions, processes, and events.
- Promote international understanding and respect for humanity.

. Politics in India since Independence(PART-B)

- Understand and analyze constitutional institutions and their working in the post-independence era.
- Appreciate the contribution of political leaders in Nation Building.
- Develop the capacity to link Government structure, processes, and their policies with contemporary political realities.
- Acquaint the students to the changing trends and developments in India

Month : April 2024

No. of working days : 22

Chapter No. and Name	METHODOLOGY	LEARNING OUTCOMES
<p>PART-A Chap1. The End of Bipolarity Topics to be focused: a) The Soviet System b) Gorbachev and the disintegration c) Causes and Consequences of disintegration of Soviet Union d) Shock Therapy and its Consequences e) New entities in world politics • Russia • Balkan States • Central Asian States f) India's relations with Russia and other post-communist countries</p>	<ul style="list-style-type: none"> • Group Discussion: Causes and consequences of disintegration of USSR • Documentaries-Past & present situations in USSR/Post Soviet Republics • Analysis of relevant newspaper articles 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify the basic features of the Soviet System. • Discuss the background and outcome of disintegration of the Soviet Union. • Examine the consequences of unipolar world • Assess the features of Shock Therapy • Probe into the recent happenings in the Post-Communist Countries. • Trace the developments between India& Russia
<p>PART-B Chap-1 Challenges of Nation Building Topics to be focused: a) Challenges for the new Nation. • Three Challenges. b) Partition: Displacement and Rehabilitation. • Consequences of Partition. c) Integration of Princely States. • The problem • Government's approach • Hyderabad • Manipur d) Reorganisation of States.</p>	<ul style="list-style-type: none"> • Documentaries • Discussion: Causes and consequences of Partition • Live Experiences- Meeting People who lived through this period. • Cartoon Interpretation • Map Activity 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Analyse the challenges which Independent India faced. • Describe the factors that led to the partition of India. • Explain the circumstances under which different princely states signed the Instrument of Accession. • Assess how language became the basis of reorganisation of the states. • Evaluate the role played by leaders in Nation Building

Month : May 2024

No. of working days : 17

<p>PART-A Chap. 2 Contemporary Centres of Power 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>	<ul style="list-style-type: none"> • Discussion: Importance on regional organisations • Comparative study: Economic growth of China, Japan and South Korea. • Use of timeline Inquiry based learning Map activity • Interpretation of cartoons/ Pictures/ Newspaper • clippings 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the importance of European Union and ASEAN. • Evaluate the extent of rise of Chinese economy and its impact on world politics. • Summarize India's relations with China.
<p>PART-B Chap.2 Era of One-Party Dominance Topics to be focused: a) 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>	<ul style="list-style-type: none"> • Group Discussion: Recent changes in the electoral process • Comparative analysis: Ideology of different political parties • Maps/Cartoons • Question strategy • Quiz 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the sustenance of democratic politics in the country • Evaluate the electoral politics post-Independence • Assess the dominance of the Indian National Congress from 1952 to 1967. • Evaluate the role of Opposition parties.

Month : July 2024

No. of working days : 24

<p>PART-A Chap-3 Contemporary South Asia Topics to be focused: 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 Neighbours f) Peace and Cooperation</p>	<ul style="list-style-type: none"> • Map activity • Comparative Analysis: Political systems of South Asian countries • Use of Historical data • Interpretation of cartoons/Pictures /Newspaper clippings • Discussion: Current 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify & locate the seven countries of the South Asian region. • Appreciate the mixed record of democracy in the South Asian region. • Examine the role of Political leaders • Reflect upon the causes of various
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	<p>economic crisis in Sri Lanka and Pakistan</p> <ul style="list-style-type: none"> • Quiz 	<p>conflicts and movements in this region.</p> <ul style="list-style-type: none"> • Justify the creation of SAARC • Understand the involvement of US and China in South Asia.
<p>PART-A Chap-4 International Organizations Topics to be focused:</p> <p>a) Meaning and importance of International Organisations</p> <p>b) Evolution of the UN</p> <p>c) Structure and function of International Organisations</p> <p>d) Principal Organs of UN</p> <p>e) Reform of the UN after Cold War</p> <p>f) Reform of Structures, Processes and Jurisdiction of the UN</p> <p>g) India and the UN Reforms</p> <p>h) Key Agencies: IMF, World Bank, WTO, ILO, IAEA.</p> <p>i) NGO: Amnesty International, Human Rights Watch.</p> <p>j) Implications and Future of International Organizations</p>	<ul style="list-style-type: none"> • Discussion and debate: Necessary reforms of the UN • Interpretation of cartoons /Newspaper clippings • Quiz • Model United Nations 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Define International Organization • Appreciate the role of United Nations and its agencies • Reflect on the events taking place in the post-cold war era • Understand the need for reforms in the United Nations
<p>PART-B Chap.3 Politics of Planned Development Topics to be focused:</p> <p>a) Political contestation.</p> <ul style="list-style-type: none"> • Ideas of Development. • Planning • Planning Commission <p>b)The Early Initiatives</p> <ul style="list-style-type: none"> • The First Five Year Plan. • Rapid Industrialisation. 	<ul style="list-style-type: none"> • Debate and Discussion: First three 5-year plans. • Comparative analysis: The Left and Right ideology 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify the varied option considered by the government to balance growth and socio-economic justice. • Know the difference between Left and Right Ideology • Understand the need for the formation of the Planning Commission. • Appreciate the need for strategic long-term development programme and policies.

Month : August 2024

No. of working days : 21

<p>PART -B Chap.4. India’s External Relations Topics to be focused: a) International Context b) The Policy of Non-Alignment. <ul style="list-style-type: none"> • Nehru’s role • Distance from two camps. • Afro Asian Unity c) Peace and conflict with China <ul style="list-style-type: none"> • The Chinese Invasion 1962 • War and Peace with Pakistan • Bangladesh War 1971 d) India’s Nuclear Policy.</p>	<ul style="list-style-type: none"> • Presentation: NAM founders, objectives, principles and its relevance in contemporary world politics • Group discussion: India’s relations with China and Pakistan (past, present and future) • Debate: India’s stand on shifting alliances • Research and Report Writing 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Recognise the significance of NAM • Interpret, compare and contrast multi-lateral aspects of Indo-China relationship • Demonstrate knowledge on Indo-Pak wars • Appreciate the steps taken by Indian government to develop military capacity • Reflect and introspect on the choices that the country must consider for the cause of development and peace building
<p>PART -B Chap-5 Challenges to and Restoration of the Congress System Topics to be focused: a) Challenge of Political Succession <ul style="list-style-type: none"> • From Nehru to Shastri • From Shastri to Indira Gandhi b) Fourth General Election 1967 <ul style="list-style-type: none"> • Context of the Election. • Non Congressism • Electoral Verdict • Coalitions • Defections c) Split in the Congress <ul style="list-style-type: none"> • Indira vs the Syndicate • Presidential Election 1969 d) The 1971 Election and Restoration of Congress <ul style="list-style-type: none"> • The outcome and after </p>	<ul style="list-style-type: none"> • Use of timeline • Comparative analysis: Political Succession • Group discussion: Changing electoral performance of the congress Interpretation of cartoons • Map Activity 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Understand the challenges of political succession after Nehru. • Evaluate the opposition unity and the Congress split as a challenge to Congress dominance. • Compare and contrast the new Congress and the old Congress. • Summarize the initiatives taken by Indira Gandhi to overcome the challenges faced by her • Analyze the process of restoration of the Congress system

<ul style="list-style-type: none"> • Restoration? 		
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Month : September 2024

No. of working days : 10

<p>PART-A Chap- 5 Security in the Contemporary World Topics to be focused: a) 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>	<ul style="list-style-type: none"> • Discussions and debates: New sources of threat • Comparative analysis: Security concerns of different countries Interpretation of cartoons/Pictures • Collaborative concept mapping: India’s initiatives and policies towards security. 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Recognize the causes of security threats • Enhance analytical skills to provide solutions to security concerns. • Develop critical thinking about the role of various stakeholders in ensuring security today.
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Month : October 2024

No. of working days : 18

<p>PART- A Chap.6. Environment and Natural Resources Topics to be focused: a) 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</p>	<ul style="list-style-type: none"> • Presentation: Environmental issues • Recapitulation • Debate and discussion: Indigenous communities of the world and their concerns • Newspaper activity to inculcate concern, awareness and environmental morality 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Enlist and explain the facts related to global environmental issues • Recognize and understand the need to conserve critical resources • Demonstrate knowledge and appreciation towards India’s responsibility in protecting environment
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		<ul style="list-style-type: none"> • Realize the need to conserve resources and exhibit responsibility towards prudent use to facilitate sustainable development • Know about the nature of concerns of indigenous communities and understand how the governments of different countries respond to their plea
<p>PART-B Chap.6 The Crisis of Democratic Order Topics to be focused:</p> <p>a) Background to Emergency.</p> <ul style="list-style-type: none"> • Economic Context. • Gujarat and Bihar Movements • Conflict with Judiciary <p>b) Declaration of Emergency</p> <ul style="list-style-type: none"> • Crisis and response • Consequences <p>c) Lessons of the Emergency.</p> <p>d) d)Politics after Emergency.</p> <ul style="list-style-type: none"> • Lok Sabha Elections 1977 • Janata Government • Legacy 	<ul style="list-style-type: none"> • Group discussion: Based on Newspaper articles and other media information with respect to emergency • Quiz • Cartoon Interpretation • Map Activity 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Understand the causes and consequences of Emergency • Examine the lessons of Emergency • Evaluate the rule of Janata Government
<p>PART-B Chap. 7 Regional Aspirations Topics to be focused:</p> <p>a) Region and the Nation</p> <ul style="list-style-type: none"> • Indian Approach • Areas of Tension • Jammu and Kashmir • Roots of the Problem 	<ul style="list-style-type: none"> • Group discussion: Demands of Autonomy in different parts of the country. • Comparative analysis: Government's response to regional aspirations • Quiz 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the implications of regional demands. • Analyse the importance of integrity in India. • Appreciate the

<ul style="list-style-type: none"> • External and Internal disputes • Politics since 1948 • Insurgency and After • 2022 and Beyond b) Punjab • Political Context • Cycle of Violence • Road to Peace c) The Northeast • Demand for autonomy • Secessionist Movements • Movements against outsiders • Assam and National 		<p>initiatives taken by the government in dealing with regional aspirations</p>
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Month : November 2024

No. of working days : 21

<p>PART-A Chap. 7 Globalisation Topics to be focused:</p> <ol style="list-style-type: none"> a) Concept of globalization b) Causes and Consequences of globalization c) India and globalization d) Resistance to globalization e) India and resistance to globalisation 	<ul style="list-style-type: none"> • Group discussion: Positive and negative impact of globalization. • Interpretation of Cartoons • Question strategy 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the significance of Globalization <ul style="list-style-type: none"> • Elucidate the political, economic, and cultural dimensions of Globalisation. • Critically evaluate the impact of globalisation on India • Draw attention to resistance movements to Globalisation and envisage its future trends.
<p>PART B Chap. 8 Recent Developments in Indian Politics Topics to be focused</p> <ol style="list-style-type: none"> a) Context of 1990s b) Era of Coalition <ul style="list-style-type: none"> • Alliance Politics c) Political rise if the Backward Classes <ul style="list-style-type: none"> • Mandal Implemented • Political Fallouts d) Communalism, Secularism and Democracy. <ul style="list-style-type: none"> • Ayodhya Dispute 	<ul style="list-style-type: none"> • Comparative analysis: Different developments taking place in present scenario with that of twentieth century. • Timeline Interpretation of Cartoons/Caricatures • Quiz • Reflective Enquiry 	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Understand momentous changes taking place in the nation since 1989 • Trace the rise and growth of BJP • Identify the areas of growing consensus

- Demolition and after
- e) Emergence of New Consensus
- f) Lok Sabha Elections 2004
- g) Growing Consensus

Month : December 2024

No. of working days : 21

Practice from sample papers		
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Month : January 2025

No. of working days : 18

Practice from old CBSE board papers	Pre-board exam	
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Month : February 2025

No. of working days : 12

Discussion of doubts		
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HINDI:

कक्षा -12वीं (पाठ्यक्रम योजना 2024- 25) विषय - हिंदी

भाषा शिक्षण उद्देश्य

१ दैनिक जीवन में हिंदी में समझना बोलने के साथ-साथ लिखने की क्षमता का विकास

२ हिंदी के किशोर साहित्य अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास ।

३ औपचारिक विषयों और संदर्भ में बातचीत में भाग ले पाने की क्षमता का विकास।

४ हिंदी के जरिए अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।

५ संचार के विभिन्न बांधों में प्रयुक्त हिंदी के विभिन्न रूपों को समझने की योग्यता का विकास।

६ कक्षा में बहुभाषिक बहु सांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना ।

७ अपनी मातृभाषा और परिवेशगत भाषा को साथ लिखकर हिंदी की संरचनाओं की समझ बनाना।

८ सामाजिक मुद्दों पर समझ बनाना।

९ कविता कहानी तथा घटनाओं को रोचक ढंग से लिखना।

१० जाति धर्म रीति रिवाज तथा लिंग के विषय को समझने की क्षमता का विकास।

११ भाषा एवं साहित्य को समझने एवं आत्मसात करने की दक्षता का विकास।

पुस्तकें

आरोह भाग 2, विमान भाग 2, अभिव्यक्ति व माध्यम

माह/दिवस	पाठ का नाम	शिक्षण युक्ति	अधिगम संप्राप्ति
अप्रैल माह/ 22 दिवस	हरिवंश राय बच्चन (आत्म परिचय ,दिन जल्दी-जल्दी ढल जाता है) भक्तिन(महादेवी वर्मा)	प्रवाह चित्र ,पी.पी.टी ,व्याख्यान विधि, दृश्य श्रव्य साधनों का प्रयोग	विश्लेषणात्मक रचनात्मक एवं तार्किक कौशल का विकास ,छात्र शिक्षा के सही स्वरूप को समझ पाने में सक्षम हो पाएंगे
मई माह/17 दिवस	आलोक धन्वा(पतंग) (सिल्वर वेडिंग मनोहर श्याम जोशी)	दृश्य श्रव्य साधनों से व्याख्यान विधि का प्रयोग प्रवाह चित्र पीपीटी	बच्चे स्वयं को इस पाठ से जोड़ पाएंगे, तथा पतंग लूटने में खतरनाक परिस्थितियों का सामना करना सीखेंगे
जुलाई माह/24 दिवस	कुंवर नारायण (कविता के बहाने, बात सीधी थी पर) काले मेघा पानी दे (धर्मवीर भारती) जनसंचार माध्यम और लेखन	प्रवाह चित्र ,पी पी टी ,दृश्य श्रव्य साधनों का प्रयोग	बच्चे कविता की व्यापकता से अवगत होंगे भाषा की सहजता से अवगत होंगे जनसंचार के माध्यमों के बारे में जानकारी प्राप्त करेंगे
अगस्त माह/ 21 दिवस	रघुवीर सहाय (कमरे में बंद अपाहिज) पहलवान की ढोलक (फणीश्वर नाथ रेणु)	अनुकरण विधि ,पीटी से व्याख्यान विधि, दृश्य सभ्य साधनों का प्रयोग	समाज में दिव्यांगों के प्रति युवा वर्ग की जागरूकता व सम्मान की भावना पैदाकरना जीवन निर्वाह से

	जूझ (आनंद यादव)		संबंधित परेशानियों से अवगत होकर उनकी चुनौतियों को स्वीकारना
सितंबर माह / 10 दिवस	शमशेर बहादुर सिंह (उषा) पत्रकार यह लेखन के विभिन्न रूप और लेखन प्रक्रिया	व्याख्यान विधि, दृष्टांत विधि पीपीटी, अभ्यास पत्र अगमनात्मक विधि व प्रारूप के उदाहरण, ऑडियो वीडियो साधन	नैसर्गिक प्रकृति से जुड़ाव महसूस करेंगे सुबह से पूर्व होने वाले प्राकृतिक परिवर्तनों को महसूस कर करेंगे। सरल और सटीक शब्दों के प्रयोग में सक्षम
अक्टूबर माह / 18 दिवस	गोस्वामी तुलसीदास (कवितावली, लक्ष्मण मूर्छा, राम का विलाप) शिरीष के फूल (हजारी प्रसाद द्विवेदी) विशेष लेखन स्वरूप और प्रकार	विश्लेषणात्मक विधि पीपीटी, प्रवाह चित्र प्रारूप समझना व अभ्यास करना	काव्य की सुंदरता को समझना भाई का अपने भाई के प्रति प्यार का अनुभव करना रामचरितमानस के उत्तरसे परिचित होना भाषा कौशल के प्रयोग का विकास
नवंबर माह/21 दिवस	फिराक गोरखपुरी (रुबाइयां) श्रम विभाजन और जाति प्रथा मेरी कल्पना (भीमराव अंबेडकर जी) कैसे करें कहानी का नाट्य	प्रश्नोत्तरी, दृष्टांत विधि, प्रवाह चित्र पीपीटी	बच्चे ग्रामीण जीवन से संबंधित जानकारी प्राप्त करेंगे श्रम विभाजन के बारे में बारे में अवगत होंगे वह जाति प्रथा के नुकसानों से परिचित होंगे

	रूपांतरण		
दिसंबर माह / 21दिवस	<p>उमाशंकर जोशी (छोटा मेरा खेत, बगुले के पंख)</p> <p>अतीत में दबे पांव (ओम धान्वी)</p> <p>कैसे बनता है रेडियो नाटक , नए और अप्रत्याशित विषयों पर लेखन</p>	<p>अनुकरण विधि , प्रवाह चित्र , दृश्य श्रव्य साधनों का प्रयोग</p>	<p>कविता की सहज भाषा से अवगत होंगे</p> <p>बच्चे सिंधु घाटी सभ्यता के बारे में जानकारी प्राप्त करेंगे</p> <p>नाटक के स्वरूप और अवधारणा से अवगत होंगे</p>
जनवरी माह / 18दिवस	<p>पुनरावृत्ति कार्य (गद्य पद्य पाठों से वस्तुनिष्ठ प्रश्न)</p>	<p>सीबीएसई के प्रतिदर्श पत्रों से अभ्यास</p>	<p>आत्मविश्वास में वृद्धि</p>
फरवरी माह / 12दिवस	<p>पुनरावृत्ति कार्य हेतु रचनात्मक लेखन</p>	<p>अभ्यास पत्र</p>	<p>लेखन कौशल का विकास</p>

MUSIC:

Learning Objectives:-

- 1) Learn Vocal Music
- 2) Short and Long Definitions in Hindi and English

CONTENT	METHODOLOGY	LEARNING OUTCOME
<p>April:- 22 Days; Brief study of the following definitions. Alankar, Kan, Meend, Khatka, etc. Practical:- Raag Bharav Dhrut Khyal</p>	<p>Lecture Method and given some short questions. Memorizing the Raag.</p>	<p>Students learned short definitions. Developing singing skills</p>
<p>May:- 17 Days; Long definitions and introduction to Raag Bharav, Malkauns, Raag Bageshri. Practical:- Aalap and Taan in Raag Bharav</p>	<p>Lecture Method and write Raag Bharav notation. Aalap and Taan in Raag Bharav.</p>	<p>Students know how to write notation of Raag. Honing the singing skills.</p>
<p>July:- 24 Days; Historical development of Time theory of Raagas Practical:- Rupak Taal with hand beats.</p>	<p>Lecture Method. All Taalas with hand beats – Thah, Dugun, Chaugun.</p>	<p>Students learned how to divide time of Raagas Honing the Taal skills.</p>
<p>August:- 21 Days; Detail study of Sangeet Ratnakar and Sangeet Parijaat Practical:- Raag Malkauns and Raag Bageshri.</p>	<p>Lecture Method. Write complete descriptions and their importance. Taan and Aalap.</p>	<p>Students came to know the importance of these books. Developing rythematic sense.</p>
<p>September:- 10 Days; Life sketch and contribution of musicians. Practical:- Tarana or Dhamaar</p>	<p>Lecture Method. Students wrote life sketches of vocalists and their works. Laykari – Thah, Dugun and Chaugun.</p>	<p>Students collected their photographs and learned how to improve classical music. Developing the sense of Sur and Taal.</p>
<p>October:- 18 Days; Taalas along with Taal notations.</p>	<p>Lecture Method. Write Taala notations. Learn Taal with hand beats.</p>	<p>Students will know how to write Laykari. Developing the sense of Taal Beats.</p>

Practical:- Dhamaar Taal with Laykari.		
November:- 21 Days; Tuning of Tanpura. Practical:- Playing of Tanpura. Recognizing of Raagas. Practical: Identification of Raagas.	Lecture and Demo Method.	Students learned the basic knowledge of Classical Music by Tanpura.

EARLY CHILDHOOD CARE AND EDUCATION

Learning Objectives: -

- 1. Respect children and their rights in diverse capabilities, social and cultural contexts. Apply safe working practices.**
- 2. Comply with environment regulation.**
- 3. Assist in exigencies and carry out elementary first-aid during emergencies.**
- 4. Work in a team, understand and practice soft skills, use technical English to communicate with required clarity.**
- 5. Understand energy conservation, global warming and pollution and contribute in day-to-day work by optimally using available resources.**
- 6. Explain personnel, finance, entrepreneurship and manage/organize related tasks in day-to-day work for personal & societal growth.**
- 7. Apply the government mandates like Right to Education, National Education Policy**

TERM-I

CONTE NT	METHODOLOGY	LEARNING OUTCOME
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<p>APRIL:- 22 Periods</p> <p>Foundations of Child Development (3- 6 years)</p> <p>Communication skills</p>	<p>Lecture Method and Writing the importance of holistic development.</p> <p>Brainstorming session.</p> <p>PowerPoint Practical - Hands on learning</p> <p>ACTIVITY- socio emotional development</p>	<p>Students will learn about the critical periods,different development areas & Rights of child.</p> <p>Students will learn about different methods of communication, communication styles.</p>
<p>MAY:- 17 Periods;</p> <p>Self-Management Skills</p> <p>Educational thoughts of key theorists and pioneer</p>	<p>Lecture Method.</p> <p>Writing of the complete description and their importance.</p> <p>Experiential Learning</p> <p>Practical- Prepare the PPT on any 1 educational theorist.</p>	<p>Students will demonstrate impressive approach and grooming, Team Work, Time Management strategies & techniques.</p>

<p>JULY:- 24 Periods;</p> <p>Developmentally Appropriate Activities for Holistic Development</p>	<p>Lecture Method. Writing of different developmental stages and their milestones.</p> <p>Practical - design the age appropriate development activity</p>	<p>Introduce stages, milestones & basic vocabulary</p> <p>Design poster and write slogans on “Importance of Inclusivity”</p>
<p>AUGUST:- 21 Periods;</p> <p>ICT Skills</p> <p>Fostering Socio emotional competence</p>	<p>Lecture Method.</p> <p>PowerPoint</p> <p>Experiential Learning</p>	<p>Making rational conclusion</p> <p>Developing empathy and respect</p> <p>Managing self</p>
<p>SEPTEMBER: -10 Periods;</p> <p>Entrepreneurial Skills</p>	<p>Lecture Method.</p> <p>PowerPoint</p> <p>Experiential Learning</p> <p>Practical - Advertising the sensory board prepared by them.</p>	<p>Demonstrate the entrepreneur skills.</p> <p>understand the key requirements pf entrepreneur</p>

PHYSICAL ACTIVITY TRAINER

TERM I

APRIL – JULY

UNIT-1: ASSESSMENT OF STUDENTS

- 1) Meaning of assessment
- 2) Types of assessment
- 3) Factors influencing assessment
- 4) Assessment tools
- 5) Types of evaluation
- 6) Meaning and steps in qualitative assessment
- 7) Meaning and steps in quantitative assessment
- 8) Reaching out to parents to display of reports of performance of children for parents
- 9) Explanation of evaluation
- 10) Preparing suggestions for the improvement of the performance of students

UNIT 2: EMERGENCY MANAGEMENT

- 1) Meaning of emergency response
- 2) Need and importance of emergency response
- 3) Prepare an emergency action plan

UNIT 3: HEALTH AND HYGIENE IN PLAY AREA

- 1) Personal strengths of individuals
- 2) Food and drinking supply in play
- 3) Kits for games and practice
- 4) Inspection of play area
- 5) Maintenance of Hygiene in Play Area

AUGUST – SEPTEMBER

EMPLOYABILITY SKILLS

Unit 1: Communication Skills

- 1) Active Listening
- 2) Parts of Speech
- 3) Writing Sentences

Unit 2: Self-management Skills

- 1) Motivation and Positive Attitude
- 2) Result Orientation
- 3) Self-awareness

Unit 3: Information and Communication Technology Skills

- 1) Getting Started with Spreadsheet
- 2) Performing Basic Operations in a Spreadsheet
- 3) Working with Data and Formatting Text
- 4) Advanced Features in Spreadsheet
- 5) Presentation Software
- 6) Opening, Closing, Saving and Printing a Presentation
- 7) Working with Slides and Text in a Presentation
- 8) Advanced Features used in Presentation

Unit 4: Entrepreneurship Skills

- 1) Entrepreneurship and Entrepreneur
- 2) Barriers to Entrepreneurship
- 3) Entrepreneurial Attitudes
- 4) Entrepreneurial Competencies

Unit 5: Green Skills

- 1) Green Jobs
- 2) Importance of Green Jobs

TERM II

OCTOBER – NOVEMBER

Revision

PP