

CURRICULUM PLAN

CLASS 12

SESSION 2023-24



CURRICULUM

PLAN

ENGLISH

CLASS-XII

2023-24

Curriculum Plan

2023-24

ENGLIS

CLASS:12

Learning Objectives :

- On the completion of the academic course, the learners will be able to demonstrate an understanding of the four skills reading, writing, speaking and listening.
- The learners will be able to appreciate prose, poetry and drama and organize ideas effectively in an appropriate, mechanically and grammatically correct style.
- To develop greater confidence and proficiency in the use of language skills.
- To develop art of formal public speaking.
- To make notes based on a text.

TEXT BOOKS

1. FLAMINGO
2. VISTAS

SUGGESTED READING:

1. LIFE OF PI BY YANN MARTEL
2. SHORT STORY COLLECTIONS BY INDIAN AUTHORS
3. UNCLE TOM'S CABIN BY HARRIET BEECH STOWE

GENERAL METHODOLOGY: Interactive Method

ACTIVITIES : Various class activities like Class discussions, Debate ,Group Discussions ,Role Play will be organized

APRIL (18Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
Flamingo:- 1.The Last lesson	Interactive Group Discussion on” Political enslavement is a curse on any Nation” as it deprives it of its identity. The learners will interpret the title of the lesson. The background knowledge of the author and his works would be given. Difficult words and terms would be discussed. The prose will be explained. ACTIVITY Would you repent for not being sincere towards learning your mother tongue? - War of any kind kills humanity but ironically on the other hand unites people to lend their helping hands and strengthen the patriotic feelings. Justify -Audio of the lesson	Students will be able to -develop their optimistic attitude towards life amidst many struggles. -familiarize themselves with specific background information of Alphonse Daudet/ history of France. - understand that language is a key to prison -know the meanings of new phrases -know the importance of mother tongue - understand the wastefulness of war - enhance thinking, analytical, literary skills -understand linguistic chauvinism.
2. My mother at sixty six	Pre-reading activity will be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme. (student- teacher interaction) The poem will be read aloud with proper intonation rhyme and rhythm. Difficult terms and words will be explained so that the students can predict the atmosphere of the world inside the poem. The poem will be explained covering the phrases, sentences and discourse as well as their structuring ACTIVITY -Audio of the poem Literary devices -Worksheet	The students will be able to grasp the theme and meaning of the poem. They would be able to read the poem with proper tone and rhyme and develop an interest in poetry. Their vocabulary will be strengthened. Their analyzing skills would be enhanced.
Writing Skills Notice Writing	Warm up session: Learners would share their knowledge on the importance of a notice (Student-Teacher interaction) The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. The teacher would discuss in detail what a notice should contain. The wide range of themes and objectives covered by notice would be discussed with examples. With special note on 5 Ws :What Where When Who Whom	Students will be able to analyse any NOTICE shown to them on the basis of the knowledge imparted. They will be able to frame notice about any event. They will be able to identify important information in any given notice. Students will be able to use appropriate style and format to write a NOTICE effectively
Third Level (Vistas)	Detailed explanation of the lesson along with meanings of difficult words. Also the explanation will be followed by a summary of the lesson. The teacher will discuss about complexities of modern world and the need of escape. Activity :If you could travel through time and visit any period of history ,where would you go? Group discussion	Students will be able to Understand about the harsh realities of modern world and war. They will realise modern day problems and how common man tends to escape reality by various means.

Reading Skills	Case based ,factual, descriptive or literary unseen passages with Multiple Choice Questions / Objective Type Questions will be asked to assess comprehension, interpretation and inference of meaning will be practiced .	Students will become independent thinkers with an ability to not only create their own knowledge but also critically interpret , analyse and evaluateit with objectivity and fairness. This will also help students in learning and acquiring better language skills.
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MAY(15)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>LOST SPRING</p>	<p>Interactive The background of the author would be given. The theme and story line will be explained. The chapter is about the exploitation of children in hazardous conditions. It highlights abject poverty, thoughtless traditions, loss of innocence, importance of education, back breaking hardwork and dismal working conditions. The chapter is about the acceptance of poverty, exploitation as destiny and a dire need to provide the poverty-stricken people, especially the children, a life of dignity and opportunities to dare, dream and do. UN Sustainable Goals to be discussed: 4. Quality Education – Students will gain insight into the problems of slums and refugees where the children also work to support parents ACTIVITY:Discussion on”1)Dreams of the poor and the reality2) “Problems of child labour, 3)Education is the only weapon to better the lot. -Video on rag pickers and hazards of working in bangle industry</p>	<p>Teachers will be able to sensitize the learnersto the problem of child labour. -analyse that there are millions of children experience no spring in their lives, for their childhood is consumed in making a living Students will be able to: - analyse that there are millions of children experience no spring in their lives, for their childhood is consumed in making a living -understand the miserable plight of street children forced into labour early in life - understand that they are denied the opportunity to go to school. - understand the vicious circle of social stigma, poverty and exploitation - analyse that there is lack of compassion, empathy and commitment for the upliftment of these children of the weaker society</p>
<p>The Tiger King(Vistas)</p>	<p>The Tiger King- The story is a satire on the conceit of those in power. The writer has used the literary devices of dramatic irony and humour to create this effect. The story spans from the</p>	<p>Students will be able to -understand that there is a need of a new system for the age of ecology ie. a system which is embedded in the care of all people and also in the care of the Earth and all life upon it. - know use of dramatic irony to create humour -inculcate the values of empathy, courage,</p>

	<p>birth of tiger king to death covering all the landmarks connected with his passion-tiger-hunt.</p> <p>Pre Reading Activity</p> <ul style="list-style-type: none"> -Discussion about wild life and extinction of tigers -Video on Royal Bengal Tiger 	<p>kindness and sacrifice -understand that whimsical decisions may prove disastrous.</p> <ul style="list-style-type: none"> - judge the consequences of sycophancy -understand that one should not be conceited especially those who are in power. -understand that subjecting innocent animals to the wilfulness of human beings is an injustice.
Deep Water(Flamingo)	<p>INTERACTIVE</p> <p>A real life personal account of experiencing fear and the steps to overcome it. The experience of fear and its conquest made him live intensely. He enjoyed every moment of his living.</p> <p>The session will begin with an interactive session wherein the teacher will ask the students to discuss about their phobias as related to the theme of the lesson. The prose will be read aloud. Difficult words will be discussed. The story outline, theme and values will be discussed by the teacher through a Power Point Presentation.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -appreciate/comprehend the text - understand that most challenging situations could be overcome with immense courage and determination - know various types of water sports and phobias -understand that there is terror only in the fear of death and at death there is peace - understand the first person narrative style -The learners will unfold their logical thinking skills. -Their vocabulary will be enriched. -They will be able to organize their thoughts, research work, compile and present in an economic writing style. -The creative writing skills would be enhanced. -They will develop their listening, speaking, questioning and presentation skills. -They will strengthen their decision-making skills.
WRITING SKILLS: LETTER TO EDITOR	<p>The format, rules, technique will be discussed with examples</p> <p>The usage of language would be taught and students will be assigned written tasks.</p>	<p>The learners will be able to organise their thoughts and express freely.</p> <p>They will develop an interest towards writing thus enhancing their writing skills.</p> <p>Their thinking skills will be enhanced</p>
READING SKILLS	<p>Case based ,factual, descriptive or literary unseen passages with Multiple Choice Questions / Objective Type Questions will be asked to assess comprehension, interpretation and inference of meaning will be practiced .</p>	<p>Students will become independent thinkers with an ability to not only create their own knowledge but also critically interpret , analyse and evaluate it with objectivity and fairness.</p> <p>This will also help students in learning and acquiring better language skills.</p>

JULY(22 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
Journey to the End of the Earth (VISTAS)	<p>Tishani Doshi describes the journey to the coldest, driest and windiest continent in the world: Antarctica. The world's geological history is trapped in Antarctica. Geoff Green's 'Students on Ice' programme aims at taking high school students to the ends of the world. Doshi thinks that Antarctica is the place to go and understand the earth's present, past and future. UN Sustainable Goal - 13. Climate Action —The students will understand the current situation of planet and study the factors responsible for it. They will also know the measures to be adopted to safeguard our planet. Their own solutions and ideas towards these issues will be encouraged.(to be discussed)</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> - understand that millions of years ago humans hadn't arrived and the climate was much warmer with a variety of flora and fauna. -know that the landmass disintegrated into countries shaping the globe. -understand that to study the Earth's past, present and future, Antarctica is the place - the World's geological history is in Antarctica. - analyse and evaluate the effect of human population and climate change. -understand that students are the future generation of policy makers. -evaluate that little changes in the environment can have more adverse
ELEMENTARY SCHOOL CLASSROOM IN A SLUM (Flamingo)	<p>INTERACTIVE</p> <p>The students will be grouped into six for the varied activities, discussions and presentations</p> <p>Pre- reading Activity: The session will start with an interaction on Government's eye on the schools of the slum areas. The title of the prose will be open for class interpretation. The facilitator will develop the format of text in sequence or discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life.</p>	<p>Students will be able</p> <ul style="list-style-type: none"> -The learners will familiarize themselves with specific background information of social inequalities. -They will recognize the purpose of the text and the hidden pathos and nuances of the lines, correlating them with indigenous/ personal experiences. -They will be able to build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children.

<p>THE RATTRAP (Flamingo)</p>	<p>The session will begin with an interactive stage wherein the students would discuss on the temptations in life on basis of the theme of the story. The title of the lesson will be opened to the class for interpretation. The background knowledge of the author would be given. The prose will be explained. Difficult words would be listed and explained. The moral of the story would be discussed.</p>	<p>Students will be able</p> <ul style="list-style-type: none"> -The students will be able to effectively provide a synopsis of the story. -They will be able to analyze the values and thought process of the story. -They will be able to identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind. -They will be able to appreciate the significance of developing personal fears yet rising above them to savour real liberty. -Their vocabulary will be enriched
<p>THE ENEMY (Vistas)</p>	<p>The session will start with an interactive session on the services of a doctor. The title of the lesson will be open for class interpretation. The background of the author will be given. The lesson will be read aloud and explained. The historical background of the story and war related issues will be discussed. Difficult words will be listed out and discussed.</p>	<p>Students will be able</p> <p>The learners will be able to familiarize themselves with specific background of political enmity. They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy. They will be able to understand the significance of professional ethics and social obligation in sensitive times.</p>
<p>INVITATIONS AND REPLIES</p>	<p>A invitation is a request to an individual to come or go somewhere ,or to do something .We hold many social functions such as celebrations of birthday ,engagement ,wedding ,marriage anniversary, appointment , promotion etc. Invitations form an important part of social dealing ACTIVITY: designing invitation cards for various occasions</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> - learn persuasive techniques used in Invitation writing, specifically, happiness or emotion, tone for the event, how to tailor all important information and create attractive invitations -apply language in formal/informal manner -be competent and proficient in the usage of language. -Excel and develop eloquence too

AUGUST(23 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
POETS AND PANCAKES (FLAMINGO)	<p>INTERACTIVE</p> <p>-Poet and Pancakes -the author talks about the Gemini studios which was set up in Chennai .It was one of the most influential film producing organizations of India in the early days of Indian film making .Its founder was SS Vasana ..He talks about the pancakes which was the brand name of the make up material that Gemini Studios bought in truck loads. He also talks of the poets who frequently visit Gemini Studios.</p> <p>Activity(To support learning)</p> <p>Humour creates interest and attraction brings out the hidden talent of the character through the writer's creation' – Discuss.</p> <p>- The author has used gentle humour to point out human foibles. Pick out instances of this to show how this serves to make the piece interesting. (Relational)</p> <p>- How does the author describe the incongruity of an English poet addressing the audience at Gemini Studios?</p>	<p>Students will be able to-</p> <p>-analyse the working conditions and people involved in the studios. -understand that there was a great deal of national integration. - understand the use of talent and creativity at its best.</p> <p>-analyse that good poetry and music are the deciding factor in the popularity of the film.</p> <p>-gain knowledge of Gemini Studios and the people from different regions and religions working together.</p> <p>Activity (to introduce the lesson) A class room discussion based on</p> <p>– Today's film technology compared with that of the early days of Indian cinema.</p> <p>-Narrate a humorous piece about the idiosyncrasies of some interesting characters in your neighbourhood or elsewhere.</p>
A THING OF BEAUTY (FLAMINGO)	<p>A taste of classical poetry with universal appeal and eternal value. The natural bounties are all beautiful things which fill us with joy and remove the gloom in life. Warm up questions</p> <p>a) What is beauty according to you?</p> <p>b) What do you think - 'Beauty dwells outside or within?'</p> <p>c)Brief up about the poet and his poem 'Endymion' as mentioned in the book</p> <p>Recitation and Paraphrasing</p> <p>Activity(to support learning)</p> <p>1. Do we experience things of beauty only for short moments or do they make a lasting impression on us? 1. 2.What do you think - 'Beauty dwells outside or within?'</p> <p>Skills- Creative/aesthetic skills,</p>	<p>Students will be able</p> <p>-to understand the critical appreciation of the poem</p> <p>-to understand that beauty dwells inside us and gives us happiness</p> <p>- to appreciate and admirethe beauty of nature</p> <p>- to understand varied definitions of beauty</p> <p>- to learn from the stories of great people</p> <p>-inculcate values like peace, contentment, respect, care and concern</p> <p>-understand that beautiful things/moments are worth treasuring as they leave an everlasting impression on the minds of people</p> <p>-know that inner beauty is important rather than the outer one</p> <p>- understand that nature provides respite from sorrows</p> <p>-understand the benefits of nature walk</p>

	<p>analytical skills, thinking skills, imaginative skills, reasoning / logical skills</p>	
<p>INDIGO (FLAMINGO)</p>	<p>The lesson is based on the leadership shown by Mahatma Gandhi to secure justice for oppressed people through convincing argumentation and negotiation. It also mentions the contributions made by anonymous Indians to the freedom movement.</p> <p>Warm up questions: List some characteristics of a leader</p> <p>. b) What was Gandhiji's role in freedom movement? c) What do you know about indigo plantation?</p> <p>Clipping on the lesson will be shown</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> -to get acquainted with the legal vocabulary -to understand the role of a leader -to understand the importance of rights -to know the sufferings and contributions of freedom fighters -imbibe empathy, confidence, self-respect, honesty, integrity, self reliance, truthfulness, patience - importance of decision making in adverse circumstances -understand that freedom is priceless and one should respect it -know the importance of health and hygiene

	<p>plantation?</p> <p>Clipping on the lesson will be shown</p> <p>Brief up about other freedom fighters who had contributed for the freedom struggle.</p> <p>Activity(to support learning)</p> <p>i)Some people in America and Australia opposed lock down</p>	<p>-to understand that freedom from fear is a prerequisite for justice</p> <p>-to inculcate various skills required for the task</p> <p>-to take initiative with a sense of responsibility and confidence</p>
<p>WRITING SKILLS: ARTICLE WRITING</p>	<p>INTERACTIVE</p> <p>The session will start with a pre-writing activity to create an interest towards writing.</p> <p>The teacher will define what an article is and discuss the purpose of article writing.</p> <p>The different styles, subjects, purpose of article writing will be discussed.</p> <p>The teacher will explain the technique of accumulating ideas, focusing on ideas and facts, planning, organizing, evaluating, structuring and editing.</p> <p>They will be taught the importance and way of producing a finished piece of work with examples.</p> <p>The requirements of the content, beginning, body and end would be focused.</p>	<p>Students will be able</p> <p>-The students will develop an interest towards writing.</p> <p>-Their planning and organizing techniques would be enhanced.</p> <p>-They will be able to research on any subject and derive information from facts and present him in the form of a written piece.</p> <p>-Their creative writing will be analysed. The interpreting and evaluative skills would be strengthened.</p>

SEPTEMBER (10 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>KEEPING QUIET (Flamingo)</p>	<p>INTERACTIVE</p> <p>The poet wants to convey that stillness is necessary for reflection and quiet introspection. We can hear the voice of our conscience and thus withdraw ourselves from undesirable actions and contribute to create a society of peace and mutual understanding. UN Sustainable Goals-(to be discussed) Peace, Justice and strong</p> <p>The session will begin with observing silence.</p> <p>The teacher will ask the learnersto maintain silence and the study the sounds of silence for one minute.</p> <p>The learners will discuss on the sounds and thoughts of silence and relate to the title of the poem.</p> <p>The background of the author will be given.</p> <p>The poem will be read aloud and discussed. Difficult words will</p>	<p>The learners will 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.</p> <p>They will be able to appreciate the images and symbols and understand the critical appreciation of the poem based on rhyme, content ,theme ,genre and literary elements</p>

	<p>be listed out and discussed. The synopsis would be shown with the help of a PPT.</p> <p>Activity(to support learning) Share the level of stress you (the students) go through due to the pressure from parents, teachers, school and coaching classes.</p> <p>-Students will be shown videos how during covid19 threat when human activities stood still, the Earth began to heal, regenerate .This would make them understand what damage the technological advancement was leading to.</p> <p>-https://www.youtube.com/watch?v=6fallraXCg0</p> <p>-https://www.youtube.com/watch?v=TEIuXoaq4uQ</p>	
<p>Memories of Childhood (VISTAS)</p>	<p>- -The story presents autobiographical episodes from the lives of two women and is an insight into humiliations suffered by the marginalised communities and their relationship with the mainstream culture. UN Sustainable Goals: 10. Reduced Inequality 4. Quality Education- Students will learn that education overcomes all evils to make a world better place to live in where the discrimination based on caste, creed and religion will not be there.</p> <p>Activity(to support learning) - Comment on the title‘We too are Human Beings‘?</p> <p>-How would you contribute in eradicating social evils?</p> <p>-You have been taught that one must get equal opportunities in life to learn and prosper. There seems a difference of opinion and a few oppose certain policies of equality. Why? What are the solutions to the problem and how would you ensure that the deserved ones get the opportunities?</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> - comprehend the text in detail - know the meaning and usage of new vocabulary - -learn how to respect people from different culture -voice for injustice and discrimination -imbibe values, enhance skills -learn and reflect their own/ right perspective of treating underprivileged and marginalised community - imbibe value of respecting each individual irrespective of their caste and creed.
<p>REVISION</p>	<p>ORAL DRILLS/CLASS DISCUSSIONS/CLASS TEST</p>	

OCTOBER (19 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>WRITING SKILLS: Letter of Job Application</p>	<p>INTERACTIVE The teacher will 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>On the Face of It (VISTAS)</p>	<p>-The lesson is about the pain and isolation the physically handicapped go through. It highlights the callousness of the society towards them, affects them adversely and they become even more withdrawn. It encourages the readers to be brave enough to face, accept and deal with difficult situations in life. Activity: (to support learning) -- Video based on physically handicapped people will be shown to the students to relate with the lesson. -The play ends on a tragic note but reaffirms hope. Discuss with reference to the text.</p>	<p>The learners will be able to fight out their loneliness, depression and disappointment. They will accept the physically challenged people positively in their life and expand their social interaction. -They will be able to build up optimism and self confidence -The learners will be able to fight out their loneliness, depression and disappointment. They will accept the physically challenged people positively in their life and expand their social interaction. -They will be able to build up optimism and self-confidence. -gain insight into the loneliness of physically handicapped. - overcome negative attitude towards life. -understand that a person with physical impairment expects good and normal behaviour from others and respect them for what they are. -realise that pain of actual physical impairment is often much less than the sense of alienation felt by the person with disabilities.</p>

<p>Going Places (FLAMINGO)</p>	<p>- The story of an incurable dreamer and an escapist who belongs to a lower middle class family and indulges in fantasizing and hero worship. It also focuses on the complexities of human relationships among different members of a family</p> <p>1. Warm up questions- (To introduce the lesson)</p> <p>i) Discuss about your favourite game.</p> <p>ii) List the countries known for football fever.</p> <p>Activity (to support learning)</p> <p>-Express your views _ ”Dreams are extremely important, you cannot achieve it unless you imagine it.”</p> <p>- Video on football and football player (mentioned in the lesson) will be shown to create interest in the lesson.</p>	<p>Students will be able</p> <ul style="list-style-type: none"> -to analyse the difference between realistic and unrealistic dreams - to compare their world of fantasy and reality - to understand that there is no substitute to hard work - to accept the reality in life and responsibility in the family - to understand relationships/bonding in family
<p>AUNT JENNIFER’S TIGERS (FLAMINGO)</p>	<p>Pre-reading activity will be the first step wherein the students would delve deep into the title of the poem.</p> <p>The learners will make an interpretation of the title as it indicates the subject and theme. The background of the poet will be discussed.</p> <p>The poem will be read aloud with proper intonation rhyme and rhythm.</p> <p>Difficult terms and words will be explained so that the students can predict the atmosphere of the world inside the poem.</p> <p>The poem will 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 figure of speech and rhyme scheme would be discussed</p> <p>-Warm up questions Activity (to</p>	<p>-The learners will be able to</p> <ul style="list-style-type: none"> - facilitate making connections between similar situations in different storylines/life experiences. - empathize with Aunt Jennifer’s problems and see resolution. - think and produce spontaneous, flow and expression in poetic texts to convey a social change. -They will discern prevailing inequalities in various guises. - understand the critical appreciation of the poem - understand that man and woman are equal - empathise with the victims of male chauvinism - be prepared to face such oppressions boldly - raise voice against domestic violence - understand that females even have inherent desires and they deserve freedom: mental and emotional both

	<p>introduce the lesson) a) Do you think <u>happily married</u> is an oxymoron? Why/ Why not? -Comment on <u>Marriage is a blissful state</u>. -PPT will be shown for retaining literary devices. - Video on small scale male chauvinism in present scenario https://www.youtube.com/watch?v=PMueJh9sCP8</p>	
READING SKILLS	<p>Case based ,factual, descriptive or literary unseen passages with Multiple Choice Questions / Objective Type Questions will be asked to assess comprehension, interpretation and inference of meaning will be practiced .</p>	<p>Students will become independent thinkers with an ability to not only create their own knowledge but also critically interpret , analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.</p>

<p>SHOULD WIZARD HIT MOMMY (Vistas)</p>	<p>INTERACTIVE The session will start with an interaction on Are nursery rhymes and fairy tales a reflection of reality? The title of the lesson will be open for interpretation. The background of the author will be given. The lesson will be read aloud and discussed. Difficult words will be listed out and discussed</p>	<p>The learners will be able to familiarize with specific background while tackling personal choices on security, familiarity and happiness. They will be able to make connections between similar situations in personal experiences. They will be able to appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues.</p>
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NOVEMBER(19 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
EVAN TRIES AN O' LEVEL (VISTAS)	INTERACTIVE The session would start with an interaction on Would Education in the jails help in refining prisoners. 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	The learners will be able to familiarize themselves with specific background of the cat and mouse role of the police and the criminal. They will be able to identify and make connections between similar situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity.
A ROADSIDE STAND (FLAMINGO)	A Roadside Stand Brief Description-Robert Frost presents the lives of poor deprived people with pitiless clarity and with the deepest sympathy and humanity. The poor people had constructed a roadside stand to sell their products and earn a living but the rich do not even bother to take a look at it. UN Sustainable Goals Reduce inequalities – eradicate social injustice and class inequalities (to be discussed) Activity (to support learning) -How do the government and other social service agencies help the poor rural people? Through this poem, Frost underlines his sympathy for the rural people in opposition to the uncaring	Students will be able to -understand the contrast between the lives of rich and poor -acquaint themselves with the world around them -learn not only from books but from the examples around them -comprehend the poem and enhance the vocabulary -identify the figures of speech - understand that the economic well-being of a country depends on a balanced development of the villages and the cities

**THE INTERVIEW
(FLAMINGO)**

-The Interview The interview as a communication genre. =The Interview' written by Christopher Sylvester briefs the new invention- Part I- Interview in the field of journalism. Part II -is an extract from an interview of Umberto Eco, author of the popular novel, =Name of the Rose' by Mukund Padmanabhan from =The Hindu.' This interview helps us know many aspects of his writing style and ideas.

Activity (to support learning) -

Discussion about the interviews of famous personalities watched by you.

-What role did reporters/ journalists play during the outbreak of deadly corona?

- What all challenges did they face during the lock down? .

-What impact does the interview of the renowned person create on others?

-Excerpts from the interviews of famous personalities

Students will be able to

- express personal opinion on the interview genre
- know the opinions of eminent people about interview
- understand that the interview holds a position of unprecedented power and influence.
- learn the Analytical skills, Thinking skills, Observatory skills, Interviewing skills
- enjoy an excerpt from an interview with an author

	<p>structuring.</p> <p>Silent reading of the poem by the students within five minutes and listing the difficult terms.</p> <p>The figure of speech and rhyme scheme would be discussed</p>	
THE ENEMY (VISTAS)	<p>The session will start with an interactive session on the services of a doctor.</p> <p>The title of the lesson will be open for class interpretation.</p> <p>The background of the author will be given.</p> <p>The lesson will be read aloud and explained.</p> <p>The historical background of the story and war related issues will be discussed.</p> <p>Difficult words will 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 professional ethics and social obligation in sensitive times.</p>
REPORT WRITING	<p>The teacher in the beginning of the session will give students the opportunity to collect information on a declared issue before writing the report.</p> <p>During the session students will go through the process of developing ideas and collecting and organising information.</p> <p>They will then use the information to create the first draft of an imaginary report.</p> <p>They will then focus on some key areas of good writing and try to redraft their reports with these in mind.(Inductive Learning)</p>	<p>The learners will be able to discuss the purpose of various reports.</p> <p>They will be able to describe the kinds of information to include in specific reports and identify tips for writing a clear, concise, and useful report.</p> <p>They will recognize and address patterns and trends and be able to explain how the tone of a report can affect worker morale and motivation</p>

DECEMBER(PRE - BOARD)

RECAPITULATION AND PREPARATION FOR FINAL ASSESSMENT

HOLIDAY HOMEWORK

Summer Break:

1. Read newspaper daily
2. Project Work(based on class discussions)
3. Watch the movie “DEAD POETS SOCIETY” and explain what stood out the most to you in it? Elucidate the thematic essence of the movie.
4. Prepare a write up for a Fictitious Interview with the famous writer and poet Stephen Spender and also write about some of his great creations.

Winter Break: REVISION OF WHOLE SYLLABUS

**CURRICULUM PLAN
CLASS 12 (2023-2024)
PHYSICS**

Learning Objectives

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

**PHYSICS THEORY PAPER
MAXIMUM MARKS -70**

		No. of Periods	Marks
Unit-I	Electrostatics	26	16
	Chapter-1: Electric Charges and Fields		
	Chapter-2: Electrostatic Potential and Capacitance		
Unit-II	Current Electricity	18	17
	Chapter-3: Current Electricity		
Unit-III	Magnetic Effects of Current and Magnetism	25	
	Chapter-4: Moving Charges and Magnetism	24	18
	Chapter-5: Magnetism and Matter		
Unit-IV	Electromagnetic Induction and Alternating Currents	04	12
	Chapter-6: Electromagnetic Induction		
	Chapter-7: Alternating Current	30	18
Unit-V	Electromagnetic Waves	08	
	Chapter-8: Electromagnetic Waves	15	12
Unit-VI	Optics		
	Chapter-9: Ray Optics and Optical Instruments		
	Chapter-10: Wave Optics	8	7
Unit-VII	Dual Nature of Radiation and Matter		
	Chapter-11: Dual Nature of Radiation and Matter	10	7
Unit-VIII	Atoms and Nuclei		
	Chapter-12: Atoms		
	Chapter-13: Nuclei	160	70
Unit-IX	Electronic Devices		
	Chapter-14: Semiconductor Electronics: Materials, Devices and Simple Circuits		
Total			

PRACTICALS

Total Periods: 32

- 1) The record to be submitted by the students at the time of their annual examination has to include:
- 2) Record of at least 8 Experiments [with 4 from each section], to be performed by the students.
- 3) Record of at least 6 Activities [with 3 each from section A and section B], to be performed by the students.
- 4) The Report of the project carried out by the students.

Evaluation Scheme**Max. Marks: 30****Time 3 hours**

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

<u>Month</u>	<u>No of working days</u>	<u>Topic to be covered</u>	<u>Experiment /Activity</u>	<u>Learning outcome</u>
April	18	<p><u>Chapter–1: Electric Charges and Fields</u></p> <p>Electric Charges; Conservation of charge, Coulomb's law-force between two-point charges, forces between multiple charges; superposition principle and continuous charge distribution. Electric field, electric field due to a point charge, electric field lines, electric dipole, electric field due to a dipole, torque on a dipole in uniform electric</p>	<p>1. To determine resistivity of two / three wires by plotting a graph for potential difference versus current.</p> <p>2. To measure resistance, voltage (AC/DC), current (AC) and check continuity of a given circuit using multimeter.</p>	<p>Students will learn about working of various electrical circuits. This content will enhance their observational skill and will expose them to physics related Technological applications</p>

		<p>field. Electric flux, statement of Gauss's theorem and its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet, thin charged spherical shell.</p> <p><u>Chapter–2: Electrostatic Potential and Capacitance</u></p> <p>Electric potential, potential difference, electric potential due to a point charge, a dipole and system of charges;</p> <p>Equipotential surfaces, electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field. Conductors and insulators, free charges and bound charges inside a conductor. Dielectrics and electric polarisation, capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor.</p>		
May	15	<p><u>Chapter–3: Current Electricity</u></p> <p>Electric current, flow of electric charges in a metallic conductor, drift velocity, mobility and their relation with electric current; Ohm's law, V-I characteristics (linear and non-linear), electrical</p>	<p>3. To find resistance of a given wire / standard resistor using metre bridge.</p> <p>4 . To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and a</p>	<p>This topical will enhance their practical knowledge related to appliance. They would develop a better understanding</p> <p>About</p>

		energy and power, electrical resistivity and conductivity, temperature dependence of resistance, Internal resistance of a cell, potential difference and emf of a cell, combination of cells in series and in parallel, Kirchhoff's rules, Wheatstone bridge.	power source.	application of kirchoff's law .
JULY	22	<p><u>Chapter-4: Moving Charges and Magnetism</u></p> <p>Concept of magnetic field, Oersted's experiment.</p> <p>Biot - Savart law and its application to current carrying circular loop. Ampere's law and its applications to infinitely long straight wire. Straight and toroid solenoids (only qualitative treatment), force on a moving charge in uniform magnetic and electric fields</p> <p>Continuation of Moving charges.</p> <p>Force on a current-carrying conductor in a uniform magnetic field, force between two parallel current-carrying conductors-definition of ampere, torque experienced by a current loop in uniform magnetic field; moving coil galvanometer-its current sensitivity and conversion to ammeter and voltmeter.</p> <p><u>Chapter-5: Magnetism</u></p>	<p>5. To verify the laws of combination (series) of resistances using a metre bridge.</p> <p>6 To determine resistance of a galvanometer by half-deflection method and to find its figure of merit.</p> <p>7. To assemble the components of a given electrical circuit.</p>	They can understand practical application of moving coil meters and how to convert galvanometer into voltmeter and ammeter

		<p><u>and Matter</u></p> <p>Bar magnet, bar magnet as an equivalent solenoid (qualitative treatment only), magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis (qualitative treatment only), torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only), magnetic field lines. Magnetic properties of materials- Para-, dia- and ferro - magnetic substances with examples, Magnetization of materials, effect of temperature on magnetic properties</p>		
August	23	<p><u>Chapter–6:</u> <u>Electromagnetic Induction</u></p> <p>Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's Law, Self and mutual induction.</p> <p><u>Chapter–7: Alternating Current</u></p> <p>Alternating currents, peak and RMS value of alternating current/voltage; reactance and impedance; LCR series circuit (phasor only), resonance, power in AC circuits, power factor, wattless current. AC generator, Transformer.</p>	<p>8.To find the focal length of a convex lens by plotting graphs between u and v or between $1/u$ and $1/v$.</p> <p>9)To study the nature and size of the image formed by a</p> <p>(i) convex lens, (ii) concave mirror, on a screen by using a candle and a screen (for different distances of the candle from the lens/mirror).</p>	Apply knowledge of induction principles to operation of simple device such as microphones and generators.

		<p><u>Chapter–8:</u></p> <p><u>Electromagnetic Waves</u></p> <p>Basic idea of displacement current, Electromagnetic waves, their characteristics, their transverse nature (qualitative idea only). Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays) including elementary facts about their uses</p>		
September	10	<p><u>Ray Optics:</u></p> <p>Reflection of light, spherical mirrors, mirror formula, refraction of light, total internal reflection and optical fibers , refraction at spherical surfaces, lenses, thin lens formula, lens maker’s formula, magnification, power of a lens, combination of thin lenses in contact, refraction of light through a prism. Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying power.</p> <p>Revision for Half yearly Examination</p>	<p>10)To find the focal length of a concave lens, using a convex lens.</p> <p>11) To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation</p>	They develop a better understanding of optical principles. And can solve problems related to various optical instruments and spherical surfaces
October	19	<p><u>Chapter–10: Wave Optics</u></p> <p>Wave front and Huygen’s principle, reflection and refraction of plane wave at a plane surface using wave fronts. Proof of laws of reflection and refraction using Huygen’s principle. Interference, Young's</p>	<p>12) To observe diffraction of light due to a thin slit.</p> <p>13) To study effect of intensity of light (by varying distance of the source) on an</p>	Learn about atmospheric phenomenon based on interference and diffraction . They can differentiate between wave and ray nature of

		<p>double slit experiment and expression for fringe width (No derivation final expression only), coherent sources and sustained interference of light, diffraction due to a single slit, width of central maxima (qualitative treatment only)</p> <p><u>Chapter 10 Atom</u></p> <p>Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model, energy levels, hydrogen spectrum.</p>	LDR.	electromagnetic wave.
November	19	<p><u>Chapter–11: Dual Nature of Radiation and Matter</u></p> <p>Dual nature of radiation, Photoelectric effect, Hertz and Lenard's observations;</p> <p>Einstein's photoelectric equation-particle nature of light.</p> <p>Experimental study of photoelectric effect Matter waves-wave nature of particles, de-Broglie relation</p> <p><u>NUCLEI</u></p> <p>Nuclei Composition and size of nucleus Nuclear force Mass-energy relation, mass defect, nuclear fission, nuclear fusion.</p> <p><u>Chapter–14: Semiconductor</u></p>	14 . To draw the I-V characteristic curve for a p-n junction diode in forward bias and reverse	<p>1.They are introduced to electronic devices and working of low voltage devices.</p> <p>2 . They will learn about nuclear physics and concept related to radioactivity.</p>

		<p><u>Electronics:</u></p> <p>Materials, Devices and Simple Circuits Energy bands in conductors, semiconductors and insulators (qualitative ideas only) Semiconductor diode - I-V characteristics in forward and reverse bias, diode as a rectifier.</p>		
December	22	<p><u>Revision for preboard examination</u></p>		This gives them practice for examination and clear their concepts
January	17	<p><u>1</u> Revision of chapters covered</p> <p><u>2</u> Discussion of board Sample Papers</p> <p>3. Revision test on each chapter.</p>		This will enhance problem solving skills in students.
February		Practical Examination		

HOLIDAY HOME WORK

SUMMER BREAK - 1 Practice NCERT questions of first three chapters

2. Prepare Mind maps for Electrostatic 1& 2
- 3 . Practice circuits based on Kirchhoff's Law

WINTER BREAK - 1 Practice CBSE sample papers .

- 2 . Practice one mark question .

CURRICULUM PLAN
Class 12 (2023-2024)
CHEMISTRY(043)

LEARNING OBJECTIVES

1. To promote understanding of basic facts and concepts in chemistry while retaining the excitement of chemistry.
2. To provide students with a sufficient conceptual background that creates opportunities for them to pursue progressively higher levels of advanced study, prepares them for chemistry related occupations, and engages them in science-related activities appropriate to their interests and ability.
3. To apprise students with the interface of chemistry with other disciplines of science such as physics, biology, geology, engineering etc.
4. To acquaint students with different aspects of chemistry used in daily life enable them to use science and technology to acquire new knowledge and to solve problems, so that they may improve the quality of their own lives and the lives of others.
5. To develop an ability to observe, to analyse and to interpret objectively and to make rational decisions.
6. To prepare students to address various societal, economic, ethical and environmental issues.
7. Finally to develop an interest in students to study chemistry as a discipline.

Time: 3 Hours

70 Marks

S.No.	Title	No. of Periods	Marks
1	Solutions	15	7
2	Electrochemistry	18	9
3	Chemical Kinetics	15	7
4	d -and f -Block Elements	18	7
5	Coordination Compounds	18	7
6	Haloalkanes and Haloarenes	15	6
7	Alcohols, Phenols and Ethers	14	6
8	Aldehydes, Ketones and Carboxylic Acids	15	8
9	Amines	14	6
10	Biomolecules	18	7
	Total	160	70

PRACTICALS

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

Month	DAYS	Topics/ Subtopics/ Methodology	Practicals / Activities	Learning Outcomes
April	18	<p>Haloalkanes and Haloarenes:</p> <p>Haloalkanes: Nomenclature, nature of C–X bond, physical and chemical properties, optical rotation mechanism of substitution reactions.</p> <p>Haloarenes: Nature of C–X bond, substitution reactions (Directive influence of halogen in monosubstituted compounds only)</p> <p>**Uses and environmental effects of -dichloromethane, trichloromethane, tetrachloromethane, iodoform, freons, DDT</p> <p>Alcohols, Phenols and Ethers:</p> <p>Alcohols: Nomenclature, methods of preparation, physical and chemical properties (of primary alcohols only), identification of primary, secondary and tertiary</p>	<p>Content based practicals:</p> <p>Tests for the functional groups present in organic compounds: Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and Primary amino group</p> <p>Activities Group discussion on polyhalogen compounds used in daily life. Students will be asked to prepare concept focus questions and conversion charts (both aromatic and aliphatic organic compounds).</p> <p>Discussion of organic chemistry questions asked in previous year board examinations.</p>	<p>This unit will enable students to know about IUPAC nomenclature of halo compounds. They will further understand the physical, chemical properties, uses, reactivity difference between aliphatic and aromatic halo compounds .</p> <p>These activities will promote deeper understanding of the topic and develop conceptual competence in them</p> <p>To develop problem solving and thinking skills</p> <p>Students will be able to correlate the properties of alcohol, phenol and ethers with their structure .This will help them to predict the outcome and mechanism of some simple organic reactions like dehydration and oxidation using a basic</p>

May	15	<p>alcohols, mechanism of dehydration. Uses of methanol and ethanol.</p> <p>Phenols: Nomenclature, methods of preparation, physical and chemical properties, acidic nature of phenol, electrophilic substitution reactions, uses of phenols.</p> <p>Ethers: Nomenclature, methods of preparation, physical and chemical properties, uses.</p> <p>Aldehydes, Ketones and Carboxylic Acids</p> <p>Aldehydes and Ketones: Nomenclature, nature of carbonyl group, methods of preparation, physical and chemical properties, mechanism of nucleophilic addition, the reactivity of alpha hydrogen in aldehydes, uses.</p> <p>Carboxylic Acids: Nomenclature, acidic nature, methods of preparation, physical and chemical properties, uses.</p> <p>Methodology: Lecture method, Q/A method, White and black Board Teaching through video, worksheets for extra practice.</p>		<p>understanding of the relative reactivity of functional groups. Students will realize the importance of alcohols, phenols and ethers in daily life and in industries.</p> <p>Students will develop fair understanding of the reactivity of different carbonyl compounds towards nucleophilic reaction and will be able to write the products of addition reaction to carbonyl compounds. Students will be able to predict the reaction pathway for the transformation of a given organic compound into another</p>
		<p>Amines Nomenclature, classification, structure, methods of preparation,</p>	<p>Preparation of azodye</p>	<p>Students are able to describe and differentiate between properties of different amines.</p>

		<p>physical and chemical properties, uses, identification of primary, secondary and tertiary amines.</p> <p>**Diazonium salts: Preparation, chemical reactions and importance in synthetic organic chemistry.</p> <p>Methodology: Lecture method, Q/A method, PDF format of NCERT Text Book, self made PPTs, Various online learning resources, lecture by using white and black board.</p>	<p>Volumetric Analysis: Preparation of standard solution of Ferrous ammonium sulphate Preparation of standard solution of M/40 oxalic acid solution .</p> <p>Determination of concentration/ molarity of KMnO_4 solution by titrating it against a standard solution of: i) Oxalic acid, ii) Ferrous Ammonium Sulphate</p> <p>Activity Discussion of innovative investigatory projects to be prepared by students during summer vacation</p>	<p>Students will appreciate the importance of organic chemistry and its relevance to individuals and society.</p>
July	22	<p>Solutions</p> <p>Types of solutions, expression of concentration of solutions of solids in liquids, solubility of gases in liquids, solid solutions, Raoult's law, colligative properties - relative lowering of vapour</p>	<p>Qualitative analysis Determination of one cation and one anion in a given salt. Cation : Pb^{2+}, Cu^{2+}, As^{3+}, Al^{3+}, Fe^{3+}, Mn^{2+}, Zn^{2+}, Cu^{2+}, Ni^{2+}, Ca^{2+}, Sr^{2+}, Ba^{2+}, Mg^{2+}, NH_4^+</p> <p>Anions: $(\text{CO}_3)^{2-}$, S^{2-}, $(\text{SO}_3)^{2-}$, $(\text{NO}_2)^-$, $(\text{SO}_4)^{2-}$, Cl^-, Br^-, I^-, PO_4^{3-}, $(\text{C}_2\text{O}_4)^{2-}$, CH_3COO^-, NO_2^- -(demonstration</p>	<p>Students will know about different expression of concentration of solutions, solubility of solid and gases in liquids, Raoult's law, Henry's law They will further be able to demonstrate that lowering of vapour pressure and osmotic pressure , elevation in b.pt and depression in freezing point are colligative properties.</p>

August	23	<p>pressure, elevation of boiling point, depression of freezing point, osmotic pressure, determination of molecular masses using colligative properties. Abnormal molecular mass, Van't Hoff factor</p> <p>Electrochemistry</p> <p>Redox reactions, EMF of a cell, standard electrode potential, Nernst equation and its application to chemical cells, Relation between Gibbs energy change and EMF of a cell, conductance in electrolytic solutions, specific and molar conductivity, variations of conductivity with concentration, Kohlrausch's Law, electrolysis.</p> <p>Lead accumulator, fuel cells, corrosion, law of electrolysis (elementary idea), dry cell-electrolytic cells and Galvanic cells,</p> <p>Chemical Kinetics :</p> <p>Rate of a reaction (Average and instantaneous), factors affecting rate of reaction: concentration, temperature, catalyst; order and molecularity of a reaction, rate law and specific rate constant,</p>	<p>using online videos)</p> <p>Content based practicals Qualitative analysis Determination of one cation and one anion in a given salt.</p> <p>Content based practical:</p> <p>Chromatography Separation of mixture of red and blue ink by paper chromatography and determination of R_f values.</p>	<p>Will be able to derive and calculate molecular mass of solute from colligative properties.</p> <p>Students will appreciate the hands-on experience of learning chemistry.</p> <p>Students grow as independent, lifelong learners with enhanced research and creative skills when they gather, process and evaluate information.</p> <p>Students would develop concepts on :</p> <p>need of chemical kinetics, elementary reaction, complex reaction, order, molecularity, rates of reaction, integrated rate laws, collision theory, Arrhenius Equation</p>
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		<p>integrated rate equations and half-life (only for zero and first order reactions). **Concept of collision theory (elementary idea, no mathematical treatment), activation energy, Arrhenius equation</p> <p>Methodology: Lecture method, Q/A method Notes PPT White and blackboard.</p>		
Sep	25	<p>Revision of syllabus covered for mid-term examination.</p> <p>HALF YEARLY EXAMINATION</p> <p>Methodology: MS Team PDF of NCERT Text Book PPTs Various online learning Resources Group discussion Think, pair and share method.</p>	<p>Discussion of HOTS and NCERT Exemplar.</p> <p>Oral and written tests.</p> <p>Activity Think, pair and share: Students are asked to prepare charts, concept maps, and flashcards of chemical equations involved in the chapter.</p>	<p>To strengthen their concepts and to provide better grip of the content.</p> <p>Concept Map is intended to help students identify key vocabulary for a topic and also identify the relationships between terms in a topic.</p>
Oct	19	<p>D and F-Block Elements</p> <p>General introduction, electronic configuration, occurrence and characteristics of transition metals, general trends in properties of the first row transition metals – metallic character, ionization enthalpy, oxidation states,</p>	<p>Qualitative analysis Determination of one cation and one anion in a given salt.</p> <p>Content based practical Preparation of Inorganic Compounds Preparation of double salt of Ferrous Ammonium Sulphate or Potash Alum. Preparation of Potassium</p>	<p>After studying this unit the students will be able to:</p> <ul style="list-style-type: none"> -> Recognise the position of d and f block elements in the periodic table -> Describe the general trend in properties of elements of 3d series. -> Explain the tendencies of d-block elements towards the formation of

	<p>ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation.</p> <p>Lanthanoids - Electronic configuration, oxidation states and lanthanoid contraction and its consequences.</p> <p>**Chemical reactivity of lanthanides, Actinides - Electronic configuration, oxidation states and comparison with lanthanide. Preparation and properties of KMnO_4 and $\text{K}_2\text{Cr}_2\text{O}_7$</p> <p>Coordination Compounds</p> <p>Coordination compounds Introduction, ligands, coordination number, colour, magnetic properties and shapes, IUPAC nomenclature of mononuclear coordination compounds. Bonding, Werner's theory, VBT, and CFT.</p> <p>**Structure and stereoisomerism, importance of coordination compounds (in qualitative analysis, extraction of metals and biological system).</p> <p>Methodology PPT Notes Online study materials Lecture method and Q/A method</p>	<p>Ferric Oxalate</p>	<p>alloys, catalysts, complexes and interstitial compounds.</p> <p>Students will learn about properties and bonding of coordination compounds. recognize the importance of inorganic molecules in supporting organic biological systems.</p>
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		White and black board		
Nov	19	<p>Biomolecules</p> <p>Carbohydrates Classification (aldoses and ketoses), monosaccharides (glucose and fructose), D-L'Configuration Proteins -Elementary idea of amino acids, peptide bond, polypeptides, proteins, structure of proteins primary, secondary, tertiary structure and quaternary structures (qualitative idea only),denaturation of proteins. Nucleic Acids: DNA and RNA.</p> <p>**Oligosaccharides (sucrose, lactose, maltose), polysaccharides (starch, cellulose, glycogen), importance of carbohydrates.</p> <p>Vitamins– classification and functions. Enzymes. Hormones - Elementary idea excluding structure.</p> <p>Methodology: Lecture Method , Q/A Method White and black Board Teaching through video, worksheets for extra practice.</p>	<p>Content based practical</p> <p>To study simple tests of proteins,fats and carbohydrates.</p> <p>Titration practice.</p> <p>Salt analysis practice.</p>	<p>Students will become aware of the structure and function of the four classes of organic molecules of life. Students should be able to distinguish between various molecules using simple chemical tests. Students would realise that foods have different nutritional content and appreciate the importance of a balanced diet.</p>

Dec	22	Revision/Block teaching Revision of chapters covered. Discussion of board Sample Papers and region-wise question papers. Chapter wise written test. Self and peer assessment. First pre board examination	Different set of practice papers given to the students according to their abilities(average and above average).	To promote a deeper understanding of the subject and to develop problem-solving skills. Students will be able to identify their weak areas and strengths and take suitable remedial steps with the guidance of teachers to improve their learning capabilities.
Jan	17	Second pre board examination	Discussion of paper and remedial measures to improve the performance of students	This will give them sufficient practice and make them more confident for the upcoming board examination. Students will be able to recognise gaps in their knowledge of the subject.
Feb Mar		Annual examination	Revision for board examination	

HOLIDAY HOMEWORK

Summer break

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

Winter break

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

RECOMMENDED BOOKS

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

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

CURRICULUM PLAN
CLASS 12 (2023-24)
Biology

Learning Objectives

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

PRACTICALS

Total Periods: 32

The record to be submitted by the students at the time of their annual examination has to include:

- Record of at least 8 Experiments [with 4 from each section], to be performed by the students.
- Investigatory Project report current topics of Biology

Evaluation Scheme Time Allowed: Three Hours
Marks: 30

Max.

1	Three experiments one from each section	5+5+4
2	Spotting	7 marks
3	Project and viva	5 marks
4	Practical record (of experiments) and viva	4 marks

BIOLOGY THEORY PAPER
MAXIMUM MARKS -70

<u>Unit</u>	<u>Title</u>	<u>No. of Periods</u>	<u>Marks</u>
VI	Reproduction	30	14
VII	Genetics and Evolution	40	18
VIII	Biology Human Welfare	30	14
IX	Biotechnology and its Applications	30	10
X	Ecology and Environment	30	14
	Total	160	70

<u>Month</u>	<u>Days</u>	<u>Topic to be covered</u>	<u>Experiment /Activity</u>	<u>Learning outcome</u>
April	18	<p><u>Chapter 13</u> Organism and population: 1. Organism and it's environment 2. Populations, their interactions and adaptations</p> <p><u>Chapter-15 .: Biodiversity conservation</u> <u>Biodiversity and its importance</u> <u>Factors responsible for biodiversity loss.</u> <u>Strategic planning for biodiversity conservation</u></p>	<p>1. To study aquatic adaptations in virtual images of 2 plants and two animals</p> <p>2. To study xeric adaptations in two plants and two animals.</p>	<p>Students will learn about adaptations and their importance for survival</p> <p>Students will develop a sense of responsibility towards biodiversity conservation.</p>

May	15	<p><u>Chapter–10 Microbes in human welfare</u></p> <ol style="list-style-type: none"> 1. Microbes in house hold product 2. Microbes in industrial products 3. Microbes in sewage treatment 4. Microbes as biocontrol agents 5. Microbes as biofertilizer 	<p>common Human diseases and their symptoms caused by</p> <p>Ascaris Entamoeba Plasmodium Ringworm or tapeworm</p>	<p>Students will be able to understand the importance of friendly Microbes</p> <p>Appriciate the role of microbes in different fields .</p>
JULY	22	<p><u>Chapter–8. Human health and diseases</u></p> <ol style="list-style-type: none"> 1. Common diseases in humans 2. Immunity 3. AIDS 4. Cancer 5. Drugs and alcohol abuse <p>Chapter 2 : Reproduction in flowering plants</p> <ol style="list-style-type: none"> 1 Flower a fascinating organ of angiosperms 2. Pre fertilisation : strictures and events 3. Double fertilization 4. Post fertilization: structures and events 5. Apomixis and polyembryony 	<p>Pollination by different agencies like</p> <p>air Water Insects Through virtual images</p>	<p>Students will be able to appreciate the role of immunity in survival</p> <p>develop understanding of deadly diseases like AIDS and cancer</p> <p>Students will be able to</p> <p>Appriciate the role of flower in sexual reproduction</p> <p>Develop understanding regarding the fruits andseeds</p> <p>Know about parthenocarp and it's importance</p>
August	23	<p><u>Chapter-3 Human reproduction</u></p> <ol style="list-style-type: none"> <u>1. The male reproductive system</u> <u>2. The female reproductive system</u> <p><u>Gametogenesis</u></p> <p><u>Menstrual cycle</u></p> <p><u>Fertilization and implantation</u></p> <p><u>Pregnancy and embryonic development</u></p> <p><u>Parturition and lactation</u></p>	<p>Identification of developmental stages by virtual images of</p> <p>T.S.TESTIS T.S. OVARIES T.S.BLASTULA</p>	<p>Students will be able to</p> <p>Draw flow chart of spermatogenesis and oogenesis</p> <p>Know about menstrual cycle</p> <p>Understand the importance of family planning</p> <p>Develop</p>

		Chapter - 4 <u>Reproductive health</u> <u>Problems and strategies</u> <u>Population explosion and birth control</u> <u>Medical termination of pregnancy</u> <u>Sexually transmitted diseases</u> <u>Infertility</u>		understanding of birth control tools
Sep	22	REVISION	HALF YEARLY EXAMINATION	
October	19	Chapter 5: Principles of inheritance and variations 1. Mendel's laws of inheritance 2. Inheritance of one gene 3. Inheritance of two genes 4. Sex determination 5. Mutation 6. Genetic disorders Chapter 6: Molecular basis of inheritance 1. The DNA 2. The search for genetic material 3. RNA world 4. Replication 5. Transcription 6. Genetic code 7. Translation 8. Regulation of gene expression 9. Human genome project 10. DNA fingerprinting	Isolation of DNA using spinach, cauliflower or any other plant material Collect and study at least two water samples for clarity, pH, presence of any living organisms Effect of temperature and pH on the activity of salivary amylase Prepare a temporary mount of onion roots to study mitosis	Learn about the isolation technique of DNA Develop understanding of action of enzymes Appreciate the quality of soil and water
November	19	Chapter-11 <u>Biotechnology: Principles and processes</u> 1. <u>Principles of biotechnology</u> 2. <u>Tools of recombinant</u>	Pedigree analysis Test for presence of glucose, proteins in urine samples.	Students will be able to Understand the techniques involved in biotechnology

		<u>DNA technology</u> <u>3. Processes of recombinant DNA technology</u> <u>Chapter-14:</u> <u>Biotechnology and it's applications</u> <u>1. Biotechnological application in agriculture</u> <u>2. Biotechnological applications in medicines</u> <u>3. Transgenic animals.</u> <u>4. Ethical issues</u>		Appreciate the importance of biotechnology in the field of medicine and agriculture Develop knowledge about recombinant DNA technology and it's applications
December	22	<u>Revision of preboard examination</u>		This gives them practice for examination and clear their concepts
January	17	<u>1</u> Revision of chapters covered <u>2</u> Discussion of board Sample Papers 3. Revision test on each chapter.		This will enhance problem solving skills in students.
February		Practical Examination		

SUMMER HOLIDAY HOMEWORK

1. PROJECT REPORT ON CURRENT TOPICS RELATED TO BIOLOGY
2. PPT
3. QUESTION BANK

WINTER HOLIDAY HOMEWORK

1. WRITE ALL PRACTICALS IN YOUR PRACTICAL FILES
2. REVISE FOR PRE BOARDS
3. QUESTION BANK FROM CBSE

CURRICULUM PLAN
Class 12 (2023-2024)
Mathematics (041)

Learning Objectives

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

Month/No of Days	Chapter	Methodology	Learning Outcomes
April (18 days)	Chapter 3: Matrices (10 days)	Lecture method Indo-deductive method Experimental method Worksheet 1 to be given	<ul style="list-style-type: none"> • To add or subtract two matrices. • Expressing matrix as sum of symmetric and skew symmetric matrices. • To find inverse of a matrix by using elementary row transformation
	Chapter 4: Determinants (08 days)	Lecture method Worksheet 2 to be given	<ul style="list-style-type: none"> • To find area of triangle • To understand properties to simplify determinants • To solve system of equations using matrices.

<p>May (15 days)</p>	<p>Chapter 1: Relations and Functions (8 days)</p>	<p>Graphical method Experimental method Worksheet 3 to be given</p> <p>Activity</p> <p>1.To verify that the relation R in the set L of all lines in a plane, defined by $R = \{(l, m) : l \perp m\}$ is symmetric but neither reflexive nor transitive..</p> <p>2. To verify that the relation R in the set L of all lines in a plane, defined by $R = \{(l, m) : l \parallel m\}$ is an equivalence relation</p> <p>3. To demonstrate a function which is not one-one but is onto.</p>	<p>To identify one to one, onto and invertible functions. To find inverse of a function if it exists.</p>
	<p>Chapter 2: Inverse Trigonometric Functions (7 days)</p>	<p>Graphical method Learning by doing method Worksheet 4 to be given</p> <p>Activity</p> <p>4. To establish a relationship between common logarithm (to the base 10) and natural logarithm (to the base e) of the number x.</p>	<ul style="list-style-type: none"> • To find inverse values of trigonometric functions
<p>July (22 days)</p>	<p>Chapter 5: Continuity and Differentiability (10 days)</p>	<p>Learning by doing method Worksheet 5 to be given</p> <p>Activity</p> <p>5. To verify Rolle's Theorem.</p> <p>6.To verify Lagrange's Mean Value Theorem.</p>	<ul style="list-style-type: none"> • To identify points of discontinuity of functions. • To identify points of non-differentiability of function. • To find derivatives of exponential and logarithmic functions. • To find derivatives of functions in parametric form

August (23 days)	Chapter 6: Application of Derivatives (12 days)	Learning by doing method Lecture method Graphical method Worksheet 6 to be given Activity 7..To understand the concepts of decreasing and increasing functions. 8.To understand the concepts of local maxima, local minima and point of inflexion	<ul style="list-style-type: none"> • To find Rate of change of dependent variable due to change in independent variable. • To identify increasing and decreasing functions. • To find equation of tangent and normal at a point on the given curve. • To find approximate values of quantities using derivatives, • To find maxima and minima points of a function • Rolle's and Lagrange's Theorem
	Chapter 12: Linear Programmi ng (5 days)	Lecture method Graphical method Worksheet 7 to be given	<ul style="list-style-type: none"> • To find solutions to problems, mathematical formulation, applications in daily life
	Chapter 7: Indefinite Integration	Inductive and Deductive method Learning by doing method Worksheet 8 to be given	<ul style="list-style-type: none"> • Integration as an inverse process of differentiation. • Methods of Integration. • Integration of special functions. • Method of Partial fractions and By-Parts

	<p>Chapter 7: Definite Integration (10 days)</p> <p>Chapter 8: Application of Integrals (08 days)</p>	<p>Learning by doing method</p> <p>Worksheet 9 to be given</p> <p>Graphical method</p> <p>Worksheet 10 to be given</p>	<ul style="list-style-type: none"> • Definite integral using substitution and properties • To find the area under simple curves • To find the area bounded between two curves
<p>September (10 days)</p> <p>October (19 days)</p>	<p>Half yearly exam Revision for 10 days</p> <p>Chapter 9: Differential Equations (10 days)</p> <p>Chapter 10: Vectors (09 days)</p>	<p>Recall the Previous knowledge to use in different differential coefficient to solve different types of differential equation</p> <p>Inductive deductive method</p> <p>Learning by doing method</p> <p>Worksheet 11 to be given</p> <p>Graphical method</p> <p>Learning by doing method</p> <p>Worksheet 12 to be given</p>	<ul style="list-style-type: none"> • To identify degree and order of a differential equation. • To form differential equation when solution is given. • To solve differential equations using variable separable, homogeneous, Linear DE method <p>To find dot product and cross product of 2 vectors.</p> <ul style="list-style-type: none"> • To find Scalar triple product of 3 vectors. • To find projection of one vector on another. • To analyze vectors if dot product or cross product is zero

<p>November (19 days)</p>	<p>Chapter 11: Three-dimensional Geometry (07 days)</p>	<p>Use previous knowledge that applied in vector . Graphical method Learning by doing method</p> <p>Worksheet 13 to be given</p> <p>Activity</p> <p>9..To demonstrate the equation of a plane in normal form. 10.To measure the shortest distance between two skew line and verify it analytically.</p>	<ul style="list-style-type: none"> • To find equation of line in space in Cartesian and vector form. • To find equation of plane in Cartesian and vector form. • To find angle between 2 lines. • To find distance between 2 lines. • To find angle between 2 planes using normal lines. • To find distance between a point from a plane
	<p>Chapter 13: Probability (12 days)</p>	<p>Previous knowledge applied to solve simple problem. Inductive and deductive method</p> <p>Worksheet 14 to be given</p> <p>Activity</p> <p>11. To explain the computation of the conditional probability of a given event A, when event B has already occurred, through an example of throwing a pair of dice.</p>	<ul style="list-style-type: none"> • To find probability using conditional probability formula. • To identify and solve problem by Bayes' theorem. • To find probability distribution of different random variables. • To identify and solve problem by using Bernoulli trials.
<p>December (22 days including 1st preboard exam) January 2024 2nd preboard</p>	<p>Revison Block teaching</p>	<p>With the help of Question Bank and Sample paper</p>	

Project Work (Term -1)

The Project work will be implemented for 20 Marks.

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

1. Matrices and Determinants
2. Relation and Functions
3. Maximum and Minimum
4. Linear programming problem.

Art integration work (Term-2)

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

CURRICULUM PLAN
Class 12 (2023-2024)
ACCOUNTANCY (055)

Learning objectives:

Curricular Expectations

- i. Familiarizes the students with accounting as an information system;
- ii. Develops basic skills of accounting to apply accounting concepts and accounting standards in different business situations.
- iii. Develops skills to analyze and interpret financial statements of specialized business entities for informed decision making and economic reasoning.
- iv. Inculcate entrepreneurial skills for effective transition from school to the world of work including self-employment

Unit 1 : Accounting for Partnership Firms

<u>Months/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>April (18 DAYS)</u>	Fundamentals of Partnership	Partnership: features, Partnership Deed. <ul style="list-style-type: none"> • Provisions of the Indian Partnership Act 1932 in the absence of partnership deed. • Fixed v/s fluctuating capital accounts. Preparation of Profit and Loss Appropriation account- division of profit among partners, guarantee of profits. <ul style="list-style-type: none"> • Past adjustments (relating to interest on capital, interest on drawing, salary and profit sharing ratio). 	After going through this Unit, the students will be able to <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 deed. • discuss the significance of provision of Partnership Act in
	Fundamentals of Partnership		

	<p style="text-align: center;">Goodwill</p>	<ul style="list-style-type: none"> • Goodwill: nature, factors affecting and methods of valuation - average profit, super profit and capitalization <p style="text-align: center;"><u>Note:</u></p> <p>Interest on partner's loan is to be treated as a charge against profits.</p> <p>Goodwill to be adjusted through partners capital/ current account (AS 26)</p>	<p>the absence of partnership deed.</p> <ul style="list-style-type: none"> • differentiate between fixed and fluctuating capital, outline the process and develop the understanding and skill of preparation of Profit and Loss Appropriation Account.
		<p><u>Activity</u></p> <p>1. Make rough draft of the partnership deed to understand the framing of the language.</p> <p>2. Read the contents of AS 26 to understand the legal language.</p> <p>3. To calculate goodwill by taking rough figures of Assets and Liabilities in the form of role play.</p>	<ul style="list-style-type: none"> • develop the understanding and skill of preparation profit and loss appropriation account involving guarantee of profits. • develop the understanding and skill of making past adjustments. <p>state the meaning, nature and factors affecting goodwill</p> <p>develop the understanding and skill of valuation of goodwill using different methods.</p>

Unit 1 : Accounting for Partnership Firms

<u>Months/ No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>April (18 Days)</u>	Change in the Profit Sharing Ratio	sacrificing ratio, gaining ratio, accounting for revaluation of assets and reassessment of liabilities and treatment of reserves and accumulated profits. Preparation of revaluation account and	<ul style="list-style-type: none">• state the meaning of sacrificing ratio, gaining ratio and the change in profit sharing ratio among existing partners.
		balance sheet.	<ul style="list-style-type: none">• develop the understanding of accounting treatment of revaluation assets and reassessment of liabilities and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet.

Unit 1 : Accounting for Partnership Firms

<u>Months/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>May (15 Days)</u>	Admission of a partner Retirement and death of a Partner	effect of admission of a partner on change in the profit sharing ratio, treatment of goodwill (as per AS 26), treatment for revaluation of assets and reassessment of liabilities, treatment of reserves and accumulated profits effect of retirement / death of a partner on change in profit sharing ratio, treatment of	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 re-assessment of 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 re-assessment of

			<p>liabilities and adjustment of accumulated profits and reserves on retirement of a partner.</p> <ul style="list-style-type: none"> • develop the skill of calculation of deceased partner's share till the time of his death
		<p>goodwill (as per AS 26), treatment for revaluation of assets and reassessment of liabilities, adjustment of accumulated profits and reserves and preparation of balance sheet. • Calculation of deceased partner's share of profit till the date of death.</p>	<p>liabilities,</p>

Unit 1 : Accounting for Partnership Firms

<u>Months/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>July (22 Days)</u>	Dissolution of a partnership firm:	<p>meaning of dissolution of partnership and partnership firm, types of dissolution of a firm. Settlement of accounts - preparation of realization account, and other related accounts: capital accounts of partners and cash/bank a/c (excluding memorandum balance sheet, piecemeal distribution, sale to a company and insolvency of partner(s)). Note: (i) The realized value of each asset must be given at the time of dissolution. (ii) In case, the realization expenses are borne by a partner, clear indication should be given regarding the payment thereof.</p> <p><u>Activity</u></p> <p><u>1.Make a chart of the expenses of dissolution of the firm under different circumstances.</u></p>	<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 account and other related accounts.

Unit 2 : Accounting for Companies

<u>Months/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>August(23 Days)</u>	Accounting for Share Capital	Share and share capital: nature and types. • Accounting for share capital: issue and allotment of equity and preferences shares. Public subscription of shares - over subscription and under subscription of shares; issue at par and at	After going through this Unit, the students will be able to: • state the meaning of share and share capital

		<p>premium, calls in advance and arrears (excluding interest), issue of shares for consideration other than cash.</p> <ul style="list-style-type: none"> • Concept of Private Placement and Employee Stock Option Plan (ESOP). • Accounting treatment of forfeiture and reissue of shares. • Disclosure of share capital in the Balance Sheet of a company. <p><u>Activity</u></p> <p>1. Draw chart in tabular form to show types of shares and debentures and</p> <p>6. Use annual reports of companies, scrapbooks and newspapers, etc., to help learners understand the textual material</p> <p>3. Fill share or debenture application form (dummy) to understand the terms and conditions of issue of securities</p> <p>4. Read IPOs of securities i.e., shares,</p>	<p>differentiate between equity shares and preference shares and different types of share capital</p> <ul style="list-style-type: none"> • 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. <p>describe the presentation of share capital in the balance sheet of the company as per schedule III part I of the Companies Act 2013.</p>
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		<p>debentures and bonds floated in the capital market to appraise about the terms of issuance</p> <p>5. Use visual or graphic representations, charts etc., flow charts, posters, etc.</p>	
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September(10Days)

Revision for Half Yearly Exam

Unit 2 : Accounting for Companies

<u>Months/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>October(19 Days)</u>	Accounting for Debentures	<p>Debentures: Issue of debentures at par, at a premium and at a discount. Issue of debentures for consideration other than cash; Issue of debentures with terms of redemption; debentures as collateral security concept, interest on debentures. Writing off discount / loss on issue of debentures. Note: Discount or loss on issue of debentures to be written off in the year debentures are allotted from Security Premium Reserve (if it exists) and</p>	<p>explain the accounting treatment of different categories of transactions related to issue of debentures.</p> <ul style="list-style-type: none"> • develop the understanding and skill of writing of discount / loss on issue of debentures. • understand the concept of collateral

		then from Statement of Profit and Loss as Financial Cost (AS 16). Note: Related sections of the Companies Act, 2013 will apply	security and its presentation in balance sheet. <ul style="list-style-type: none"> • develop the skill of calculating interest on debentures and its accounting treatment • state the meaning of redemption of debentures.
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Part B: Financial Statement Analysis

Unit 3: Analysis of Financial Statements

<u>Months/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>October (19 Days)</u>	Financial statements of a Company Financial Statement	Statement of Profit and Loss and Balance Sheet in prescribed form with major headings and sub headings (as per Schedule III to the Companies Act, 2013) Note: Exceptional items, extraordinary items and profit (loss) from discontinued operations are excluded. Objectives, importance	After going through this Unit, the students will be able to: <ul style="list-style-type: none"> • develop the understanding of major headings and sub-headings (as per Schedule III to the Companies Act, 2013) of balance sheet as per the

	Analysis:	and limitations. <u>Activity</u> Make a project on vertical comparative analysis of segments of a company and draw inferences.	prescribed norms / formats. state the meaning, objectives and limitations of financial statement analysis.
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Unit 3: Analysis of Financial Statements_

<u>Months/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>October (19 Days)</u>	Accounting Ratios:	Meaning, Objectives, classification and computation. • Liquidity Ratios: Current ratio and Quick ratio. • Solvency Ratios: Debt to Equity Ratio, Total Asset to Debt Ratio, Proprietary Ratio and Interest Coverage Ratio. • Activity Ratios: Inventory Turnover Ratio,	state the meaning, objectives and significance of different types of ratios. • develop the understanding of computation of current ratio and

<u>Months/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>November (19 days)</u>	Cash Flow Statement	<p>Trade Receivables Turnover Ratio, Trade Payables Turnover Ratio and Working Capital Turnover Ratio. • Profitability Ratios: Gross Profit Ratio, Operating Ratio, Operating Profit Ratio, Net Profit Ratio and Return on Investment.</p> <p>Note: Net Profit Ratio is to be calculated on the basis of profit before and after tax.</p> <ul style="list-style-type: none"> • Meaning, objectives and preparation (as per AS 3 (Revised) (Indirect Method only) <p>Note: (i) Adjustments relating to depreciation and amortization, profit or loss on sale of assets including investments, dividend (both final and interim) and tax. (ii) Bank overdraft and cash credit to be treated as short term borrowings. (iii) Current Investments to be taken as Marketable securities unless otherwise specified.</p>	<p>quick ratio.</p> <ul style="list-style-type: none"> • develop the skill of computation of debt equity ratio, total asset to debt ratio, proprietary ratio and interest coverage ratio. • develop the skill of computation of inventory turnover ratio, trade receivables and trade payables ratio and working capital turnover ratio. • develop the skill of computation of gross profit ratio, operating ratio, operating profit ratio, net profit ratio and return on investment. <p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the

<p><u>December (22 days)</u></p>	<p><u>Pre-board and Revision</u></p>	<p>Note: Previous years' Proposed Dividend to be given effect, as prescribed in AS-4, Events occurring after the Balance Sheet date. Current years' Proposed Dividend will be accounted for in the next year after it is declared by the shareholders.</p>	<p>meaning and objectives of cash flow statement.</p> <ul style="list-style-type: none"> • develop the understanding of preparation of Cash Flow Statement using indirect method as per AS 3 with given adjustments <p><u>Activity</u></p> <p>1. Analyse the financial results of the company through computation of various ratios.</p>
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January (18) Days

Revision

PROJECT WORK:

Project work to be prepared as per the guidelines issued by CBSE

Collect the audited or unaudited financial statements of a company and analyse its performance over 2 years either half yearly or annually by using various tools of analysis.

CURRICULUM PLAN
Class 12 (2023-2024)
BUSINESS STUDIES (055)

Learning objectives:

1. Develop an understanding of the dynamic nature of business, its environment and inter related aspects of society.
2. Appreciate the economic and social significance of business activity.
3. Appreciate the concerns of constitutional provisions and labour laws relating to human rights and child rights applicable to business units so as to function as responsible citizens of the society.
4. Inculcate entrepreneurial skills for effective transition from school to the world of work including self-employment

Part A: Principles and Functions of Management

Month/No of Days	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>April (18 Days)</u>	Nature and Significance of Management	Management - concept, objectives, and importance Management as Science, Art and Profession Levels of Management Management functions- planning, organizing, staffing, directing and controlling Coordination- concept and importance	<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. Discuss the concept and

		<p><u>Activity</u></p> <p>1. Divide all the activities performed in the school on the basis of various levels of management</p> <p>2. Search success stories / timeline of big business houses operating in India and weave it into a story to understand how important management for the growth of a business organization is.</p>	<p>characteristics of coordination.</p> <ul style="list-style-type: none"> • Explain the importance of coordination.
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<u>Month/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>April(18 Days)</u>	Principles of Management Business Environment	Principles of Management- concept and significance Fayol's principles of management Taylor's Scientific management- principles and techniques Business Environment- concept and importance Dimensions of Business Environment- Economic, Social, Technological, Political and Legal	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

		<p><u>Activity</u></p> <p>1.Examine universal applicability of management principles in all walks of life.</p> <p>2. Develop appropriate case studies to make student understand these dimensions of business environment.</p> <p>3. Document real life experiences/ stories of individuals and successful business entrepreneurs and their innovative business ideas.</p>	<p>‘Scientific</p> <ul style="list-style-type: none"> • Understand the concept of ‘Business Environment’. • Describe the importance of business environment <p>Describe the various dimensions of ‘Business Environment’.</p>
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<u>Month/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>MAY(15 days)</u>	<p>Planning</p> <p>Organising</p>	<p>Planning: Concept, importance and limitation</p> <p>Planning process</p> <p>Types of Plans</p> <p>Organising: Concept and importance</p> <p>Organising Process</p> <p>Structure of organisation- functional and divisional concept</p> <p>Delegation: concept, elements and importance</p> <p>Decentralization: concept and importance</p>	<p>Understand the concept of planning.</p> <ul style="list-style-type: none"> • Describe the importance of planning. • Understand the limitations of planning. <p>Describe the steps in the process of planning.</p> <p>Understand the concept of</p>

		<p><u>Activity</u></p> <ol style="list-style-type: none"> 1. Plan and organize a field trip on behalf of the school for various classes. 2. Role play depicting the concept of delegation and decentralization. 3. Crossword Puzzles 	<p>organizing as a structure and as a process.</p> <ul style="list-style-type: none"> • Explain the importance of organising. <p>Describe the steps in the process of organizing</p> <p>Describe functional and divisional structures of organisation.</p> <p>Understand the concept of delegation.</p> <ul style="list-style-type: none"> • Describe the elements of delegation. • and importance <p>Understand the concept of decentralisation.</p> <ul style="list-style-type: none"> • Explain the importance of decentralisation. • Differentiate between delegation and decentralisation.
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		<p><u>Activity</u></p> <ol style="list-style-type: none"> 1. Enactment of leadership styles in the form of role play. 2. Make a poster showing your various types of needs on the basis of Maslow theory. 3. showing the various types of communication barriers through gestures . 4. Cross word Puzzles 	<ul style="list-style-type: none"> • Appreciate the importance of training to the organisation and to the employees. • Discuss on the job and off the job methods of training. <p>Describe the concept of directing and its importance</p> <p>Develop an understanding of Maslow's Hierarchy of needs</p> <ul style="list-style-type: none"> • Discuss the various financial and nonfinancial incentives. <p>Understand the concept of communication</p> <ul style="list-style-type: none"> • Discuss the concept of formal and informal communication. • Discuss the various barriers to effective communication.
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<u>Month/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>August(23 Days)</u>	Controlling	Controlling - Concept and importance Steps in process of control Relationship between planning and controlling	Understand the concept of controlling. • Explain the importance of controlling. Discuss the steps in the process of controlling.

Part B: Business Finance and Marketing

<u>Month/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
<u>August (23 days)</u>	Financial management	Financial Management: Concept, role and objectives Financial decisions: investment, financing and dividend- Meaning and factors affecting Financial Planning - concept and importance Capital Structure -	Understand the concept of financial management • Explain the role of financial management in an organisation. • Discuss the objectives of financial

		<p>concept and factors affecting capital structure</p> <p>Fixed and Working Capital - Concept and factors affecting their requirements</p> <p><u>Activity</u></p> <p>1. Recognise role of financial management in the operations of business enterprise by making a budget at home involving their parents.</p> <p>2. Comprehends financial market mechanism in India through dummy cash</p> <p>3. Categorizes financial management decisions of your home into investment decision, financing decisions and dividend</p>	<p>management</p> <ul style="list-style-type: none"> • Explain the importance of financial planning. <p>Understand the concept of fixed and working capital.</p> <ul style="list-style-type: none"> • Describe the factors determining the requirements of fixed and Working capital
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September (10 days)

Revision for Half Yearly Exams

<u>Month/No of Days</u>	<u>Chapter</u>	<u>Topics</u>	<u>Learning Objectives</u>
October(19 days)	Financial Markets Marketing	Financial Markets: Concept, Functions and types Money market (meaning) Capital market: Concept, types (primary and secondary), Trading procedure of stock exchange Stock Exchange - Meaning, Functions and trading procedure Securities and Exchange Board of India (SEBI) - objectives and functions Marketing - Concept, functions and philosophies - Product, Price and Standard Marketing Mix - Concept and elements Product - branding, labelling and packaging - Concept Price - Concept, Factors determining price Physical Distribution - concept Promotion - Concept and elements; Advertising, Personal Selling, Sales	Understand the concept of financial market and its functions • Understand capital market and money market as types of financial 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. Understand the concept of marketing. • Discuss the functions of

		<p>Promotion and Public Relations</p> <p><u>Activity</u></p> <p>1. Designs sales promotion tools for a new product or service launch, viz. advertising, personal selling, and public relation.</p> <p>2. Design a logo for the product you would manufacture</p> <p>3. Observe the stock market for a few days and decide which capital market and money market securities to be bought</p>	<p>marketing.</p> <ul style="list-style-type: none"> • Explain the marketing philosophies. <p>Understand the concept of price as an element of marketing mix</p> <ul style="list-style-type: none"> • Describe the factors determining price of a product. <p>Understand the concept of promotion as an element of marketing mix.</p> <ul style="list-style-type: none"> • Describe the elements of promotion mix. • Understand the concept of advertising and personal selling • Understand the concept of sales promotion. • Discuss the concept of public relations.
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<u>Month/No of Days</u>	<u>Chapter</u>	<u>Topics</u>
November(19 days)	Consumer Protection	<p>Consumer Protection: Concept</p> <p>Consumer Protection Act 1986: Meaning of consumer Rights and responsibilities of consumers Who can file a complaint? Redressal machinery Remedies available</p> <p><u>Activity</u></p> <p>1. Illustrate consumer rights and legal framework as per Consumer Protection Act 2019 in the form of a chart</p> <p>2. portraying the consumer rights and responsibilities in the form of a nukkad natak in the class</p> <p>3. Crossword Puzzles</p>
December (22 Days)	Revision and 1 st Preboard	

Janurary (18 Days)

Revision

PROJECT WORK

Project work to be done by the students as per the CBSE Guidelines on any of the following topics:

1. Business Environment
2. Principles of Management
3. Marketing Management
4. Stock Market

CURRICULUM PLAN
CLASS 12 (2023-24)
Economics

Learning objectives:

To enable the students to learn management of macro economics and its application

APRIL (19 Days)

Economic Reforms since 1991

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
Economic Reforms since 1991	Features and appraisals of liberalization, globalization and privatization (LPG policy) ; Concepts of demonetization and GST tar detailed discussion	<ul style="list-style-type: none">• Understand the concept of management. help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports

MAY 16 Day

Unit 2 : : Introductory Macroeconomics

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
: Introductory Macroeconomics Development Experience of India	<p>What is Macroeconomics? Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation. Circular flow of income (two-sector model); Methods of calculating National Income – Value Added or Product method, Expenditure method, Income method. Aggregates related to National Income: Gross National Product (GNP), Net National Product (NNP), Gross and Net Domestic Product (GDP and NDP) – at market price, at factor cost; Real and Nominal GDP. GDP and welfare A comparison with neighbors India and Pakistan India and China Issues: growth, population, sectoral development and other Human Development</p>	<ul style="list-style-type: none">• follow up aspects of economics in which learners have interest• develop the communication skills to argue logically• Methodology• MAX USE OF slides• Use of PPT• HOLDING REGULAR TESTS• DOUBT TAKING CLASSES• USE OF FLOW Chart

JULY (22 Days)

Money and Banking

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
Money and Banking Current challenges facing Indian Economy	Money – meaning and supply of money – Currency held by the public and net demand deposits held by commercial banks. Money creation by the commercial banking system. Central bank and its functions (example of the Reserve Bank of India): Bank of issue, Govt. Bank, Banker’s Bank, Control of Credit through Bank Rate, CRR, SLR, Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirement. Methodology POVERTY - absolute and relative; Main programmers for poverty alleviation: A critical assessment; Rural development: Key issues – credit and marketing – role of cooperatives;	Understand the concept of money <ul style="list-style-type: none">• Describe the importance of currency• Understand the limitations of money Describe the steps in the process of planning. Understand the concept of organizing as a structure and as a process. of money supply

AUGUST (24 Days)

Determination of Income and Employment	<u>Content</u>	<u>Learning Outcomes</u>
Current challenges facing Indian Economy	<p>Aggregate demand and its components. Propensity to consume and propensity to save (average and marginal). Short-run equilibrium output; investment multiplier and its mechanism. Meaning of full employment and involuntary unemployment Problems of excess demand and deficient demand; measures to correct them changes in government spending, taxes and money supply.</p> <p>Human Capital Formation: How people become resource; Role of human capital in economic development; Growth of Education Sector in Indi</p> <p>Employment: Formal and informal growth; problems and policies.</p> <p>Infrastructure: Meaning and Types: Case Studies: Energy and Health: Problems and Policies– A critical assessment;</p> <p>Sustainable Economic Development: Meaning, Effects of Economic Development on Resources and Environment, including global warming</p>	<ul style="list-style-type: none"> • Short-term and long-term implications of economic strategies suggested in the course of research • Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file • Presentation and writing that is succinct and coherent in project file

Government Budget and the Economy

SEP(22Days)

<u>Chapter</u>	<u>Content:</u>	<u>Learning Outcomes</u>
Government Budget and the Economy	Government budget – meaning, objectives and components. Classification of receipts – revenue receipts and capital receipts; classification of expenditure – revenue expenditure and capital expenditure. Measures of government deficit – revenue deficit, fiscal deficit, primary deficit	

Revision for Half Yearly Exams

October(20 days)

BALANCE OF PAYMENT

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
BALANCE OF PAYMENT	Balance of payments account – meaning and components; balance of payments deficit meaning. Foreign exchange rate – meaning of fixed and flexible rates and managed floating. Determination of exchange rate in a free market.	<ul style="list-style-type: none"> • <u>Learning Outcomes</u> follow up aspects of economics in which learners have interest • develop the communication skills to argue logically

November(23days)

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
Development Experience (1947-90) and Economic Reforms since 1991	A brief introduction of the state of Indian economy on the eve of independence. Common goals of Five Year Plans. Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy, etc.), industry (industrial licensing, etc.) an	Understand the concept of a consumer according to the gst • Discuss the scope of small scale industry Protection Act, 1986 •

December DAYS (17)

1st pre-board

Janurary

2nd Pre-board

Summer Holidays Homework

Project work as per C.B.S.E guidelines

From session 2020-21 onwards, there would be only ONE project (specific) to be prepared. Note: Kindly refer to the related Guidelines published by the CBSE.

- **Prescribed Books:**

1. Statistics for Economics, NCERT
2. Indian Economic Development, NCERT
3. Introductory Microeconomics, NCERT

**CURRICULUM PLAN
CLASS 12 (2023-2024)
MARKETING (812)**

LEARNING OBJECTIVES

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

APRIL: 18 DAYS

SESSION1: MEANING AND IMPORTANCE OF PRODUCT

UNIT I: PRODUCT

Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1. Meaning, importance of Product in Marketing	1. Meaning of product 2. Components of Product 3. Characteristics Product 4. Importance of Product to a firm 5. Product Levels	1. Explain meaning of Product in marketing 2. To understand the components of Product. 3. Provide Information regarding importance of the Product	1. Explain meaning of Product in marketing 2. To understand the components of Product. 3. Provide Information regarding importance of the Product

		4.Elucidate the various levels of product	4.Elucidate the various levels of product
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SESSION 2: PRODUCT CLASSIFICATION

Knowledge of types of consumer goods and industrial goods	<ol style="list-style-type: none"> 1. Discussion of the consumer goods their types and features. 2. Comprehension of types of industrial goods and their features. 3. Understand Product Mix, Product line 	<ol style="list-style-type: none"> 1. Detail the classification of consumer goods along with their features. 2. Explain various Types of industrial goods and their features. 3. Comprehend the concept of Product Mix, Product line 	<p>Interactive Lecture: Explanation of the types of consumer and industrial goods.</p> <p>Activity: Identify and enlist different types of goods- consumer and industrial</p>
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SESSION 3: PRODUCT LIFE CYCLE

1. Discussion of Product Life Cycle	<ol style="list-style-type: none"> 1. Enumerate different stages of the product life cycle. <ol style="list-style-type: none"> A. Introduction Stage B. Growth Stage C. Maturity Stage D. Decline Stage 	<ol style="list-style-type: none"> 1. Identify the various stages in a product life cycle 2. Understand the response of marketers in these stages 	<p>Interactive Lecture: Clarification on the product life cycle stages</p> <p>Activity: Prepare a list of products and observe how they have moved through different stages of product life cycle.</p>
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SESSION 4: PACKAGING AND LABELLING

<p>Understanding the role, importance of packaging and labeling</p>	<ol style="list-style-type: none">1. Discussion of the packaging concept and its role in marketing.2. Comprehension of importance and functions of Packing.3. Understand the essential qualities of good packaging and its types4. Discussion of concept of Labeling.	<ol style="list-style-type: none">1. Detail the concept of packaging along with the various roles it plays in marketing.2. Explain the importance of packaging and the functions of packaging.3. Comprehend the important features of good packaging and the types of packaging.4. Detail the concept of labeling in the current context.	<p>Detailing the concept of packaing, role, importance, functions and types. In addition understanding the concept of labeling</p>
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MAY :15 DAYS

UNIT II: PRICE DECISION

SESSION1: MEANING AND IMPORTANCE OF PRICE

<p>1. Meaning and importance of Price in Marketing</p>	<p>1.Introduction 2.Meaning of Price and Pricing 3.Importance of pricing to a firm 4.Importance of pricing to a consumer</p>	<p>1.Explicate meaning of price in marketing 2.To comprehend the relationship between price and other three P's of marketing mix 3.Information of significance of pricing for a firm 4.Information of significance of pricing for consumers</p>	<p>Interactive Lecture: □ □ Introduction of four P's of marketing mix with special importance of Price. □ □ Discussion of how Price is crucial for a firm as well as for consumers.</p>
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JULY: 22 DAYS

SESSION 2: FACTORS AFFECTING PRICING

<p>Knowledge of various factors affecting pricing of Products and Services</p>	<p>1. Discussion of various internal factors affecting product pricing 2. Discussion of various external factors affecting product pricing</p>	<p>1. Enumerate internal factors affecting product pricing and their significance 2. Explicate various external factors affecting product pricing</p>	<p>Interactive Lecture: □ □ Discussion of how internal and external factors influence product or service pricing Activity: □ □ Identify and enlist different internal and external factors affecting product price in different types of firms</p>
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SESSION 3: TYPES OF PRICING

<p>1. Discussion of various types of pricing in marketing</p>	<p>1.Enumerate different types of pricing A. Demand-oriented pricing B. Cost-oriented pricing C. Competitionoriented pricing D. Value- based pricing 2.Explain the basis of different pricing methods</p>	<p>1.Differentiate and assess the basis of different types of pricing in market 2.Classify different pricing methods. 3.Adjudge the rationale behind different types of pricing</p>	<p>Interactive Lecture: <input type="checkbox"/> <input type="checkbox"/> Clarification on various types of pricing policies and their market conditions Activity: <input type="checkbox"/> <input type="checkbox"/> Prepare a list of various pricing policies that have been adopted by ten manufacturing and a service firms.</p>
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AUGUST : 23 days

UNIT TITLE III: Place & Distribution

Session 1: Meaning and Importance of Place

<p><input type="checkbox"/> Meaning & Importance of Place</p>	<p>1.Understanding the role of place as a part of marketing mix 2. Detailed definition of place 3. Participants of distribution system 4. Functions performed by</p>	<p><input type="checkbox"/> The learner would be able to understand Nature and importance of distribution channel for Place <input type="checkbox"/> The learner should be</p>	<p>Activity: Acquaint students with the concept of Place and its acronyms. The need for a middlemen</p>
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	channels of distribution	able to understand the role of Manufacturers, Intermediaries, Facilitating agencies, and Consumers <input type="checkbox"/> The learner should be able to understand Functions performed by channels of distribution	
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Session 2: Types of Distribution

Types of Distribution Intermediaries	1. Describe: direct and indirect channels of distribution 2. Understanding of Distribution Channel	<input type="checkbox"/> 1. Learner should understand types of distribution <input type="checkbox"/> Learner should understand different intermediaries involved for place	Interactive Lecture: Acquaint students with the direct and indirect channels of distribution Activity: 1. Take 5 products of your choice and find out which type of channel were involved before it reaches your hand.
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September: 10 days

Unit IV Promotion

SESSION I: CONCEPT AND IMPORTANCE OF PROMOTION

1. Concept of promotion	1. Describe the concept of promotion	1. Identify the concept of promotion	Interactive lecture: Discussing the concept and use of promotion.
2. Importance of Promotion	2. What is the importance of Promotion?	2. Specify the importance of Promotion.	Interactive lecture: Discussing the importance of Promotion

Session II: Elements of Promotional Mix

1. Elements of Promotional Mix	1. Describe the elements of Promotional Mix.	1. Identify the elements of Promotional Mix	Interactive lecture: Discussing the elements of Promotional Mix
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October: 19 days

Session III: Factors affecting the selection of Promotional Mix

	1. Explain the factors	1 List out the factors in the selection of Promotional Mix	Interactive lecture: Discussing the selection factors of Promotional Mix.
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November: 19 days

UNIT V

EMERGING TRENDS IN MARKETING

Session 1: Services Marketing

1. Describe the meaning and importance of Service Marketing	1. Define and understand the meaning service marketing 2. Characteristics of service 3. Identify the types of services 4. Emphasis on service quality	1. Identify the importance of services and their role in India's GDP 2. Specify scope Services	Interactive Lecture: Discussing the concept of Service Marketing
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Session 2: Online Marketing and Social Media Marketing

1. Describe the meaning and concept of Online Marketing and social media	1) Define and understand the meaning online marketing s 2) Advantage of online marketing 3) Describe meaning	1. Identify set of companies that are helped by online marketing	1. Interactive Lecture: Discussing the concept Online Marketing and social media marketing
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EMPLOYABILITY SKILLS

December : 22 days

Revision

January: 17 days

Revision

SUMMER HOLIDAY HOMEWORK

Project work to be allotted

WINTER HOLIDAY HOMEWORK

Practical file

CURRICULUM PLAN
Class 12 (2023-2024)
POLITICAL SCIENCE (028)

Learning Objective

At the senior secondary level, students who opt for Political Science are given an opportunity to get exposed to the diverse concepts of the discipline helping them to be a global citizen and develop skills to understand, apply and evaluate. At this level, there is a need to enable students to have the skills to engage with political processes that surround them and provide them with an understanding of the historical context that has shaped the present. The different courses expose the students to various streams of the discipline of Political Science: Political Theory, Indian Politics and International Politics. Concerns of the other two streams - Comparative Politics and Public Administration- are accommodated at different places in these courses. In introducing these streams, special care has been taken not to burden the students with the current jargon of the discipline. The basic idea here is to lay the foundations for a serious engagement with the discipline and develop competencies related to Political Science to prepare them for higher education, learning and knowledge.

Month/No of Day	Chapter	Methodology	Learning Objectives
April (18 days)	1) The End of Bipolarity	Lecture Method Empirical Research Method Activity- Students will play the role of a country and discuss the present situation according to their state interest.	The students will be able to <ul style="list-style-type: none"> ● Understand the failure of socialism. ● Analyse the outcomes of disintegration of USSR
	2)US Hegemony in world politics	Discussion and Comparative method of teaching. Activity- Students will collect the information regarding the topic and present a paper presentation.	The Students will be able- <ul style="list-style-type: none"> ● Know about the military operations taken by USA ● Understand the hegemony of USA ● Learn about the- ● Operation Desert Strom ● Operation Infinite Reach ● Operation Enduring Freedom ● Operation Iraqi Freedom

<p>May (15 days)</p>	<p>3) New Centers of Power</p>	<p>Story telling method to explain political evolution of European Union, SAARC, ASIAN, BRICS.</p> <p>New centers of power such as Russia, China , India, Israel, South Korea and Japan</p> <p>Activity- Topics will be distributed with groups in the class and perform a comparative study of these organisations.</p>	<p>The Students will be able-</p> <ul style="list-style-type: none"> ● Know the political evolution of concerned countries. ● Learn the objectives of regional organization. ● Understand the significance of regional organisation.
<p>July (22 days)</p>	<p>4) Contemporary South Asia in post cold world era</p> <p>5) Challenges of Nation building</p>	<p>Explanation with flow chart- Conflicts and efforts for Peace & Democratization in South Asia: Pakistan, Nepal, Bangladesh, Sri Lanka, Maldives.</p> <p>Activity- Teacher will organise a quiz regarding present leadership of South Asia. Students will fill South Asian countries on a blank political Map of South Asia.</p> <p>Story telling method will be used by the teacher to explain the situation after independence.</p> <p>Nation and Nation Building, Sardar Vallabh Bhai Patel and Integration of States, Legacy of Partition: Challenge of Refugee, Resettlement, Kashmir Issue, Nehru’s Approach to Nation – Building, Political Conflicts over Language And Linguistic Organization of States.</p> <p>Activity- School will organise a visit to Gandhi smriti bhawan or Digital exhibition “United India”</p>	<p>The Students will be able-</p> <ul style="list-style-type: none"> ● Understand the socio-economic condition of South Asian Countries ● Understand the process of democratisation in South Asian countries. ● Known the relationships of India and its neighbours. <p>The Students will be able-</p> <ul style="list-style-type: none"> ● Understand the key challenges of Nation building. ● Know the situation after the partition of India. ● Analyse the policies and decisions taken by authorities. ● Identify the role of Sardar Patel regarding integration of princely states. ● Know the significance of state reorganisation commission and need for diversity with unity.

August (23 days)	6) International Organisation (UN and its organs)	<p>Lecture Method Empirical Research Method</p> <p>Principle Organs, Key Agencies: UNESCO, UNICEF, WHO, ILO, Security Council and the Need for its Expansion.</p> <p>Activity- Teacher will organise a debate over Security council and its role and permanent seat of India in UNSC.</p>	<p>The Students will be able-</p> <ul style="list-style-type: none"> • Understand the need of International organisations. • Know the historical development of UNO. • Learn the Objectives and significance of UNO. • Know the principle organs and key agencies of UNO. • Understand the role of the United Nations Security Council.
	7) Politics of planned development	<p>Debating and comparative method of teaching.</p> <p>Changing nature of India's economic development, Planning Commission and Five year Plans, National Development Council, NITI Aayog.</p> <p>Activity- Teacher will organise a debate on the economic model that was adopted by India at the time of independence.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Understand about the planning commission. • Know the importance of a five year plan. • Identify the different economic model work in the contemporary world. • Develop the critical understanding regarding India's economic policy before and after the 1990s.
	8) India's Foreign Policy	<p>Story telling method will be used by the teacher to explain the history of foreign relations of India.</p> <p>Principles of Foreign Policy; India's Changing Relations with Other Nations: US, Russia, China, Israel; India's Relations with its Neighbours: Pakistan, Bangladesh, Nepal, Sri Lanka and Myanmar; India's Nuclear Programme.</p> <p>Activity- Teacher will give research work to the students, related to each country and their Nuclear policy.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Understand objectives of foreign policy of India. • Learn the positive and negative relations with neighbouring countries • Know the basic facts and information regarding concern countries. • Develop the critical understanding regarding India's Nuclear Programme.

			<ul style="list-style-type: none"> • Critically analyse the stand taken by india in more recent environmental debates. • Know about the geopolitics of resource competition and role of international conventions. • Understand the concerns of indigenous people.
	12) Globalisation	<p>Teacher start with the story telling method and explain the meaning of globalisation with different examples.</p> <p>Globalization: Meaning, Manifestations and Debates</p> <p>Activity- Teacher will organise a debate over negative and positive effects of globalisation.</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> • Understand the meaning of interconnectedness. • Identify the different manifestations of globalisation , Cultural , Economic and Political effects of globalisation. • Understand the resistance of globalisation. • Analyse the viewpoint of Left and Right on globalisation.
	13) Democratic Resurgence	<p>Lecture Method Empirical Research Method Jai Prakash Narayan Total Revolution, Ram Manohar Lohia and Socialism, Pandit Deendayal Upadhyaya and Integral Humanism, National Emergency, Democratic Upsurges- Participation of the Adults, Backwards and Youth.</p> <p>Activity- Teacher will give the project to make the PPT on different topics with a multimedia approach.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Understand the philosophy of JP, Lohia and Deendayal Upadhyaya. • Know the cause and consequences of Emergency (1975) • Identify the cause of increasing participation in democracy.

January (17 days)	Revision	With the help of Question Bank and Sample paper	
February	Revision	With the help of Question Bank and Sample paper	

Project Work : 20 Marks

Details of Project Work

1. The Project work will be implemented for 20 Marks.
2. Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
3. For class XII, the evaluation for 20 marks project work should be done jointly by the internal as well as the external examiners.
4. The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class.
5. The suggestive list of activities for project work is as follows:-

Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.

The teacher should give enough time for preparation of the Project Work. The topics for project work taken up by the student must be discussed by the teacher in the classroom.

**CURRICULUM PLAN
CLASS 12 (2023-24)
HISTORY (027)**

OBJECTIVES

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

COURSE STRUCTURE

One Theory Paper Max Marks: 80		
Time: 3 Hours		
Units	Periods	Marks
Themes in Indian History Part-I(Units 1 – 4)		24
Unit 1 The Story of the First Cities: Harappan Archaeology	13	
Unit 2: Political and Economic History: How Inscriptions tell a story	14	
Unit 3: Social Histories: using the Mahabharata	14	
Unit 4: A History of Buddhism: Sanchi Stupa	14	
Themes in Indian History Part-II (Units 5 – 9)		25
Unit 5: Medieval Society through Travellers' Accounts	13	

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

COURSE CONTENT

Class XII: Themes in Indian History			
	Themes		
		Methodology	Learning Outcomes
April – 18 Days	<p>Part-I</p> <p>The Story of the First Cities: Harappan Archaeology</p> <p>Broad overview:</p> <p>Early urban centers</p> <p>Story of discovery: Harappan civilization</p> <p>Excerpt: Archaeological report on a major site</p> <p>Discussion: How it has been utilized by archaeologists/historians</p>	<p><u>Picture study and Discussion:</u></p> <p>Students will be shown the various pictures of seals and will be asked to observe the symbols used on seals and the script and shape of the seal.</p> <p><u>Group Research :</u> The mysteries behind the mound of dead Mohenjo-Daro.</p>	<p>Students will be able to State and deduce the multilateral aspects of Harappan civilization in order to understand the first civilization of the world.</p> <p>Develop an ability to use and analyze socio- economic, political aspects of Harappa</p> <p>Investigate and interpret multiple historical and contemporary sources and viewpoints of ASI and historians on Harappa.</p>

	<p>2. Political and Economic History: How Inscriptions tell a story.</p> <p>Broad overview: Political and economic History from the Mauryan to the Gupta period</p> <p>Story of discovery: Inscriptions and the Decipherment of the script. Shifts in the Understanding of political and economic history.</p> <p>Excerpt: Ashokan inscription and Gupta period land grant Discussion: Interpretation of inscriptions by historians.</p>	<p><u>Map skill-</u></p> <p>Important Mahajanpad as and sites of Ashokan edicts.</p>	<p>At the completion of this unit students will be able to:</p> <p>Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent.</p> <p>Analyze inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.</p>
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	<p>3. Social Histories: Using the Mahabharata</p> <p>Broad overview: Issues in social history, including caste, class, kinship and gender</p> <p>Story of discovery: Transmission and publications of the Mahabharata</p> <p>Excerpt: from the Mahabharata, illustrating how it has been used by historians.</p> <p>Discussion: Other sources for reconstructing social history.</p>	<p><u>Creating a narrative</u></p> <p>of what were the issues in social history including class, caste and kinship.</p>	<p>At the completion of this unit students will be able to</p> <p>Analyze social norms in order to understand the perspectives of society given in the scriptures of ancient India.</p> <p>Examine the varied dimensions explored by historians in order to understand the dynamic approach of Mahabharata.</p>
<p>MAY -15 Days</p>			
	<p>4. A History of Buddhism: Sanchi Stupa</p> <p>Broad overview:</p> <p>a) A brief review of religious histories of Vedic religion, Jainism, Vaishnavism, Shaivism (Puranic Hinduism)</p> <p>b) Focus on Buddhism.</p> <p>Story of discovery: Sanchi stupa.</p> <p>Excerpt: Reproduction of sculptures from Sanchi.</p> <p>Discussion: Ways in which sculpture has</p>	<p><u>Web Charts</u></p> <p>to be used to classify religious histories of vedic religion ,jainism , vaishnavism and shaivism.</p>	<p>At the completion of this unit students will be able to:</p> <p>Compare the distinct religious facets in order to understand the religious developments in ancient India</p> <p>Elucidate the rich religious sculpture and infer the stories hidden in it.</p>

	<p>been interpreted by historians, other sources for reconstructing the history of Buddhism.</p>		
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	<p>5. Medieval Society</p> <p>Through Travellers' Accounts Broad Overview: outlines of social and cultural life as they appear in traveller's account.</p> <p>Story of their writings: A discussion of where they traveled, what they wrote and for whom they wrote.</p> <p>Excerpts: from Al Biruni, Ibn Battuta, Francois Bernier.</p> <p>Discussion: What these travel accounts can tell us and how they have been interpreted by historians.</p>	<p><u>Picture study and Discussion:</u> A discussion on where they traveled ,what they wrote and for whom they wrote.</p> <p>Discuss how travelers accounts can be used as sources of social history.</p>	<p>At the completion of this unit students will be able to:</p> <p>Identify the accounts of foreign travelers in order to understand the social political and economic life during the tenure of different rulers in the medieval period</p> <p>Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.</p>
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<p>July- 22 Days</p>	<p>6. Religious Histories: The Bhakti-Sufi Tradition Broad overview:</p> <p>Outline of religious developments during this period saints.</p> <p>Ideas and practices of the Bhakti-Sufi</p> <p>Story of Transmission: How Bhakti-Sufi compositions have been preserved.</p> <p>Excerpt: Extracts from selected Bhakti-Sufi works.</p> <p>Discussion: Ways in which these have been interpreted by historians.</p>	<p><u>Think, Pair and Share— Debate.</u></p> <p>Ideas and practices of the Bhakti-Sufi saints.</p> <p>Discuss ways of analyzing devotional literature as sources of history.</p>	<p>At the Completion of this unit students will be able to:</p> <p>Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period.</p> <p>Comprehend the religious movement in order to establish unity, peace, harmony and brotherhood in society.</p>
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August -23 Days			
	<p>7. New Architecture: Hampi broad over view:</p> <ul style="list-style-type: none"> a. Outline of new buildings during Vijayanagar period-temples, forts, irrigation facilities. b. Relationship between architecture and the political system <p>Story of Discovery: Account of how Hampi was found.</p> <p>Excerpt: Visuals of buildings at Hampi Discussion: Ways in which historians have analyzed and interpreted these structures.</p>	<p><u>Graphic Organizer</u>—</p> <p>Web charts to be used to classify the buildings of the empire on the basis of material used, types of buildings.</p> <p>Discuss the ways in which architecture can be analyzed to reconstruct history.</p>	<p>At the completion of this unit students will be able to:</p> <p>Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India.</p> <p>Analyze accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.</p>

	<p>8. Agrarian Relations: The Ain-i- Akbari</p> <p>Broad overview:</p> <ol style="list-style-type: none"> Structure of agrarian relations in the 16th and 17th centuries. Patterns of change over the period. <p>Story of Discovery: Account of the compilation and translation of Ain I Akbari</p> <p>Excerpt: from the Ain-i-Akbari.</p> <p>Discussion: Ways in which historians have used texts to reconstruct history.</p>	<p><u>Think , Pair and Share</u> <u>Debate</u>How to supplement official documents with other sources.</p> <p>Interpret AinI Akbari and find ways in which historians have used the text to reconstruct history.</p>	<p>At the completion of this unit students will be able to:</p> <p>Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period.</p> <p>Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries.</p>
<p>September - 10 Days</p>			
	<p>9.The Mughal Court: Reconstructing Histories through Chronicles</p> <p>Broad overview:</p>	<p><u>Discussion-</u></p>	<p>At the completion of this unit students will be able to:</p>

	<p>a. Outline Of Political History 15th 17th century Discussion of the Mughal court and politics.</p> <p>Story of Discovery: Account of the production of court chronicles, and their subsequent translation and transmission.</p> <p>Excerpts: from the Akbarnama and Badshahnama</p> <p>Discussion: Ways in which historians have used the text store construct political histories.</p>	<p>Show how chronicles and other sources are used to reconstruct the histories of political institutions.</p>	<p>Summarize the political and social practices of the Mughal empire in order to understand their administrative dynamics.</p> <p>Examine the account given in the chronicles to reconstruct the social, religious and cultural history of Mughals.</p>
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<p>October - 17days</p>	<p>10. Colonialism and Rural Society: Evidence from Official Reports Broad overview: Life of zamindars, peasants and artisans in the late 18th century.</p> <p>East India Company, revenue settlements in various regions of India and surveys Changes over the nineteenth century</p> <p>Story of official records: An account of why official investigations into rural societies were undertaken and types of records and reports produced.</p> <p>Excerpts: From Fifth Report, Accounts of Frances Buchanan - Hamilton, and Deccan Riots Report.</p> <p>Discussion: What the official record is tell and doesn't tell, and how they have been used by historians.</p>	<p><i>Discussion</i> on how colonialism affected zamindars, peasants and artisans.</p> <p>Comprehend the problems and limits of using official sources for understanding the lives of the people</p>	<p>At the completion of this unit students will be able to:</p> <p>Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India.</p> <p>Analyze the colonial official records & reports in order to understand the divergent interest of British and Indians.</p>
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	<p>11. Representations of 1857</p> <p>Broad overview:</p> <p>1. The Events Of 1857-58.</p> <ul style="list-style-type: none"> a. Vision of Unity b. How these events were recorded and narrated. <p>Focus: Lucknow</p> <p>Excerpts: Pictures of 1857. Extracts from contemporary accounts.</p> <p>Discussion: How the pictures of 1857 shaped British opinion of what had happened.</p>	<p><u>Brainstorming</u>–</p> <p>How the events of 1857 are being interpreted</p> <p>Discuss how visual material can be used by historians</p>	<p>At the completion of this unit students will be able to:</p> <p>Analyze the planning and coordination of the rebels of 1857 to infer its domains and nature.</p> <p>Examine the momentum of the Revolt in order to understand its spread</p> <p>Analyze how revolt created vision of unity amongst Indians.</p> <p>Identify and Interpret visual images to understand the emotions portrayed by the nationalist and British</p>
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<p>November – 19 Days</p>			
	<p>13. Mahatma Gandhi through Contemporary Eyes</p> <p>Broad overview:</p> <ol style="list-style-type: none"> a. The Nationalist Movement 1918-48. b. The nature of Gandhian politics and leadership. <p>Focus: Mahatma Gandhi and the three movements and his last days as “finest hours”</p> <p>Excerpts: Reports from English and Indian language newspapers and other contemporary writings.</p> <p>Discussion: How newspapers can be a source of history.</p>	<ul style="list-style-type: none"> • <u>Graphic organizer</u> <p>The learner will Organize the salient features of the freedom movement, with significant elements of the Nationalist movement and the nature of Gandhian leadership.</p> <p>Discuss how Gandhi was perceived by different groups.</p> <p>Discuss how historians need to read and interpret newspaper and diaries and letters.</p>	<p>At the completion of this unit students will be able to:</p> <p>Correlate the significant elements of the nationalist movement and the nature of ideas, individuals and institutions under the Gandhian leadership.</p> <p>Analyze the significant contributions of Gandhiji in order to understand his mass appeal for nationalism.</p> <p>Analyze the perceptions and contributions of different communities towards the Gandhian movement.</p> <p>Analyze the ways of interpreting historical sources such as newspapers, biographies, and auto-biographies, diaries and letters.</p>

	<p>15. The Making of the Constitution an overview:</p> <p>a. Independence and then a new nation state.</p> <p>b. The making of the Constitution</p> <p>Focus: The Constituent Assembly Debates</p> <p>Excerpts: from the debates.</p> <p>Discussion: What such debates reveal and how they can be analyzed.</p>	<ul style="list-style-type: none"> • <u>Graphic Organizer</u>– the founding ideals of the new nation state were debated and formulated. <p><u>Group research</u></p> <p>Understand how such debates and discussions can be read by historians.</p>	<p>At the completion of this unit students will be able to:</p> <p>Highlight the role of Constituent Assembly in order to understand how such debates and discussions around important issues in the Constituent Assembly shaped our Constitution.</p>
<p>DECEMBER—22 DAYS</p>		<p>REVISION WORK</p>	
<p>JANUARY 2024---17 DAYS</p>		<p>REVISION WORK</p>	

PROJECT WORK GUIDELINES

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

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

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

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

OBJECTIVES

Project work will help students:

- To develop the skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction and time management.
- To learn to work on diverse cultures, races, religions and lifestyles.
- To learn through constructivism-a theory based on observation and scientific study.
- To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques.
- To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.
- To develop a global perspective and an international outlook.

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

ASSESSMENT

Allocation of Marks (20)

The marks will be allocated under the following heads:

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

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

FEW SUGGESTIVE TOPICS FOR PROJECTS

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

HISTORY– CLASS XII
SUBJECT CODE 027 (Session 2023-24)

TIME: 3 Hours

Maximum Marks: 80

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

LIST OF MAPS

Book 1		
1	Page 2	<p>Mature Harappan sites:</p> <ul style="list-style-type: none"> • Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.
2	Page 30	<p>Mahajanapada and cities :</p> <ul style="list-style-type: none"> • Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3	Page 33	<p>Distribution of Ashokan inscriptions:</p> <ul style="list-style-type: none"> • Kushanas, Shakas, Satavahanas, Vakatakas, Guptas • Cities/towns: Mathura, Kannauj, Puhar, Braghukachchha • Pillar inscriptions - Sanchi, Topra, Meerut Pillar and Kaushambi. • Kingdom of Cholas, Cheras and Pandyas.
4	Page 43	<p>Important kingdoms and towns:</p> <ul style="list-style-type: none"> • Kushanas, Shakas, Satavahanas, Vakatakas, Guptas • Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha

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

CURRICULUM PLAN
CLASS 12 (2023-24)
GEOGRAPHY

Learning Goals and Objectives

AREA: TOPICAL/SYSTEMATIC GEOGRAPHY

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

Objectives:

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

AREA: REGIONAL GEOGRAPHY

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

Objectives

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

AREA: GEOGRAPHIC THEORY

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

Objectives

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

AREA: GEOGRAPHIC METHODOLOGY

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

Objectives

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

MONTH	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
APRIL[18 DAYS]	Human geography :nature and scope The world population distribution: density and growth	Entire chapter will be read in the class. 1/3/5 marker questions will be marked and discussed. Data will be modified as per latest census. Example will be shared from real life. NCERT exercise will be discussed. PPT will be shared. Special emphasis given to MCQ questions. Activity Map on population distribution	Based on systematic approach, Geography can be divided in to two major branches i.e. Physical Geography and Human Geography. Human geography as second major branch of Geography studies the interrelationship between the physical environment and socio-cultural environment created by human beings through mutual interaction with each other. In other words, Human Geography is the study of the interrelationships between people, place, and environment, and how these vary spatially and temporally across and between locations. SKILL DEVELOPED: Analytical thinking
MAY[15 DAYS]	Population composition Human settlement	Entire chapter will be read in the class. 1/3/5 marker questions will be marked and discussed. Data will be modified as per latest census. Example will be shared from real life. NCERT exercise will be discussed.	A quantitative study of human distribution in a particular area or space. <ul style="list-style-type: none"> • Variation in population density due to environmental or geographical condition. Introduction to Population and Settlement Geography The demographic phenomenon like mortality, growth rate, birth rate, etc. is studied. <ul style="list-style-type: none"> • Increase or decrease in population numbers in a place. • Some phenomenon like immigration, emigration,

		<p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Map on Indian cities</p>	<p>migration etc. affecting the population, how they About the origin of historical cities.</p> <p>Classification of Indian cities and their influence. Skill developed: Analytical thinking, empathy</p>
JULY [22 DAYS]	<p>Human development[from both the books]</p> <p>Human activities [primary and secondary]</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life.</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Identification of primary activities as per cbse</p>	<p>Human Development Index The Human Development Index (HDI) is the normalized measure of life expectancy, literacy, education, standard of living, and GDP per capita for countries worldwide. It is an improved standard means of measuring well-being, especially child welfare and thus human development.</p> <p>They will be amazed to know about the different rural activities and their development.</p> <p>They will come to know about mining as well.</p> <p>Skill developed: Research, relationship building. self awareness</p>
AUGUST [23 DAYS]	<p>Tertiary and quaternary activities</p> <p>Human settlement</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p>	<p>Till 10th standard the classification of economic activities was too general. Now in 12th standard it will be appreciated by the students about the different tertiary activity specially quinary and quaternary .</p> <p>The concept of settlement geography,</p>

		<p>Example will be shared from real life .</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Diagram on human settlement</p>	<p>hierarchial order of towns will be welcomed by the students after the completion of the chapter.</p> <p>Skill developed: Time management, problem solving</p>
SEPTEMBER [MID TERM EXAM]	REVISION AND THEMATIC MAPPING[practical]		
OCTOEBER[19DAYS]	<p>People: Population distribution; migration</p> <p>Water resources and agriculture</p> <p>Transport, communication and international trade</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life .</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Map on transport</p>	<p>The scope of population geography is quite wide. Population geography helps to understand the various facts pertaining to the spatial variation in the distribution of human population across the earth with reference to the physical, cultural and socio- economic environment</p> <p>Students will realise</p> <p>That Indians are so blessed in regard of water resources.</p> <ul style="list-style-type: none"> • Demonstration of significant cost savings • Significant contribution to the overall growth of the company • Ensuring that the finished product reaches customer's place in the minimum possible time

			<ul style="list-style-type: none"> • Managing network of multi-modal system • Third party procurement service • Ensuring inner and intra-city transport • Possessing effective skills over 3 routes (land, water, and air transport). <p>Skill developed: empathy and critical thinking</p>
NOVEMBER[19 DAYS]	<p>Planning and sustainable development</p> <p>Geographical perspective on selected issues and problems</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life .</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Debate on sustainable development</p>	<p>Students will be able to understand about different five years planning and their effectiveness. Different regional problems and how these can be dealt</p> <p>Indian planning is an open process. Much of the controversy and the debates that accompany the preparation of the plans are public. The initial aggregate calculations and assumptions are either explicitly stated or readily deducible, and the makers of the plans are not only sensitive but responsive to criticism and suggestions from a wide variety of national and international sources. From original formulation through successive modifications to parliamentary presentation, plan making in India has evolved as a responsive democratic political process and the</p>

			culmination of the same in the final document is an impressive manifestation of the workings of an open society.
DECEMBER[22 DAYS]	REVISION AND PRACTICAL	Preparation for pre board exam. Mock test will be conducted. Chapter wise revision.	Skill developed: Adoptability,introspection
JANUARY [17 DAYS]	Final PRACTICAL exam and pre board.	revision	

SUMMER HOLIDAY HOMEWORK:

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

WINTER HOLIDAY HOMEWORK:

:calculation of mean median and mode

[Will be done in practical copy]

CURRICULUM PLAN
CLASS 12 (2023-2024)
COMPUTER SCIENCE (083)

Learning Objectives :

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

UNIT WISE MARK DIVISION

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

Month/ No. of dates	Chapter	Methodology	Learning Objectives
APRIL (18 Days)	<p>Unit- I. Programming and Computational Thinking - 2</p> <p>Revision of the basics of Python</p> <p>Functions: scope, parameter passing, mutable/immutable properties of data objects, pass arrays to functions, return values, functions using libraries: mathematical, and string functions</p>	<p>Debrief the concept of Python lesson studied in Class XI.</p> <p>Hands on Experience along with written practice of the programs done in Class XI</p> <p>Assign selected questions and exercises at the end of Chapter of textbook as in-class activity.</p> <p>Activity : Write a random number generator that generates random numbers between 1 and 6 (simulates a dice).</p> <p>Demonstrate the user defined functions and built-in functions. Debrief the lesson.</p> <p>Assign selected questions and exercises at the end of Chapter of textbook as in-class activity.</p> <p>Activity : Write a Python function $\sin(x, n)$ to calculate the value of $\sin(x)$ using its Taylor series expansion up to n terms. Compare the values of $\sin(x)$ for different values of n with the correct value.</p>	<p>Students will able to write, debug & compile programs in Python program. (To develop Problem solving skills & program writing skills)</p> <p>Students will able to solve the exercise based questions.</p> <p>Students will able to write the program in Python using the concept of built-in and user defined functions. – (To develop Problem solving skills & program writing skills)</p> <p>Students will able to solve the exercise based questions.</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
MAY (15 Days)	Unit- I. Programming and Computational Thinking - 2 File handling: open and close a file, read, write, and append to a file, standard input, output, and error streams, relative and absolute paths.	Explain the concept of files in a computer language. What are Text files & Binary files ? Demonstrate the programs Creation of a file Addition of a record(s) Deletion of record(s) Modification of record(s) <u>Activity</u> : 1. Remove all the lines that contain the character `a' in a file and write it to another file. 2. Read a file line by line and print it. Debrief the lesson. Assign selected questions and exercises at the end of Chapter as in-class activity	Students will be able to write, debug and compile programs using file handling concepts. i.e. addition of record(s), deletion of a record(s), modification of record(s) performed on the files. Students will be able to solve the exercise based questions. Students will be able to create, debug and compile simple program using concept of pointers during practical.
Month/ No. of dates	Chapter	Methodology	Learning Objectives
JULY (22 Days)	Unit- I. Programming and Computational Thinking - 2 Using Python libraries: create and import Python libraries Idea of efficiency	Demonstrate Namespaces, Module Aliasing, Member Aliasing, standard Python & Recursion. Debrief the lesson. Assign selected questions and exercises at the end of Chapter of textbook as in-class activity. Explain the Program efficiency in terms of time, on the basis of Number of operations and performed Algorithm analysis	Students will be able to write the simple program in Python using the concept of Python libraries – (To develop Problem solving skills & program writing skills) Students will be able to solve the exercise based questions. Students will be able to create, debug and compile simple program during practical. Student will analysis with respect to time, no. of operation by taking two different programs for the same problem, and understand how the efficient one takes less time.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
AUGUST (23 Days)	Unit- I. Programming and Computational Thinking -2 Data-structures: stack	Demonstrate on stack or queue (PUSH & POP) programs smart board. Hands on Experience – Implementing above mentioned topics. Debrief the lesson. Assign selected questions and exercises at the end of Chapter of textbook as in-class activity. Activity : 1.Write a menu driven Python program to implement a stack and queue operation using a list data-structure. 2.Write a menu driven Python program to implement a stack and queue operation using dictionary data-structure.	Students will able to implement the concept of stack & queue in a program. -(To develop Thinking skills & program writing skills) Students will able to solve the exercise based questions. Students will able to create , debug and compile simple program during practical.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
SEPTEMBER (10 Days)	Unit- 3. Data Management – 2 SQL commands: DDL queries	Debrief the lesson. Assign selected questions and exercises at the end of Chapter of textbook as in-class activity. Activity : 1.Create a table Named as Book with the following specifications: Book no, book name, price, qty ; insert values. 2.Create a table named as Student with the following specifications: roll no, name, class,sec ,marks and insert values.also 3. Make a chart to identify Primary , candidate, alternate and foreign keys	Students will able to solve the exercise based questions. Students will able to do connectivity of the python with the back end database i.e. Mysql .

Month/ No. of dates	Chapter	Methodology	Learning Objectives
OCTOBER (19 Days)	<p>Unit- 3. Data Management – 2 Interface Python with an SQL database</p> <p>SQL commands: aggregation /DDL /DML queries – having, group by, order by</p>	<p>Integrate SQL with Python by importing the MySQL module. Debrief the lesson. Assign selected questions and exercises at the end of Chapter of textbook as in-class activity.</p> <p>Activity : Create a table with the required fields and execute the following queries : 1.Find the min, max, sum, and average of the marks in a student marks table. 2. Find the total number of customers from each country in the table (customer ID, customer name, country) using group by. 3. Write a SQL query to order the (student ID, marks) table in descending order of the marks.</p>	<p>Students will able to solve the exercise based questions. Students will able to do connectivity of the python with the back end database i.e. Mysql .</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
NOV. (19 Days)	Computer Networks	<p>Demonstrate Networking, communications medium, Network devices, wired & wireless, IP address, Routing. Debrief the lesson.</p> <p>Assign selected questions and exercises at the end of Chapter of textbook as in-class activity.</p> <p>Activity : Make poster on the following topics: 1.Types of networking 2.Communication devices</p>	<p>Students will able to know about networking, internet, network devices, network applications.</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
DEC. (22 Days)	Project work Student Registration System Inventory Control system Library Management system Hospital Management system Hotel Management system Telephone Directory Travel agency system Railway Reservation system	Demonstrate the ability to work as a team member on a programming assignment that includes the analysis, design, development, documentation, debugging, and presentation of a successful Python program using data file handling.	Students will able to develop a working computerized software for an organization/ institution.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
JANURARY (17 Days)	Unit -1 Unit -2 Unit -3 Unit -4	Assign selected board pattern questions as in-class activity.. Pen Paper test	Able to attempt board pattern questions .

Books Recommended :

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

SUMMER HOLIDAY HOMEWORK:

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

WINTER HOLIDAY HOMEWORK:

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

**CURRICULUM PLAN
CLASS 12 (2023-24)
PHYSICAL EDUCATION**

Learning objective

To prove knowledge regarding physical activity and sports.

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

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

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

MONTH/DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
MAY/15	SPORTS AND NUTRITION	Discussion and explanation	Now students come to know about the components of diet and value of balanced and nutritional diet.

MONTH/DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
JULY/24	YOGA AS PREVENTIVE MEASURE FOR LIFESTYLE DISEASE	Demonstration and explanation	Students know how yoga can prevent us from the lifestyle disease.

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

MONTH/DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
SEPTEMBER /25	PHYSIOLOGY AND INJURY IN SPORTS	Discussion and explanation	They learn the technique to develop the different components of physical fitness.

MONTH DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
OCTOBER 17	TEST AND MEASUREMENT IN SPORTS	Discussion and explanation	Now students come to know about components of motorfitness and cartio vascular fitness

MONTH/DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
November/24	CHILDREN AND WOMEN IN SPORTS PHYSICAL EDUCATION AND SPORTS FOR CWSN	Discussion and explanation	Get the knowledge about sports activities which increase the motor ability

MONTH/DAYS	CHAPTER/REVISION	METHODOLOGY	LEARNING OUTCOME
DECEMBER /25	PSYCHOLOGY AND SPORTS 5,6,7,8	Test and evaluation	To know about the strength and weakness

MONTH/DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOME
JANUARY/18	9,10	Test and evaluation	To know about the strength and weakness

SUMMER HOLIDAY HOMEWORK

REVISION OF CHAPTER 1& SPECIFICATION OF THE GAME

WINTER HOLIDAY HOMEWORK -

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

**CURRICULUM PLAN
CLASS 12 (2023-24)
HINDUSTANI VOCAL MUSIC (034)**

Learning Objectives:

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

Students will understand the nuances of music and develop the musical skill. They will also gain knowledge in the theoretical aspect of music which in turn will help them to understand the subject in a better way.

MONTH/ NO. OF DAYS	CHAPTER	METHODOLOGY	LEARNING OBJECTIVES
APRIL (19 DAYS)	Alankar, meend, alaap (theory) Raga-Bhairav with Parichay, bandish of Chhota khayal and taan	The teacher will sing and explain every detail of the raga, the topics of theory in detail. Students will listen and try to sing and learn individually.	Alankar, meend, alaap (theory) Raga-Bhairav with Parichay, bandish of Chhota khayal and taan
MAY (16 DAYS)	Taan & gamak (theory) Raga —Bageshri with parichay, bandish of chhota khayal & taan	The teacher will sing and explain every detail of the raga, the topics of theory in detail. Students will listen and try to sing and learn individually	Taan & gamak(theory) Raga—Bageshri with parichay, bandish of chhotakhayal & taan
<u>July (22 DAYS)</u>	Time Theory of Ragas (Theory) Raga Bhairav & Raga Bageshri (Practical) Individual practice with Tabla	All the details of The Time Theory of Ragas will be explained with examples Emphasis on individual practice	Students will be able to sing with rhythm accompaniment on tabla individually....

<p><u>August</u> (24 DAYS)</p>	<p>Sangeet Ratnakar (Theory):</p> <p>Raga Bageshri, bandish of Chhota khayal & taan(practice)</p>	<p>Practice & revision of Raga Bageshri in class with examples/improvisa ti ons.</p>	<p>Students will learn to sing on their own and will try to improvise on their own.</p>
<p><u>SEP</u> (22 Days)</p>	<p>(Theory) Taal: Jhaptaal, Dhamar, Rupak (Theory/Prac tical) Tarana... Tanpura....</p>	<p>The teacher will provide elaborate notes and will also explain in detail the content with examples.... The teacher will describe and recite the talas with their dugun, teengun and chargin and will also explain how to write the same....</p>	<p>The students will able to write and explain the layakaris of different talas on their own and will also be able to recite the same. It will help them to develop their skill.</p>
<p><u>OCT</u> (20 Days)</p>	<p>Time theory of ragas & Sangeet Ratnakar (Theory) Raag Bhairav (Practical)</p> <p>Practice Papers in form of MCQ</p>	<p>All the details of the GRANTH will be explained again by the teacher with example in form of MCQ Each detail about the raga will be explained</p>	<p>The students will learn the historical development and the contribution of great musicologists towards the field of music. They will learn the nuances of a new raga in detail.</p>
<p><u>November</u> (20 days)</p>	<p>Gram, Murchhana, Alap & Tana (Theory) Raga Malkauns.....a vilambit khayal</p>	<p>The teacher will sing and explain every details about the planned topics- style of singing.....</p>	<p>Students will learn a new raga. They will also learn about the three grams & concept of murchhanas.</p>

	in raga Malkauns		
<u>December</u> (23 days)	Notation writing practice, Recognising ragas from the given phrases, Singing dhamar style Individual singing practice along with Tabla.	Teacher will form different phrases and ask students to recognise ragas.... To learn by heart the notation of the bandishes taught and sing and write their notations	Students will develop better understanding towards the subject.They will also develop their rhythm sense.
<u>January</u> (17 days)	Revision of everything done in class since the beginning of the session. Practice for Pratical & Theory examination	Emphasis will be given on individual practice so that the corrections can be done for the VIVA Practical & Theory examinations	Better Understanding of the nuances of music.....to secure good marks in CBSE Board examination and also become a good listener/ performer.

CURRICULUM PLAN
CLASS 12 (2023-24)
Painting (Code No.049)

Introduction

The course in Painting at Senior Secondary stage as an elective subject is aimed to develop aesthetic sense of the students through the understanding of various important well known aspects and modes of visual art expression in India's rich cultural heritage from the period of Indus valley to the present time. It also encompasses practical exercises in drawing and painting to develop their mental faculties of observation, imagination, creation and physical skills required for its expressions.

Objectives

A) Theory (History of Indian Art)

The objective of including the history of Indian Art for the students is to familiarise them with the various styles and modes of art expressions from different parts of India. This would enrich their vision and enable them to appreciate and develop an aesthetic sensibility to enjoy the beauty of nature and life. The students will also have an opportunity to observe and study the evolution of its mutations and synthesis with other style and the rise of an altogether new style. The students should be made aware of art as a human experience. The teachers should be able to expose them to the wide range of artistic impressions, the media and the tools used. The history of Indian art is a long one. Hence the students would be acquainted with brief glimpses of the development of Indian visual art as are required for concept formation. Examples included in the course of study are selected because of their aesthetic qualities and are intended purely as guidelines.

B) Practicals

The purpose of introducing practical exercises in painting is to help and enable the Students:

- To develop skill of using drawing and painting material (surface, tools and equipment, etc.) effectively.
- To sharpen their observation skills through study of common objects and various geometrical and non-geometrical forms found in life and nature.
- To develop their skills to draw and paint these observations.
- To develop an understanding of painting-composition (The use of the elements and the principles of painting-composition).
- To create the forms and the colour schemes in imagination with an ability to express them effectively in drawing and painting.

Unit1 (a)	Content	Month
1	The Rajasthani and Pahari Schools of Miniature Painting	April/May
2	The Mughal and Deccan Schools of Miniature Painting	
3	The Bengal School of Painting and the Modern Trends in Indian Art	
	The Rajasthani and Pahari Schools of Miniature Painting (16th Century A.D. to 19th Century A.D.) A brief introduction to Indian Miniature Schools: Western-Indian, Pala, Rajasthani, Mughal, Central India, Deccan and Pahari.	

Unit 1

(a) The Rajasthani School:

1. Origin and Development
2. Sub-Schools-Mewar, Bundi, Jodhpur, Bikaner, Kishangarh and Jaipur
3. Main features of the Rajasthani School
4. Appreciation of the following Rajasthani paintings

Title	Painter	Sub-School	Month
Maru-Ragini	Sahibdin	Mewar	April/May
Chaugan Players	Dana	Jodhpur	April /May
Krishna on swing	Nurudd in	Bikaner	April/May
Radha (Bani-Thani)	Nihal Chand	Kishangarh	April/May
Bharat Meets Rama at Chitrakuta	Guman	Jaipur	April/May

(b) The Pahari School:

1. Origin and development
2. Sub-Schools-Basohli, Guler, Kangra, Chamba and Garhwal
3. Main features of the Pahari School
4. Appreciation of the following Pahari paintings:

Title	Painter	Sub-School	Months
Krishna with Gopis Nand, Yashoda and	Manaku	Basohli	JULY
Krishna with Kinsmen Going to Vrindavana	Nainsukh	Kangra	JULY

Unit 2

The Mughal and Deccan Schools of Miniature Painting
(16th Century AD to 19th Century A.D.)

18 Periods

(a) The Mughal School

1. Origin and development
2. Main features of the Mughal School
3. Appreciation of the following Mughal Paintings:

Title

Krishna Lifting Mount Govardhana
Falcon on a Bird-Rest
Kabirand Raidas
Marriage Procession of Dara Shukoh

Painter

Miskin
Ustad Mansoor
Ustad Faquirullah Khan
Haji Madni

(b) The Deccan School

1. Origin and development
2. Main features of the Deccan School
3. Appreciation of the following Deccan paintings:

Title	Painter	Sub-School	month
Hazrat Nizamuddin Auliya and Amir Khusro	Unknown	Hyderabad	July
Chand Bibi Playing Polo (Chaugan)	Unknown	Golkonda	
Unit 3:	The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20th Century)		Aug/Sept
(a)			
(i)	National Flag of India and the Symbolic significance of its forms and the colours.		
(ii)	Introduction to the Bengal School of Painting (i) Origin and development of the Bengal School of Painting (ii) Main features of the Bengal School of Painting		

(iii)	Appreciation of the following paintings of the Bengal school: (i) Journey's End – Abanindranath Tagore (ii) Shiv and Sati- Nandla Bose (iv) Radhika - M.A.R.Chughtai (v) Meghdoot - Ram Gopal Vijaivargiya Contribution of Indian artists in the struggle for National Freedom Movement.	Sept/oct
(b)	The Modern Trends in Indian Art Appreciation of the following contemporary (Modern) Indian Art	Oct/Nov
(i)	Paintings: (i) Rama Vanquishing the Pride of the Ocean – Raja Ravi Varma (ii) Mother and child – Jamini Roy (iii) Haldi Grinders - Amrita Sher Gill (iv) Mother Teresa - M.F.Husain	Nov/Dec
(ii)	Graphic - prints: (i) Children – Somnath Hore (ii) Devi – Jyoti Bhatt (iii) Of Walls - AnupamSud (iv) Man, Woman and Tree - K. Laxma Goud	Dec/Jan
(iii)	Sculptures: (i) Triumph of Labour - D. P. Roychowdhury (ii) Santhal Family - RamkinkarVaij (iii) Cries Un - heard – Amar Nath Sehgal (iv) Ganesha - P.V. Janaki Ram	Jan

The names of artists and titles of their artworks as listed above are only suggestive and in no way exhaustive. Teachers and students should expand this according to their own resources. However, the questions will be set from the above mentioned artworks only.

**CURRICULUM PLAN
CLASS 12 (2023-24)
PSYCHOLOGY (037)**

LEARNING OBJECTIVES

- To develop appreciation about human behaviour and human mind in the context of learners' immediate society and environment.
- To develop in learners an appreciation of multidisciplinary nature of psychological knowledge and its application in various aspects of life.
- To enable learners to become perceptive, socially aware and self-reflective.
- To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.
- To develop a proper scientific attitude for analyzing others and their own behavior and use it for personal growth.

MARKS DISTRIBUTION

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

APRIL(18 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Unit 1 Variations in Psychological attributes Individual Differences in Human Functioning, Assessment of Psychological Attributes, Intelligence: Theories of Intelligence, Individual Differences in Intelligence, Culture and Intelligence, Emotional Intelligence	Interactive approach will be used to introduce the chapter to the students. Activity 'Intelligent' Numbers (Computing IQ) • Find out the IQ of a 14-year-old child with a mental age of 16. • Find out the mental age of a 12-year-old child with an IQ of 90.	<ul style="list-style-type: none"> • understand psychological attributes on which people differ from each other • learn about different methods that are used to assess psychological attributes • explain what constitutes intelligent behavior • learn how psychologists assess intelligence to identify mentally challenged and gifted individuals • understand how intelligence has different meaning in different cultures 	Critical thinking, Self awareness, empathy, effective communication

Units	Methodology/Activity	Learning outcome	Skills developed
Unit 1: continued Special Abilities: Aptitude: Nature and Measurement, Creativity	Students will be encouraged to relate the concepts to their real life experiences.	<ul style="list-style-type: none"> • understand the difference between intelligence and aptitude 	Critical thinking, introspection, creative skills
Unit 2 Self and personality Concept of Self, Cognitive and Behavioural Aspects of Self Self-esteem, Self-efficacy and Self-regulation, Culture and Self Concept of Personality, Major Approaches to the Study of Personality, Assessment of Personality	The chapter will be taught using experiential exercises, discussing real life examples. Activity Students will be asked to define their positive and negative traits and reflect the same.	<ul style="list-style-type: none"> • describe the concept of self and learn some ways for self-regulation of behaviour • explain the concept of personality • differentiate between various approaches to the study of personality • develop insight into the development of a healthy personality • describe some techniques for personality assessment 	Self awareness, empathy

MAY (15 DAYS)

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

JULY (22 DAYS)

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

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

AUGUST (23 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Unit 5: continued Behaviour Therapy, Relaxation Procedures, Cognitive Therapy, Humanistic-existential Therapy, Biomedical Therapy, Alternative Therapies	Activity Your friend is feeling very nervous and panicky before the examinations. S/he is pacing up and down, is unable to study and feels s/he has forgotten all that s/he has learnt. Try to help her/him to relax by inhaling (taking in a deep breath), holding it for sometime (5–10 seconds), then exhaling (releasing the breath). Ask her/him to repeat this 5–10 times. Also ask her/him to remain focused on her/his breathing. You can do the same exercise when you feel nervous.	<ul style="list-style-type: none"> understand the use of psychological forms of intervention know how people with mental disorders can be rehabilitated 	Critical thinking, reasoning
Practical 3: Aptitude	The students will be demonstrated about how to conduct the experiment.	Students would be able to find out about their aptitude in various spheres.	Reasoning, critical thinking, creative thinking, self awareness
Unit 6 Attitude and social cognition Explaining Social Behaviour,	The chapter will be explained to students through illustrating various stories, case studies and	<ul style="list-style-type: none"> understand what are attitudes, how they are formed and changed 	Empathy, effective communication

Nature and Components of Attitudes, Attitude Formation and Change: Attitude Formation & Attitude Change, Prejudice and Discrimination, Strategies for Handling Prejudice,	analogies. Activity Your friend eats too much junk food, how would you be able to bring about a change in her/his attitude towards food?	<ul style="list-style-type: none"> analyze how people interpret and explain the behaviour of others comprehend how the presence of others influences our behavior 	
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SEPTEMBER (10 DAYS)

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

OCTOBER (19 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Unit 7 Social Influence and Group Processes Processess of Social Influence: ; Groups: Nature, formation and types; Influences of Group on individual behaviour; Social identity;	The chapter will be explained to students through discussing problem solving situations and analogies.	<ul style="list-style-type: none"> understand the nature and types of groups and know how they are formed examine the influence of group on individual behaviour reflect on the importance of social identity 	Interpersonal skills, empathy, effective communication, self awareness

NOVEMBER and DECEMBER (19 /22 DAYS)

Units	Methodology/Activity	Learning outcome	Skills developed
Worksheet 1 & 2	Group discussion followed by written tests	• revision of various topics of unit 1 and 2	Introspection, self confidence, time management, coping with emotions, dealing with examination anxiety
Worksheet 3 & 4	Group discussion followed by written tests	• revision of various topics of unit 3 and 4	Introspection, self confidence, time management, coping with emotions, dealing with examination anxiety
Worksheet 5 & 6	Group discussion followed by written tests	• revision of various topics of unit 5 and 6	Introspection, self confidence, time management, coping with emotions, dealing with examination anxiety
Worksheet 7	Group discussion followed by written tests	• revision of various topics of unit 7,	Introspection, self confidence, time management, coping with emotions, dealing with examination anxiety
Revision of entire syllabus	Group discussion and revising case studies and examples related to topic	• revision of full course	Introspection, self confidence,

			time management, coping with emotions, dealing with examination anxiety
Sample papers	Group discussion	• revision of full course	Reducing examination stress and anxiety

JANUARY (17 Days)

Pre Boards

Revision of entire syllabus

Discussion of CBSE sample papers

SUMMER HOLIDAY HOMEWORK

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

WINTER HOLIDAY HOMEWORK

- Gather information about some institutions you know which offer psychiatric/psychotherapeutic help.
- Talk to three people: one of your friends, a friend of your parents, and your neighbour. Ask them if they have seen someone who is mentally ill or who has mental problems. Try to understand why they find this behavior abnormal, what are the signs and symptoms shown by this person, what caused this behaviour and can this person be helped. Share the information you elicited in class and see if there are some common features, which make us label others as 'abnormal'.
- Solve at least five previous years board papers (2010-2019).

Prescribed Books

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

Reference Books

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

Web-links:

<http://psychology.about.com>