

RAMJAS PUBLIC SCHOOL (DAY BOARDING)**Anand Parbat, Delhi-110005****ANNUAL CURRICULUM PLAN (2025-26)****SUBJECT: ENGLISH****TERM I****CLASS:XII**

S.No.	UT/Term	Task	Marks	Learning Objectives	Methodology	Skills to be developed
1.	UNIT TEST_I	Reading Skills: Comprehension &Vocabulary Advanced Writing Skills: Article /Speech Writing Literature – Flamingo : The Last Lesson Lost Spring Poetry – My Mother at Sixty –six Aunt Jennifer’s Tigers	30	Reinforcement and assessment of the content and skills taught in class.	Individual assessment through a pen paper test	<ul style="list-style-type: none">• Reading comprehension, vocabulary and grammar skills• Global comprehension of the literature content taught• Critical / analytical thinking
2.	Comprehensive Examination	Reading Skills: Comprehension & Vocabulary Advanced Writing Skills: Notice Writing Literature – Flamingo : Deep Water, Rattrap Aunt Jennifer’s Tigers	30	Reinforcement and assessment of the content and skills taught in class.	Individual assessment through a pen paper test	<ul style="list-style-type: none">• Reading comprehension, vocabulary and grammar skills• Global comprehension of the literature content taught• Critical / analytical thinking
3.	Unit Test-II	Reading Skills : Comprehension &Vocabulary Advanced Writing Skills: Invitations Literature- Flamingo: Indigo Going Places, Keeping Quiet, Aunt Jennifer’s Tigers, A Thing of Beauty Vistas : The Tiger King	30	Reinforcement and assessment of the content and skills taught in class.	Individual assessment through a pen paper test	<ul style="list-style-type: none">• Reading comprehension, vocabulary and grammar skills• Global comprehension of the literature content taught• Critical /analytical thinking
4.	TERM --I	Reading Skills : Comprehension & Vocabulary	100	Reinforcement and assessment of the content and skills taught in class.	Individual assessment through a pen paper test	<ul style="list-style-type: none">• Reading comprehension, vocabulary and grammar skills

		Advanced WRITING Skills :Notice Writing Invitations and their replies Letter to the Editor, Job Application, Article, Report Literature :Flamingo –(Prose) The Last lesson Lost Spring Deep Water Rattrap Indigo Going Places (Poetry) My Mother at Sixty –six Keeping Quiet A Thing of Beauty Aunt Jennifer’s Tigers VISTAS: The Tiger King The Enemy On The Face Of It Memories Of Childhood				<ul style="list-style-type: none"> Global comprehension of the literature content taught Critical /analytical thinking
6.	Mock & Pre-Board Examination	Reading Skills : Comprehension &Vocabulary Summary Writing Advanced Writing Skills : Notice, Invitations & their Replies, Letters, /Articles Flamingo & Vistas: All the chapters covered till Term I Vistas : Journey to the End of the Earth Flamingo : The Interview, Poets and Pancakes Poem : A Roadside Stand	100	Reinforcement and assessment of the content and skills taught in class.	Individual assessment through a pen paper test	<ul style="list-style-type: none"> Reading comprehension, vocabulary and grammar skills Global comprehension of the literature content taught Critical /analytical thinking
NO.	TERM	PROSE/ FICTION				
A.	Term --I	FLAMINGO :				

1.		THE LAST LESSON		<ul style="list-style-type: none"> To enable the learners to appreciate a literary genre (prose) and the writer's style of writing. To make the learners appreciate the story in terms of its plot, setting and characterisation. To develop new vocabulary. To enable specific and global comprehension of the text read . To develop an understanding of the themes conveyed by the text 	<p>Class discussion on the author's life and work.</p> <p>Class discussion on the setting, plot, characters and the themes in the story. Assessment through speaking activity. Lecture method, Brain—storming Questions and answers with the help of Smart Board and Text Book</p>	<ul style="list-style-type: none"> Reading with correct word stress, sentence stress and intonation . Reading for understanding both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical terms in agiven context. Developing thought, critical analysis on the basis of the text read. Development of writing skills and their appreciation. Understanding the human values. Understanding literary devices.
				<p>Love for one's language</p> <p>Patriotic fervour and sense of belongingness to one's nation</p> <p>Student – teacher attitudes to learning and teaching</p>		
				Time management and a sense of prioritising work		
2.		LOST SPRING		<ul style="list-style-type: none"> To enable To enable the learners to appreciate a literary genre (prose) and the writer's style of writing. To make the learners appreciate the story in terms of its plot, setting and characterisation. To develop new vocabulary To develop specific and global comprehension of the text read . To develop an understanding of the themes conveyed by the text Sensitise the learners with regard to the prevalent social evils like child labour and the 	<p>Class discussion on the author's life and work.</p> <p>Class discussion on the setting, plot, characters and the themes in the story. Assessment through speaking activity. Lecture method, Brain—storming Questions and answers with the help</p>	<ul style="list-style-type: none"> Reading with correct word stress, sentence stress and intonation . Reading for understanding both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical terms in agiven context. Developing thought, critical analysis on the basis of the text read.

				<p>ill effects of casteism which obstruct their progress</p> <ul style="list-style-type: none"> Acquaint them with the existing evils like corruption which close all the ways to their development 	of Smart Board and Text Book	<ul style="list-style-type: none"> Development of writing skills and their appreciation. Understanding the human values. Understanding literary devices.
3.		DEEP WATER		<ul style="list-style-type: none"> To enable To enable the learners to appreciate a literary genre (prose) and the writer's style of writing. To make the learners appreciate the story in terms of its plot, setting and characterisation. To develop new vocabulary To develop specific and global comprehension of the text read . To develop an understanding of the themes conveyed by the text To incorporate values like perseverance, determination and tenacity which go a long way in achieving one's targets. 	<p>Class discussion on the author's life and work.</p> <p>Class discussion on the setting, plot, characters and the themes in the story. Assessment through speaking activity. Lecture method, Brain—storming Questions and answers with the help of Smart Board and Text Book</p>	<ul style="list-style-type: none"> Reading with correct word stress, sentence stress and intonation . Reading for understanding both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical terms in agiven context. Developing thought, critical analysis on the basis of the text read. Development of writing skills and their appreciation. Understanding the human values. Understanding literary devices.
4.		THE RATTRAP		<ul style="list-style-type: none"> To enable To enable the learners to appreciate a literary genre (prose) and the writer's style of writing. To make the learners appreciate the story in terms of its plot, setting and characterisation. To develop new vocabulary To develop specific and global comprehension of the text read . To develop an understanding of the themes conveyed by the text. The metaphorical significance of the rattrap and how it is compared to the world. Value of goodness and nobility of heart which is ultimately able to reform an individual. 	<p>Class discussion on the author's life and work.</p> <p>Class discussion on the setting, plot, characters and the themes in the story. Assessment through speaking activity. Lecture method, Brain—storming Questions and answers with the help</p>	<ul style="list-style-type: none"> Reading with correct word stress, sentence stress and intonation . Reading for understanding both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical terms in agiven context. Developing thought, critical analysis on the basis of the text read.

					of Smart Board and Text Book	<ul style="list-style-type: none"> • Development of writing skills and their appreciation. • Understanding the human values. • Understanding literary devices.
5.		INDIGO		<ul style="list-style-type: none"> • To enable To enable the learners to appreciate a literary genre (prose) and the writer's style of writing. • To make the learners appreciate the story in terms of its plot, setting and characterisation. • To develop new vocabulary • To develop specific and global comprehension of the text read . • To develop an understanding of the themes conveyed by the text • Values of unity, togetherness, integrity, self—reliance and independence. • Understand and value the contribution of the Father of Nation in uniting masses and making them aware of their rights. 	<p>Class discussion on the author's life and work.</p> <p>Class discussion on the setting, plot, characters and the themes in the story. Assessment through speaking activity. Lecture method, Brain—storming Questions and answers with the help of Smart Board and Text Book</p>	<ul style="list-style-type: none"> • Reading with correct word stress, sentence stress and intonation . • Reading for understanding both global and specific. • Anticipation and prediction • Developing writing skills by integrating literature with language. • Writing for self expression. • Building vocabulary, deducing the meaning of unfamiliar lexical terms in agiven context. • Developing thought, critical analysis on the basis of the text read. • Development of writing skills and their appreciation. • Understanding the human values. • Understanding literary devices.
6.		GOING PLACES		<ul style="list-style-type: none"> • To enable To enable the learners to appreciate a literary genre (prose) and the writer's style of writing. • To make the learners appreciate the story in terms of its plot, setting and characterisation. • To develop new vocabulary • To develop specific and global comprehension of the text read . • To develop an understanding of the themes conveyed by the text • TO understand the psychology of the teenagers • To enable the learners to relate to the problems they create for themselves by speaking lies. 	<p>Class discussion on the author's life and work.</p> <p>Class discussion on the setting, plot, characters and the themes in the story. Assessment through speaking activity. Lecture method, Brain—storming Questions and answers with the help</p>	<ul style="list-style-type: none"> • Reading with correct word stress, sentence stress and intonation . • Reading for understanding both global and specific. • Anticipation and prediction • Developing writing skills by integrating literature with language. • Writing for self expression. • Building vocabulary, deducing the meaning of unfamiliar lexical terms in agiven context. • Developing thought, critical analysis on the basis of the text read.

					of Smart Board and Text Book	<ul style="list-style-type: none"> • Development of writing skills and their appreciation. • Understanding the human values. • Understanding literary devices.
B.		<p>VISTAS : (PROSE)</p> <p>THE TIGER KING</p>		<ul style="list-style-type: none"> • To enable To enable the learners to appreciate a literary genre (prose) and the writer's style of writing. • To make the learners appreciate the story in terms of its plot, setting and characterisation. • To develop new vocabulary • To develop specific and global comprehension of the text read . • To develop an understanding of the themes conveyed by the text • Arbitrariness and capricious behaviour of the rulers in the time of British India. 	<p>Class discussion on the author's life and work.</p> <p>Class discussion on the setting, plot, characters and the themes in the story.</p> <p>Assessment through speaking activity.</p> <p>Lecture method, Brain—storming</p> <p>Questions and answers with the help of Smart Board and Text Book</p>	<ul style="list-style-type: none"> • Reading with correct word stress, sentence stress and intonation . • Reading for understanding both global and specific. • Anticipation and prediction • Developing writing skills by integrating literature with language. • Writing for self expression. • Building vocabulary, deducing the meaning of unfamiliar lexical terms in agiven context. • Developing thought, critical analysis on the basis of the text read. • Development of writing skills and their appreciation. • Understanding the human values. • Understanding literary devices.
2.		THE ENEMY		<ul style="list-style-type: none"> • To enable To enable the learners to appreciate a literary genre (prose) and the writer's style of writing. • To make the learners appreciate the story in terms of its plot, setting and characterisation. • To develop new vocabulary • To develop specific and global comprehension of the text read . • To develop an understanding of the themes conveyed by the text • To understand the qualities of a doctor and a human being • The hard choices that one has to make in life between one's roles as a private individual and as a citizen with a sense of national loyalty. 	<p>Class discussion on the author's life and work.</p> <p>Class discussion on the setting, plot, characters and the themes in the story.</p> <p>Assessment through speaking activity.</p> <p>Lecture method, Brain—storming</p> <p>Questions and answers with the help of Smart Board and Text Book</p>	<ul style="list-style-type: none"> • Reading with correct word stress, sentence stress and intonation . • Reading for understanding both global and specific. • Anticipation and prediction • Developing writing skills by integrating literature with language. • Writing for self expression. • Building vocabulary, deducing the meaning of unfamiliar lexical terms in agiven context. • Developing thought, critical analysis on the basis of the text read. • Development of writing skills and their appreciation. • Understanding the human values.

						<ul style="list-style-type: none"> Understanding literary devices.
4.		ON THE FACE OF IT		<ul style="list-style-type: none"> To enable the learners to appreciate a literary genre (prose) and the writer's style of writing. To make the learners appreciate the story in terms of its plot, setting and characterisation. To develop new vocabulary To develop specific and global comprehension of the text read . To develop an understanding of the themes conveyed by the text To sensitise the learners about the possible complexes that the differently- abled children go through by understanding the character of Derry To understand how the over- protective attitude of the parents towards such children deprives them of the normal joys of living. To understand and value the positivity reflected through the character of Mr. Lamb that brings in Derry's transformation. 	<p>Class discussion on the author's life and work.</p> <p>Class discussion on the setting, plot, characters and the themes in the story. Assessment through speaking activity. Lecture method, Brain—storming Questions and answers with the help of Smart Board and Text Book</p>	<ul style="list-style-type: none"> Reading with correct word stress, sentence stress and intonation . Reading for understanding both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical terms in agiven context. Developing thought, critical analysis on the basis of the text read. Development of writing skills and their appreciation. Understanding the human values. Understanding literary devices.
5.		MEMORIES OF CHILDHOOD		<ul style="list-style-type: none"> To enable To enable the learners to appreciate a literary genre (prose) and the writer's style of writing. To make the learners appreciate the story in terms of its plot, setting and characterisation. To develop new vocabulary To develop specific and global comprehension of the text read . To develop an understanding of the themes conveyed by the text To sensitise the learners with regard to the evils like untouchability, class/ caste distinctions and motivate the learners to understand the importance of excellence in life—be that any 	<p>Class discussion on the author's life and work.</p> <p>Class discussion on the setting, plot, characters and the themes in the story. Assessment through speaking activity. Lecture method, Brain—storming Questions and answers with the help</p>	<ul style="list-style-type: none"> Reading with correct word stress, sentence stress and intonation . Reading for understanding both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical terms in agiven context.

				sphere, scholastic /sports/co-scholastic that helps one to override barriers and win immediate acceptance in society.	of Smart Board and Text Book	<ul style="list-style-type: none"> Developing thought, critical analysis on the basis of the text read. Development of writing skills and their appreciation. Understanding the human values. Understanding literary devices.
C 1.		<p>FLAMINGO : (POETRY)</p> <p>MY MOTHER AT SIXTY –SIX</p> <p>BY</p> <p>KAMLA DAS</p>		<ul style="list-style-type: none"> To enable learners to appreciate a literary genre i.e. poetry. To make the learners appreciate Kamla Das’ simplistic poetic style which conveys intense meaning. To make the learners comprehend the different moods presented by the poet. To enable the learners to understand the literary devices/figures of speech used in the poem. To develop an understanding of the theme conveyed by the poem. 	<ul style="list-style-type: none"> Class discussion on the poet’s life and work, the setting of the poem, its rhyme scheme, its literal meaning and the theme it conveys. 	<ul style="list-style-type: none"> Reading with correct rhyme and rhythm. Reading for understanding/ comprehension both global and specific. Developing writing skill by integrating literature with language. Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, critical analysis/ appreciation on the basis of the text read. Understanding of human values and emotions. Understanding of literary devices/ figures of speech used.
3.		<p>KEEPING QUIET</p> <p>BY</p> <p>PABLO NERUDA</p>		<ul style="list-style-type: none"> To enable learners to appreciate a literary genre i.e. poetry. To make the learners appreciate Pablo Neruda’s simplistic poetic style which conveys intense meaning. To make the learners comprehend the literal as well as the figurative meaning of the poem. To enable the learners to understand the literary devices/figures of speech used in the poem. To develop an understanding of the themes conveyed by the poem. 	<ul style="list-style-type: none"> Class discussion on the poet’s life and work, the setting of the poem, its rhyme scheme, its literal meaning and the themes it conveys. 	<ul style="list-style-type: none"> Reading with correct rhyme and rhythm. Reading for understanding/ comprehension both global and specific. Developing writing skill by integrating literature with language. Writing for self expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.

						<ul style="list-style-type: none"> • Developing thought, critical analysis/ appreciation on the basis of the text read. • Understanding the importance of quiet introspection. • Understanding of literary devices/ figures of speech used.
4.		<p>A THING OF BEAUTY</p> <p>BY</p> <p>JOHN KEATS</p>		<ul style="list-style-type: none"> • To enable learners to appreciate a literary genre i.e. poetry. • To make the learners appreciate John Keats simplistic poetic style which conveys intense meaning. • To make the learners comprehend the literal as well as the figurative meaning of the poem. • To enable the learners to understand the literary devices/figures of speech used in the poem. • To develop an understanding of the themes conveyed by the poem. 	<ul style="list-style-type: none"> • Class discussion on the poet's life and work, the setting of the poem, its rhyme scheme, its literal meaning and the themes it conveys. 	<ul style="list-style-type: none"> • Reading with correct rhyme and rhythm. • Reading for understanding/ comprehension both global and specific. • Developing writing skill by integrating literature with language. • Writing for self expression. • Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. • Developing thought, critical analysis/ appreciation on the basis of the text read. • Developing the ability to seek inspiration from nature in the despondent times. • Understanding of literary devices/ figures of speech used.
5.		<p>AUNT JENNIFER'S TIGERS</p> <p>BY</p> <p>ADRIENNE RICH</p>		<ul style="list-style-type: none"> • To enable learners to appreciate a literary genre i.e. poetry. • To make the learners appreciate Adrienne Rich's simplistic poetic style which conveys intense meaning. • To make the learners comprehend the literal as well as the figurative meaning of the poem. • To enable the learners to understand the literary devices/figures of speech used in the poem. • To develop an understanding of the themes conveyed by the poem. 	<ul style="list-style-type: none"> • Class discussion on the poet's life and work, the setting of the poem, its rhyme scheme, its literal meaning and the themes it conveys. 	<ul style="list-style-type: none"> • Reading with correct rhyme and rhythm. • Reading for understanding/ comprehension both global and specific. • Developing writing skill by integrating literature with language. • Writing for self expression. • Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context.

						<ul style="list-style-type: none">• Developing thought, critical analysis/ appreciation on the basis of the text read.• Understanding the constraints of married life that a woman undergoes.• Understanding of literary devices/ figures of speech used.
	<p><u>WRITING SKILL TOPICS FOR TERM 1</u></p> <ul style="list-style-type: none">• Notice Writing• Invitation and their Replies(Formal and Informal)• Formal Letters(letters to the Editor/Job Applications)• Article Writing• Report Writing			<ul style="list-style-type: none">• To make the learners write in a style and format appropriate for writing letters / articles/ speeches//notice/invitations and their replies(formal/informal)/advertisements/posters.• To enable the learners to plan, organise and present ideas coherently by organising their ideas logically and concisely• To enable learners to introduce, develop and conclude a given topic.• To reinforce the formats and the value points for all writing topics.	<ul style="list-style-type: none">• Using the Extra Marks SLMs for writing tasks to teach and reinforce the formats for the writing topics and their value points.• Worksheets with writing tasks based on the themes highlighted in the Text book and socially relevant topics.• Class discussion / brainstorming on the tasks / questions to be done in class.	<ul style="list-style-type: none">• Composition skills• Critical/analytical thinking• Presenting ideas in clear, grammatically correct English and a logical sequence.• Planning, organising and presenting coherently ideas by introducing, developing and concluding a topic.• Comparing and contrasting ideas and arriving at conclusions.• Using a style and format appropriate for letters/notices//articles/speech/other short compositions.s• Building critical thinking• Reflecting over important issues.

ANNUAL CURRICULUM PLAN 2025-26

MATHEMATICS: CLASS XII

Date	Topic / Lesson	Learning Objectives	Teaching Strategies/ Methodology	Projects/Activity	Learning Outcomes	Assessment Tools
01-04-2025	<u>1.Relations and Functions:</u> Types of relations: reflexive, symmetric, transitive and equivalence relations.	Know types of relations viz reflexive, symmetric, transitive and equivalence relations.	Lecture-cum-demonstration using interactive board	1. 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	Understand R and F and types	Worksheets
TO						MCQs
30-04-2025	One to one and Onto functions	Know one to one and onto functions.		Reflexive nor transitive.	Think Critically about R and F	Class Tests
	<u>2.Inverse Trigonometric Functions:</u> Definition,	Know inverse trigonometric function, their		2.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	Reason Logically about R and F	Verbal tests
	domain, principal value branch. Graphs of inverse trigonometric functions.	Domain, Principal value branch and graph of inverse trigonometric functions			Analyse and evaluate R and F	
	<u>3.Matrices :</u> Concept, notation, order, equality,	Learn concept, notation, order, equality and type of matrices,		3.Demonstrate a function which is one-one but not onto	Understand matrices and	Unit tests
	Types of matrices, zero and identity matrix, transpose of a matrix,	zero and identity matrix, transpose of a matrix,			their types	
	symmetric and skew symmetric matrices.	Know transpose of a matrix, symmetric , skew symmetric matrices.				
	Operations on matrices: Addition, scalar multiplication, matrices multiplication	Know operation on matrices like addition,			Evaluate matrices	
	Simple properties of operations.	scalar multiplication and multiplication and simple properties.			Apply properties of matrices	
	Non- commutativity and existence of non- zero matrices whose product is the zero matrix	Learn non- commutativity and associativity.			Create matrix and solve	
	Invertible matrices and proof of the uniqueness of inverse, if it exists.	Know proof of the uniqueness of inverse.				

01-05-2025	UT-1: Relations and Functions, ITF and Matrices	Evaluation of students				Pen-Paper test
TO	4.Determinants: Determinant of a square matrix , minors, cofactors	Learn determinants of a square matrix, minors, cofactors	Lecture-cum-demonstration		Understand determinant	Worksheets
16-05-2025	and application of determinant in finding the area of triangle.	and application of determinant to find area of triangle.	using interactive board		Think critically about determinant	MCQs
	Adjoint and inverse of a square matrix.	Know Adjoint and inverse of matrix			Analyse and evaluate dets	Class Tests
	Consistency, inconsistency and number of solutions of a system of linear	Know consistency, Inconsistency			Apply dets to solve system of	Verbal tests
	equations, solving system of linear	Know solutions of a system of linear			Linear equations	
	equations in two or three variables having unique solution using matrix	equations in two or three variables using inverse of a matrix.				
01-07-2025	Comprehensive Examination, Relations and Functions, ITF, Matrices and Determinants.	Evaluation of students				Pen-Paper test
To 31-07-2025	5.Continuity and Differentiability: Continuity and	Learn continuity and differentiability,	Lecture-cum-demonstration	4.Find analytically the limit of a function f(x) at x = c and also check the continuity of the function at x = c	Understand C and D	Worksheets
	differentiability, chain rule, derivative of inverse	chain rule, derivative of inverse trigonometric functions,	using interactive board		Reason logically about C and D	MCQs
	trigonometric functions, derivative of implicit function	derivative of implicit function.				Class Tests
	Concept of exponential and logarithmic functions.	Learn concept of exponential and logarithmic functions		5. Sketch the graph of a^x and $\log_a x, a > 0, a \neq 1$ and	Analyse C and D for various	Verbal tests
	Derivatives of logarithmic and exponential functions. Logarithmic differentiation,	logarithmic and exponential functions derivative,		Examine that they are mirror image of each other.	Functions.	
	differentiation, derivative of functions expressed in parametric forms	functions expressed in parametric forms.		6.Understand the concept of decreasing and increasing function	Evaluate C and D problems	Unit tests

	Second order derivatives	Know second order derivative.				
	6.Application of Derivatives: Application of derivatives: Rate of change of quantities,	Learn application of derivatives, rate of change of quantities		7.Understand the concept of local maxima, local minima and point of	Understand A.O.D	
	increasing / decreasing functions,	Learn increasing / decreasing functions,		Inflection.	Think critically about A.O.D	
	Maxima and Minima. Simple problems.	maxima and minima		Function in a given closed interval through its graph.	Analyse and Evaluate A.O.D	
01-08-2025	7.Integrals: Integration as inverse process of	Learn integration as inverse of derivative.	Lecture-cum-demonstration		Understand Integrals	Worksheets
TO	differentiation. Integration of a variety of functions, by substitution, by partial fractions	Know integration of variety of functions	using interactive board	8.Understand the concepts of absolute maxima and minimum values of a function in a given closed	Reason Logically about Integrals	MCQs
31-08-2025	and by parts,	by substitution, by partial fractions and by parts,		Interval through its graph.	Analyse and Evaluate integrals	Class Tests
	evaluation of simple integrals of special types	Know simple integrals and fundamental				Verbal tests
	Fundamental theorem of calculus	theorem of calculus.				
	Basic properties of definite integrals and evaluation.	Know properties of definite integrals				Unit tests
	**UT-2: Continuity and Differentiability, Application of derivatives, Integrals(indefinite)	Students' Evaluation				Pen-Paper test
	8.Application of Integrals: Application in finding the area under simple curves lines, circles, parabolas,	Learn A.O.I, areas under simple curves especially lines, circles, parabolas		9.Evaluate the definite integral $\int_a^b \sqrt{1-x^2} dx$ as the limit of a sum	Understand A.O.I and evaluate	
	ellipses (standard form)	Ellipses (standard form)		And verify it by actual integration.	Areas under curves	
01-09-2025	*** Term-1: Units 1 to 8					Pen-Paper test
To 30-09-2025	9.Differential Equations: Definition, order and degree, general and particular solutions of	Learn differential equations, order and degree, general and particular	Lecture-cum-demonstration		Understand differential equations.	Worksheets
	Differential equation.	solutions of differential equation.	using interactive board		Think critically about D.E	MCQs

	Solution of differential equation by method of separation of variables, solutions of homogeneous	Know solution of differential equation by variable separable, solutions of			Analyse and evaluate D.E	Class Tests
	differential equations of first and first degree.	homogeneous equations and of linear			Apply D.E for real life problems	Verbal tests
	Solutions of linear differential equation of the type: $dy/dx + py = q$, where p and q are functions of x or constants	first order and first degree			Solve related real life problems using D.E.	
	$dx/dy + px = q$, where p and q are functions of y or constants					
	10.Vectors: Vectors and scalars, magnitude and direction of a vector	Know vectors scalars, magnitude and direction			Understand Vectors and types	
	Direction cosines and direction ratios of a vector.	Students know d.cs, d.rs of a vector.			Think critically of vectors	
	Types of vectors (equal, unit, zero, parallel and	Learn types of vector and position vector of a point,			Analyse vectors	
	collinear vectors), position vector of a point, negative of a vector, components of a vector,	components of a vector, addition and multiplication of a vector by scalar,			Apply and evaluate vectors	
	addition of vectors multiplication of a vector by	Know dot (scalar) and cross(vector)			related problems	
	Scalar, position vector of a point dividing a line	product of vectors				
	segment in a given ratio. Definition geometrical					
	interpretation, properties and application of					
	of scalar (dot) product and vectors (cross) product of vectors.					
01-10-2025	11.Three- dimensional Geometry: Direction cosines and direction ratios of a line joining two points.	Know D.Cs , D.Rs of a line joining two points, cartesian, vector and general	Lecture-cum-demonstration		Understand 3D	Worksheets
TO	Cartesian equation and vector equation of a line,	Equation of a line.	using interactive board		Think critically about lines in 3D	MCQs
31-10-2025	skew lines, shortest distance between two lines.	Know skew lines, shortest distance			Analyse and evaluate problem	Class Tests

	Angle between two lines	and angle between them			In 3D on lines	Verbal tests
	<u>12.Linear Programming:</u> Introduction, related terms	Know terminology such as constraints,			Understand LPP and related terms	Unit tests
	such as constraints, objective function, optimization, graphical method of a solution for	objective function, optimization and graphical method of solution for			Think critically about LPP	
	problems in two variables, feasible and	Problems in two variables.			Analyse and evaluate LPP	
	infeasible regions (bounded and unbounded)	Know feasible and infeasible regions and their solutions.			Create LPP and solve	
	feasible and infeasible solutions, optimal solutions	(upto three non trivial constraints)				
	<u>13.Probability:</u> Conditional probability, multiplication theorem on probability,	Know conditional probability, Multiplication theorem on		10.Explain the computation of conditional probability of a given	Understand probability	
	independent events, total probability, Baye's theorem.	probability, independent events, total probability,		Event A, when event B has already occurred, through an example of	Think critically about probability	
		Bayes' theorem.		Throwing a pair of dice.	Analyse types and evaluate.	
NOVEMBER	**MOCK EXAMINATION: COMPLETE SYLLABUS	Students' evaluation				Pen-Paper test
DECEMBER	**PREBOARD EXAMINATION: COMPLETE SYLLABUS	Students' evaluation				Pen-Paper test

RAMJAS PUBLIC SCHOOL
ANNUAL CURRICULUM PLAN
SESSION (2025-26)

CLASS: XII

SUBJECT: PHYSICS

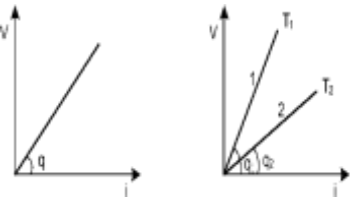
Month	Theme/ Sub-theme	Learning Objectives		Activities & Methodology	Expected Learning Outcomes	Assessment
		Content Specific	Application based			
March 2025	Electrostatics Electric Charges; Conservation of charge, Coulomb's law-force between two point charges, forces between multiple charges; superposition principle and continuous charge distribution. Electric field, electric field due to a point charge, electric field lines, electric dipole, electric field due to a dipole, torque on a dipole in uniform electric field. Electric flux, statement of Gauss's theorem and its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet and uniformly	<p>Student will be able to</p> <p>Understand the concept of charge</p> <p>Understand concept of electrostatic force and field.</p> <p>State the Coulomb's law of electrostatic force.</p> <p>Understand the concept of potential.</p> <p>Understand the concept of capacitor.</p> <p>Understand the electric dipole and electric field due to an electric dipole.</p> <p>Understand the electric potential and potential</p>	<p>Students will be able to..</p> <p>Apply the concept of static electricity in selection of cloths as per the weather conditions</p> <p>By using the concept of electrostatics students can protect themselves from lightning.</p> <p>Distinguish between parallel plate and Cylindrical capacitors</p> <p>Apply the concept of charging to charge any conductor at home.</p>	<p>Teacher will start the topic by asking the following questions related to the previous knowledge</p> <p>When we take off our synthetic shirts or nylon sweaters a spark is produced. Why?</p> <p>By rubbing palms we experience a different feeling. Why?</p> <p>Why does the mustard seeds adhere to the walls of the polythene bag</p> <p>If an electrically charged rod is brought near normal flow of water from a tap, the flow gets slightly diverted towards the rod. Why?</p> <p>Now according to the response of the students explanation of the topic will be started</p> <p>, through lecture method the concept of force and electric field will be explained. By demonstrating the activity of charging polythene and glass rod by rubbing to each other the types of</p>	<p>Students have learned</p> <p>The concept electrostatic force and field</p> <p>The application of torque in rotating a dipole</p> <p>Energy of a capacitor and uses of capacitor in different appliances.</p> <p>The applications of Gauss's theorem</p> <p>Drawing the electric field lines and presence of electric field.</p>	<p>Students will be assessed on the basis of their observation and accuracy skills</p>

	<p>charged thin spherical shell (field inside and outside).</p> <p>Electric potential, potential difference, electric potential due to a point charge, a dipole and system of charges; equipotential surfaces, electrical potential energy of a system of two point charges and of electric dipole in an electrostatic field.</p> <p>Conductors and</p>	<p>gradient.</p> <p>Understand the potential energy and torque due to an electric dipole.</p>		<p>charges and property of attraction of two unlike charges will be explained.</p> <p>By lecture method concept of potential and electric field will be explained.</p> <p>Using regulators of a fan the construction and working of capacitors will be discussed.</p> <p>Assignment questions...</p> <p>1. Plotting of graph showing the variation of Coulomb force versus distance between two similar and two dissimilar</p>		
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	<p>insulators, free charges and bound charges inside a conductor.</p> <p>Dielectrics and electric polarisation, capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor.</p>			<p>charges.</p> <p>How you can charge a metal sphere negatively without touching ?</p> <p>Drawing of electric field lines around the charges.</p> <p>Applications of Gauss's theorem.</p> <p>Numerical questions on capacitors.</p>		
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APRIL MAY 2025	Current electricity Electric current,flow of electric charges in a metallic conductor, driftvelocity, mobility and their relation with electric current; Ohm’s law, electrical resistance,	Student will be able to Understand the concept ofelectric current and potential difference . Understand the differencebetween drift velocity and mobility of electrons in a conductor. State the Ohm’s law understand]] the Ohmic conductor. Understand the concept ofelectric power, electrical resistivity and	Apply the concept of current and potential difference on measuring the resistance of conductor /electrical appliances at home. Apply the concept	i) First of all teacher will ask the questions based on their previous knowledge. The teacher will explain the electric current its uses and he electrical appliances which draw more or less current inaccordance with their resistance. <i>Ampere:</i> of current means theflow of electrons/sec through any		Students will be asses on the basis of their observatio n and accuracy skills
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	<p>conductivity. Understand the difference between resistance and resistivity . Understand the colour coding in carbon resistor and the dependence of internal resistance of a cell on its temperature. Understand the concept of combination of resistances the difference between emf and potential difference. State the Kirchhoff's voltage and current law. Understand principle of wheatstone bridge and potentiometer.</p>	<p>mobility of electrons in calculating the drift velocity in different conductors and alloy. Student will be able to plot the graph between the V and I and then they will calculate the resistance of conductor by the slope of same graph. Apply the concept for electrical power and energy to calculate the electricity bill of their home, factory or offices. Apply the concept of series and parallel combination of resistances if desired</p>	<p>cross-section of the conductor</p> <p>The conventional direction of current is taken to be the direction of flow of positive charge, i.e. field and is opposite to the direction of flow of negative charge as shown below.</p> <p>The net charge in a current carrying conductor is zero.</p> <p>For a given conductor current does not change with change in cross-sectional area. In the following figure</p> <p>ii) The teacher will explain the graph between V and I ,and will explain them the calculation of R by the slope of graph.</p> <p>law is not a universal law, the substances, which obey ohm's</p>		
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	<p>Wheatstone bridge, metre bridge. Potentiometer - principle and its applications to measure potential difference and for comparing emf of two cells; measurement of internal resistance of a cell.</p>		<p>law are known as ohmic nce.</p> <p>Graph between V and i for a metallic conductor is a straight line as shown. At different temperatures V-i curves are different.</p>  <p>Class room Activites :</p> <ul style="list-style-type: none">i. Teacher will demonstrate the emf of a cell purchased from market.i. Teacher will demonstrate the how student will calculate the total no. Of electrons in 1 kg water..i. Teacher will show the electrolyte used in different cell which is being used in laboratory. <p>Lab activities :</p> <ul style="list-style-type: none">i. Measurement of unknown resistance by wheat stone bridge.i. Measurement of specific resistance by wheat stone bridge.i. Comparison of	
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				emf of two primary cell using potentiometer. Measurement of internal resistance of cell using potentiometer.		
July, 2025	<p>Magnetic effect of current and Magnetism</p> <p>Electromagnetic Induction Concept of magnetic field, Oersted's experiment. Biot - Savart law and its application to current carrying circular loop. Ampere's law and its applications to infinitely long straight wire. Straight and toroidal solenoids, Force on a moving charge in uniform magnetic and electric fields. Cyclotron. Force on a current-carrying conductor in a uniform magnetic field.</p>	<p>Student will be able to</p> <p>Understand the concept of magnetic field and Oersted experiment . State the Biot savart's law. State the Ampere's law. Understand the force on a moving charge in uniform magnetic and electric fields. Understand the principle of cyclotron and its working. Understand the force on a current-carrying conductor in a uniform magnetic field. Understand force between two parallel current-carrying</p>	<p>Apply the concept of Biot savart's law in calculating the magnetic field due to current carrying circular loop and straight conductor. Apply the Ampere's law to calculate the magnetic field due to infinitely long straight wire, straight and toroidal solenoids's Student will be able to plot the graph between the B and r . Apply the concept Cyclotron in solving the numerical. Apply the</p>	<p>Class room Activities :</p> <p>iv. Teacher will demonstrate the presence of magnetic field due to current carrying conductor.</p> <p>Teacher will demonstrate the force experience by current carrying conductor placed in uniform magnetic field.</p> <p>i. Teacher will demonstrate the model of galvanometer in the class.</p> <p>i. The teacher will demonstrate the magnetic lines of force due to a bar magnet in the class .</p> <p>i. The teacher will demonstrate the magnetic lines of force due to a bar magnet in the class.</p> <p>The teacher will demonstrate the solenoid and its magnetic poles in the class .</p> <p>Lab activities or Project</p> <p>v. Measurement of</p>	<p>The concept of magnetic field and Oersted experiment . Statement the Biot savart's law. Statement the Ampere's law. Statement of the force on a moving charge in uniform magnetic and electric fields. Statement of the principle of cyclotron and its working. The force on a current-carrying conductor in a uniform magnetic field. The force between two parallel current-carrying conductors- definition of ampere. The torque experienced by a current loop in uniform magnetic field .</p>	<p>Students will be assessed on the basis of their observation and accuracy skills</p>

		<p>conductors- definition of ampere. Understand the torque experienced by a current loop in uniform magneticfield . Understand the moving coil galvanometer- its current sensitivity and conversion to ammeter and voltmeter . Know the Current loop</p>				
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	<p>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. Current loop as a magnetic dipole and its magnetic dipole moment. Magnetic dipole moment of a revolving electron. Magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis. Torque on a magnetic dipole (bar magnet) in a uniform magnetic field; bar magnet as an equivalent solenoid, magnetic field lines; Earth's magnetic field and magnetic elements. Para-, dia- and ferro-magnetic substances, with examples. Electromagnets and factors affecting their strengths. Permanent magnets.</p>	<p>as a magnetic dipole and its magnetic dipole moment. Magnetic dipole moment of a revolving electron. Understand the magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis. Torque on a magnetic dipole (bar magnet) in a uniform magnetic field; bar magnet as an equivalent solenoid, magnetic field lines; Para-, dia- and ferro-magnetic substances, with examples. magnet and factors affecting their strengths. Permanent magnets.</p>	<p>concept of force on a current carrying conductor in d.c motor. Apply the concept of torque experienced by a current loop in uniform magnetic field on moving type galvanometer. Student will be able to calculate the current and voltage sensitivity of moving coil galvanometer. Students will be able to calculate the torque on a magnet placed in uniform magnetic field. Students will be able to differentiate between permanent</p>	<p>magnetic moment of bar magnet. Reduction factor of tangent galvanometer. Magnetic field intensity of n number of turns of the coil used in T.G.</p>	<p>The moving coil galvanometer-its current sensitivity and conversion to ammeter and voltmeter. The Current loop as a magnetic dipole and its magnetic dipole moment. Magnetic dipole moment of a revolving electron. The magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis. The Torque on a magnetic dipole (bar magnet) in a uniform magnetic field; bar magnet as an equivalent solenoid, magnetic field lines; The Para-, dia- and ferro-magnetic substances, with examples. magnet and factors affecting their strengths. Permanent magnets.</p>	<p>Students will be assessed on the basis of their observation and accuracy skills</p>
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AUGUST 2025	Electromagnetic induction and AC Faraday’s laws, induced emf and current; Lenz’s Law, Eddy currents. Self and mutual induction. Alternating currents, peak and rms value of alternating current/voltage; reactance and impedance; LC oscillations (qualitative treatment only), LCR series circuit, resonance; power in AC circuits wattless current. AC generator and transformer		magnet and temporary magnet by observing area of Hysteresis curve.	Electromagnet exp to measure the frequency of ac supply		Students will be assessed on the basis of their observation and accuracy skills
SEPT. 2025	Wave optics Wave optics: Wave front & Huygen's principle, reflection and refraction of plane wave at a plane surface using wave refraction using Huygen's principle. Interference, Young's double slit experiment and expression for fringe width, coherent sources and sustained interference of light. Diffraction due to a single slit, width of central maximum.		Apply the concept of refraction in finding the refractive index of a glass slab with the help of possible . Application	Thickness of thread and hair using diffraction		

<p>OCT. 2005</p>	<p>Ray optics</p> <p>Reflection of light, spherical mirrors, mirror formula. Refraction of light, total internal reflection and its applications, optical fibres, refraction at spherical surfaces, lenses, thin lens formula, lens-maker's formula. Magnification, power of a lens, combination of thin lenses in contact, combination of a lens and a mirror. Refraction and dispersion of light through a prism. Scattering of light - blue colour of sky and reddish appearance of the sun at sunrise and sunset. Optical instruments: Human eye, image formation & accommodation, correction of eye defects (myopia, hypermetropia) using lenses. fronts. Proof of laws of reflection and Microscopes and astronomical telescopes (reflecting & refracting) and their magnifying powers.</p>	<p>Understand the concept of reflection of light, spherical mirrors, mirror formula. Understand the Refraction of light, total internal reflection. State the laws of reflection and refraction.. Understand the refraction at spherical surfaces, lenses, thin lens formula, lens-maker's formula. Understand the magnification, power of a lens, combination of thin lenses in contact, combination of a lens and a mirror. Understand the Refraction and dispersion of light through a prism.</p>	<p>the concept of TIR in cable used in computers and transmission of Data. Student will be able to apply the refraction of light in sound. Student will be able to apply the concept of focal length to calculate the focal length of combination of lenses. - Students can construct the astronomical telescope of desired magnification using the concept of angular magnification</p>	<p>Lab Activities: Focal length of convex lens. Focal length of concave mirror. Focal length of convex mirror using convex lens. Focal length of concave lens using convex lens</p>	<p>The concept of reflection of light, spherical mirrors, mirror formula. Statement of Refraction of light, total internal reflection. the the refraction at spherical surfaces, lenses, thin lens formula, lens-maker's formula. magnification, power of a lens, combination of thin lenses in contact, combination of a lens and a mirror. the microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers.</p> <p>Students will be able to calculate the focal length of their father's convex lens.</p>	<p>Students will be assessed on the basis of their observation and accuracy skills</p>
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	Optics(cont.) Resolving power of microscopes and astronomical telescope. .	Understand the Scattering of light - blue colour of sky and reddish appearance of the sun at sunrise and sunset . Understand the Human eye, image formation and accommodation, correction of eye defects (myopia, hypermetropia) using lenses. Understand the microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers.				Students will be assessed on the basis of their observation and accuracy skills
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NOV.2005	<p>Dual nature of matter and EM Waves. Dual nature of radiation. Photoelectric effect, Hertz and Lenard's observations; Einstein's photoelectric equation-particle nature of light. Matter waves- wave nature of particles, de Broglie relation. Davisson-Germer experiment (experimental details should be omitted; only conclusion should be explained).</p> <p>Atom and Nuclei</p> <p>Atom and Nuclei (Cont.) Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model, energy levels, hydrogen spectrum. Composition and size of nucleus, atomic masses, isotopes, isobars; isotones. Radioactivity- alpha, beta and gamma particles/rays and their properties; radioactive decay law. Mass-energy relation, mass defect; binding energy per nucleon and its variation with mass number; nuclear fission,</p>	<p>Understand the concept of photoelectric effect. Understand the threshold frequency. State the laws of photoelectric effect.</p> <p>Understand the Rutherford experiment Understand the Bohr model, energy levels, hydrogen spectrum. State the laws of photoelectric effect.</p> <p>Understand the n type and p type</p>	<p>Students can applying the scattering of light concept in day to day life conditions Apply the concept of dual nature in day to day life</p>	<p>Gold leaf electroscope</p>	<p>Students will be assessed on the basis of their observation and accuracy skills</p>
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	Electronic devices Energy bands in solids (Qualitative ideas only) conductor, insulator and semiconductor; semiconductor diode – I-V characteristics in forward and reverse bias, diode as a rectifier	semiconductor diode Understand the energy band gaps in conductor, semiconductor and insulator		Lab Activities Characteristic of PN junction diode.		
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ANNUAL CURRICULUM PLAN (2025-26)

CLASS XII

BIOLOGY

S.No	UT/ TERM	TASK	MARKS	Learning Objectives	Learning Outcomes	Methodology	Skills to be developed
1.	UT-1	Sexual Reproduction in flowering plants, Reproductive health	30	Small tests help children to be thorough in their syllabus. *Students imbibe scientific knowledge, regularity, punctuality and discipline. *Understand fundamental concepts develop, Cognitive thinking. * Solve very simple numericals based on concept Relate/connect classroom learning to everyday life situations and understanding of content taught and reinforcement	Understood the various ways of asexual and sexual reproduction in plants Analyse and interpret the role of different hormones in the life span of the organism. Understand about clones, identical and non identical twins Consider the evolutionary advantages of the genetic variation that comes from sexual reproduction	Pen Paper test which includes questions based on real life situations, numericals, interpreting given data, definitions, value based questions, Multiple choice questions based on key concepts are given to students to assess their learning Paper pen test which includes questions based on real life situations, interpreting given data.	Allows students to ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management Analytical ability Memory retention

2.	Comprehensive Exam	Sexual Reproduction in flowering plants, Reproductive health, Organism and Population, Ecosystem, Biodiversity and its conservation.	30	<p>Small tests help children to be thorough in their syllabus.</p> <p>*Students imbibe scientific knowledge, regularity, punctuality and discipline.</p> <p>*Understand fundamental concepts develop, Cognitive thinking. * Solve very simple numericals based on concept</p> <p>Relate/connect classroom learning to everyday life situations and understanding of content taught and reinforcement</p>	<p>After exam students will be able to:</p> <p>* Assess their knowledge retention.</p> <p>* Develop critical thinking and problem-solving skills.</p> <p>* Improve time management</p> <p>* Identify areas for improvement.</p> <p>*Build confidence in their abilities.</p> <p>*Develop effective test-taking strategies.</p>	<p>Pen Paper test which includes questions based on real life situations, numericals, interpreting given data, definitions, value based questions, Multiple choice questions based on key concepts are given to students to assess their learning</p> <p>Paper pen test which includes questions based on real life situations, interpreting given data.</p>	<p>Allows students to ideas quickly and spontaneously.</p> <p>Critical thinking</p> <p>Creative thinking</p> <p>Stress management</p> <p>Time management</p> <p>Analytical ability</p> <p>Memory retention</p>
3	UT -2	Human Reproduction, Principles of Inheritance and Variations	30	<p>Small tests help children to be thorough in their syllabus.</p> <p>*Students imbibe scientific knowledge, regularity, punctuality and discipline.</p> <p>*Understand fundamental concepts develop, Cognitive thinking. * Solve very simple numericals based</p>	<p>After exam students will be able to:</p> <p>* Assess their knowledge retention.</p> <p>* Develop critical thinking and problem-solving skills.</p> <p>* Improve time management</p> <p>* Identify areas for improvement.</p>	<p>Pen Paper test which includes questions based on real life situations, numericals, interpreting given data, definitions, value based questions, Multiple choice questions based on key concepts are given to</p>	<p>Allows students to ideas quickly and spontaneously.</p> <p>Critical thinking</p> <p>Creative thinking</p> <p>Stress management</p> <p>Time management</p> <p>Analytical ability</p>

				<p>on concept</p> <p>Relate/connect classroom learning to everyday life situations and understanding of content taught and reinforcement</p>	<p>*Build confidence in their abilities.</p> <p>*Develop effective test-taking strategies.</p>	<p>students to assess their learning</p> <p>Paper pen test which includes questions based on real life situations, interpreting given data.</p>	Memory retention
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4	MID TERM	Sexual reproduction in flowering plants	70	<p>To enable the students to have knowledge about structure of flower- different parts and their functions. Students will learn about the process of micro and megasporogenesis, fertilization, outbreeding devices, inbreeding depression, embryogenesis.</p> <p>Students would be able to understand the process of:</p> <ul style="list-style-type: none"> • Gametogenesis – Spermatogenesis, oogenesis • Fertilization • Menstrual cycle • Implantation • Pregnancy • Parturition • Lactation 	<p>Understood the various ways of asexual and sexual reproduction in plants Analyse and interpret the role of different hormones in the life span of the organism. Understand about clones, identical and non identical twins Consider the evolutionary advantages of the genetic variation that comes from sexual reproduction</p> <p>Students will develop decision making and</p>	<ul style="list-style-type: none"> • Lecture method • Discussion method • Demonstration method <ul style="list-style-type: none"> •Lecture method •Discussion method •Demonstration method 	<p>Comprehending interpreting information identify main points skills Observ skills ,Reasoning</p> <p>Comprehending interpreting information identify main points skills Observ skills ,Reasoning</p> <p>Comprehending an interpreting information identify main points skills Observation skills ,Reasoning skills</p>
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		Reproductive Health		<ul style="list-style-type: none"> •To enable learner to learn different STDs- their causative organism, prevention and cure. •To acquire knowledge about condoms, oral pills, surgical methods of birth control •Natural methods of birth control •To have basic knowledge about MTP. •To have basic elementary knowledge about IVF, GIFT, ZIFT. 	logical thinking. To enumerate the applications of Assisted Reproduction Technologies which assist infertile couples to have children To make them aware of overcome population leads to population explosion To make them aware of the different ways to have sound reproductive health Students will inculcate the applications of Assisted Reproduction Technologies which assist infertile couples to have children.	<ul style="list-style-type: none"> •Lecture method •Discussion method •Demonstration method 	
		Principles of Inheritance and Variations		<p>Students will be able to understand:</p> <ul style="list-style-type: none"> •Importance of genetics •Difference in phenotype and genotype •Appreciate the beauty of living system and genes 		<ul style="list-style-type: none"> •Lecture method •Discussion method •Demonstration method 	Comprehending and interpreting information, identify main points, skills Observation skills ,Reasoning skills

		Molecular Basis Of Inheritance	<ul style="list-style-type: none"> •Appreciate the contribution of different scientists. •Importance of transmission of characters •Genetic disorders •Work out monohybrid and dihybrid cross. •State the law of inheritance •State chromosomal theory •Explain linkage and crossing over •Work out Pedigree analysis •Reason out why genetic disorders are caused and state their symptoms. <p>Students will be able to:</p> <ul style="list-style-type: none"> •Value the contribution of different scientists, geneticts who discovered various phenomena. 	<p>Students will be educated regarding developments to overcome population explosion,</p> <p>Students have learnt to Illustrate the monohybrid and dihybrid crosses. Analyze and infer the cause of blood groups and its importance during blood transfusion. Understand the importance of blood donation, use of blood bank separation of various blood components. Apply</p>	<ul style="list-style-type: none"> •Lecture method •Discussion method •Demonstration method 	<p>Comprehending and interpreting information, identify main points, skills Observation skills ,Reasoning skills</p>
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		Organisms and Population	<ul style="list-style-type: none"> •Understand how society benefitted from the principles of genetics. •Appreciate the advancements in biology like genome project, DNA fingerprinting. •Draw the structure of DNA & RNA •State the central dogma of molecular biology •Draw structure of nucleosome •Describe the process of replication, transcription, translation •List the salient features of HGP •Explain the methods used in genome sequencing. <p>Students will be able to:</p> <ul style="list-style-type: none"> •Acquire basic knowledge about population attributes •Know biotic and abiotic factors 	<p>quantitative problem solving skills to genetics problems and issues.</p> <p>Relate the chromosomal abbreviations with real life situation. The students will understand the importance of DNA in all activities The students learnt how DNA</p> <p>To determine population density and frequency by quadrate method. Adaptation of</p>	<ul style="list-style-type: none"> •Lecture method •Discussion method •Demonstration method 	<p>Comprehending and interpreting information, identify main points, skills Observation skills ,Reasoning skills</p> <p>Comprehending and interpreting information, identify main points, skills Observation skills ,Reasoning skills</p>
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		Ecosystem	<ul style="list-style-type: none"> •Develop scientific attitude •Develop respect for living world •Ecological levels of organization •Growth models •Age pyramids •Population interactions <p>Students will be able to:</p> <ul style="list-style-type: none"> •Acquire basic knowledge of ecosystem •Know various components of ecosystem •Develop scientific attitude •Develop respect for living world- microbes •Functioning of ecosystem •Primary & secondary productivity •Different ecosystems •Food chain and food web •Energy flow& type of pyramids 	<p>xerophytic and aquatic plants and animals</p> <p>To study the suspended particulate matter in air at two different sites. To study pH, clarity and presence of living organism in water.</p>	<ul style="list-style-type: none"> •Lecture method •Discussion method •Demonstration method 	<p>Comprehending and interpreting information, identify main points, skills Observation skills ,Reasoning skills</p>
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		Biodiversity and its Conservation		<p>Students will be able to:</p> <ul style="list-style-type: none"> •Acquire basic knowledge of biodiversity •Know various causes for the loss of biodiversity and its conservation •Develop scientific attitude •Develop respect for living world •Develop love for nature •Different levels of biodiversity •Species distribution and species richness •Ex situ and in situ conservation 		<ul style="list-style-type: none"> •Lecture method •Discussion method •Demonstration method 	
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	MOCK EXAM (FULL SYLLABUS) PREBOARD(FULL SYLLABUS)	Evolution	70	Students will be able to: •Value the contribution of different scientists who discovered various phenomenon •Understand the various evidences of biological evolution •Develop scientific attitude •Develop critical thinking •Define variations, evolution, population, natural selection •Compare and contrast the theories of Lamarck and Darwin •Explain the mechanism of evolution	Study of analogous and homologous organ in various plants and animals	•Lecture method •Discussion method •Demonstration method	Comprehending interpreting information identify main points skills Observing skills ,Reasoning
		Human Health and Diseases		Students will be able to: •Understand the concept disease •Understand the importance of clean and healthy surroundings •Understand the importance vaccines and immune system	To visit a Dairy Farm to observe and understand more on dairy farming Video on tissue culture to save exotic plants	•Lecture method •Discussion method •Demonstration method	Comprehending interpreting information identify main points skills Observing skills ,Reasoning

				<ul style="list-style-type: none"> •Appreciate the contribution of scientists and doctors in medicine •Develop scientific attitude •Define disease, health, pathogens, immunization, vaccination •Understand innate and acquired immunity •Understand active and passive immunity •State the differences between primary and secondary response, acute and chronic diseases, •State causative organisms of- malaria, typhoid, pneumonia, filariasis, common cold, elephantiasis, amoebiasis, ringworm •Define antibiotics •State the modes of transmission of diseases •State general and specific modes of prevention of disease. 	<p>To observe the permanent slides of disease causing organisms like Acaris, Ent amoeba, Plasmodium, Round worm and write the symptoms of the disease. To visit sewage treatment plant to observe and understand about the primary and secondary treatment using microbes.</p>		<p>Comprehending interpreting information identify main points</p>
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		Microbes in human welfare.		<p>Students will be able to:</p> <ul style="list-style-type: none"> •Acquire basic knowledge about microbes in production of household products •Know microbes of industrial importance •Develop scientific attitude •Develop respect for living world- microbes •Role of microbes in household and industrial products •Importance of microbes in sewage treatment •Know microbes used in biogas production, antibiotic production •Bio control agents •Bio fertilizers 		<ul style="list-style-type: none"> •Lecture method •Discussion method •Demonstration method 	<p>skills Observ skills ,Reasonin</p> <p>Comprehending an interpreting inform identify main point skills Observation skills ,Reasoning sl</p>
		Biotechnology Principles and Processes		<p>Students will be able to:</p> <ul style="list-style-type: none"> •Understand the meaning of biotechnology •Value the contribution of genetic engineers who 		<ul style="list-style-type: none"> •Lecture method •Discussion method •Demonstration method 	

				<p>discovered various processes</p> <ul style="list-style-type: none"> •Develop scientific attitude •Define biotechnology •List the tools of Recombinant DNA technology •Differentiate between restriction endonucleases and exonucleases •Understand naming of Restriction endonucleases •Understand palindromic sequences •Understand gel electrophoresis •Understand selectable markers •Illustrate the PCR technique •State the various methods of making the host competent 			<p>Comprehending and interpreting information, identify main points, skills Observation skills ,Reasoning skills</p>
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		Biotechnology and its application		<p>Students will be able to:</p> <ul style="list-style-type: none"> •Understand biotechnology basics •State tools of biotechnology •Value the contribution of genetic engineers who discovered various processes •Know microbes of industrial importance •Develop scientific attitude •Define biotechnology •Gene therapy (ADA Defeciency) •Understand general procedure used to make transgenic plants and animals- Bt cotton, golden rice, rosie cow 		<ul style="list-style-type: none"> •Lecture method •Discussion method •Demonstration method 	
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CURRICULUM PLAN (2025-2026)

SUBJECT: CHEMISTRY

CLASS: XII

Sno .	UT/ Term	Task	Marks	Learning Objectives	Methodology	Learning Outcomes	Assessment Tools
1	UT-1	<ul style="list-style-type: none"> Solutions 	30	<ul style="list-style-type: none"> To describe the formation of different types of solutions; To express concentration of solution in different units; To state and explain Henry's law and Raoult's law To distinguish between ideal and non-ideal solutions To explain deviations of real solutions from Raoult's law; To describe colligative properties of solutions 	<ul style="list-style-type: none"> Lecture Method, Use of Interactive Panel Group Discussion Brain Storming 	Students will be able to : <ul style="list-style-type: none"> calculate accurately molarity, molality and mole fraction in the given numerical problems. Apply Raoult's law in determining the vapour pressure of solutions. Solve textbook and other curriculum based numerical problems with improved accuracy. 	<ul style="list-style-type: none"> Pen and paper test Class room discussion Class work and Home work Assignments
2	Comprehensive Exam	Solutions Electrochemistry Chemical Kinetics	30	<ul style="list-style-type: none"> To understand oxidation, reduction, redox reactions To describe the process of electrolysis and reactions occurring at electrodes To understand working principles of batteries, fuel cells 	<ul style="list-style-type: none"> Lecture Method, Use of Interactive Panel Group Discussion Brain storming Power point presentation 	Students will be able to: <ul style="list-style-type: none"> Distinguish between galvanic and electrolytic cells. Use standard reduction potentials to predict the feasibility of redox reactions Apply Nernst equation for non standard reactions 	<ul style="list-style-type: none"> Pen and paper test Class room discussion Class work and Home work Assignments

				<ul style="list-style-type: none"> To describe corrosion and methods of prevention To define rate of reaction To understand and write rate laws for different reactions To understand factors affecting reaction rates 		<ul style="list-style-type: none"> Apply Faradays laws of electrolysis to calculate quantities of substances produced Students will be able to: Calculate rate constant and derive unit of rate constants of different order reactions. Apply integrated rate equations for zero and first order reactions 	
3	UT 2	D and F block Elements Coordination Compounds	30	<ul style="list-style-type: none"> To describe general properties of transition elements To explain the trends in properties To understand the chemistry of inner transition elements To define coordination compounds, ligands, coordination sphere, To learn IUPAC nomenclature for naming coordination compounds To understand bonding in coordination compounds 	<ul style="list-style-type: none"> Lecture Method, Use of Interactive Panel Group Discussion Brain storming Power point presentation 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Locate d and f block elements Compare and contrast the properties of d and f block elements Solve conceptual problems based on magnetic properties, oxidation states Write the chemical formulae and name coordination compounds Explain the types of isomerism in coordination compounds 	<ul style="list-style-type: none"> Pen and paper test Class room discussion Class work and Home work Assignments

4	Mid Term Exam	<ul style="list-style-type: none"> Solutions Electrochemistry Chemical Kinetics D and F block Elements Coordination Compounds Haloalkanes and Haloarenes 	70	<ul style="list-style-type: none"> To classify haloalkanes and haloarenes To understand methods of preparation of haloalkanes and haloarenes To explain physical properties and describe chemical reactions of haloalkanes and haloarenes 	<ul style="list-style-type: none"> Lecture Method, Use of Interactive Panel Group Discussion Brain storming Power point presentation 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Compare reactivity of haloalkanes and haloarenes and explain the reasons for differences Identify stereochemical aspects Apply concepts to solve problems related to reaction mechanisms 	<ul style="list-style-type: none"> Pen and paper test Class room discussion Class work and Home work Assignments
5	Mock Exam	<ul style="list-style-type: none"> Solutions Electrochemistry Chemical Kinetics D and F block Elements Coordination Compounds Haloalkanes and Haloarenes Alcohols Phenols and Ethers Aldehydes, Ketones and Carboxylic Acids Amines Biomolecules 	70	<ul style="list-style-type: none"> To use scientific conventions, symbols, chemical formulae, chemical equations as per international standards To learn the various methods used in the preparation of alcohols, phenols and ethers and their physical and chemical properties. To learn the various methods used in the preparation of aldehydes, ketones and carboxylic acids and their physical and chemical properties To learn the various methods used in the 	<ul style="list-style-type: none"> Lecture Method, Use of Interactive Panel Group Discussion Brain storming Power point presentation 	<p>Students will be able to :</p> <ul style="list-style-type: none"> Discuss the reactions involved in the preparation of alcohols, phenols and ethers. Correlate physical properties of alcohols, phenols and ethers with their structure to investigate the products Write the IUPAC names of aldehydes, ketones and carboxylic acids Discuss the reactions involved in the preparation of aldehydes, ketones 	<ul style="list-style-type: none"> Pen and paper test Class room discussion Class work and Home work Assignments

				<p>preparation of amines and their physical and chemical properties</p> <ul style="list-style-type: none">• To understand the characteristics of biomolecules like carbohydrates,protein ,nucleic acids and hormones		<p>and carboxylic acids</p> <ul style="list-style-type: none">• Correlate physical properties of aldehydes,ketones and carboxylic acids with their structure to investigate the products• Describe the structure of amines using orbital diagram• Classify amines,apply IUPAC nomenclature,descri ed reaction mechanism• Investigate the presence of carbohydrates,prote ins and nucleic acids• Differentiate between glucose and fructose,fibrous and globular proteins• Classify vitamins,differentia te between water soluble and fat soluble vitamins• Describe the structure and chemical	
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						composition of nucleic acids	
6	Preboard Exam	Complete Syllabus	70	<ul style="list-style-type: none">To prepare and reinforce for board examination.	<ul style="list-style-type: none">Lecture Method,Use of Interactive PanelGroup DiscussionBrain stormingPractice of variety of questions including previous year questions.	<p>Student will be able to:</p> <ul style="list-style-type: none">Recapitulate the content taught in the class	Pen and paper test

CURRICULUM PLAN (2025-2026)

SUBJECT: COMPUTER SCIENCE

CLASS: XII

S.No.	UT/ TERM	Task	Marks	Learning Objectives	Methodology	Skills to be developed
1	UT I	REVISION OF PYTHON BASICS FUNCTIONS	30	Computational Thinking and Programming Revision of Python topics covered in Class XI. Functions	LECTURE METHOD, INTERACTIVE METHOD, READING AND ANALYSING THE INFORMATION, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES	CRITICAL THINKING, CREATIVE THINKING, TIME MANAGEMENT, MEMORY RETENTION, APPLYING KNOWLEDGE TO CASE STUDIES
2	COMPREHENSIVE TEST	DATA FILE HANDLING	30	Introduction to files, types of files (Text file, Binary file, CSV file)	READING AND ANALYSING THE INFORMATION, LECTURE METHOD, INTERACTIVE METHOD, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES	CRITICAL THINKING, CREATIVE THINKING, APPLYING KNOWLEDGE TO CASE STUDIES, TIME MANAGEMENT, MEMORY RETENTION
3	UT II	DATA STRUCTURE IN PYTHON (STACK) INTRODUCTION TO RDBMS MYSQL INTRODUCTION MYSQL QUERIES	30	Stacks (Push and Pop Operations) Database Management Database concepts Relational data model Structured Query Language create database use database, show databases, drop database show tables, create table, describe table, alter table	LECTURE METHOD, INTERACTIVE METHOD, READING AND ANALYSING THE INFORMATION, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES	CRITICAL THINKING, CREATIVE THINKING, TIME MANAGEMENT, MEMORY RETENTION, APPLYING KNOWLEDGE TO CASE STUDIES

				(add and remove an attribute, add and remove primary key), drop table, insert, delete, select, operators (mathematical, relational and logical) update command, delete command, aggregate functions (max, min, avg, sum, count) group by, having clause,		
4	TERM 1	Syllabus of UT I + UT II +COMPREHENSIVE TEST + SQL JOINS & UNION PYTHON-MYSQL CONNECTIVITY (Practical Based on Python)	Th. 70 Pr. 30 <hr/> Tot 100	Joins: cartesian product on two tables, equi-join and natural join Python-MySQL Connectivity	LECTURE METHOD, READING AND ANALYSING THE INFORMATION, DISCUSSION METHOD, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	ANALYTICAL THINKING,, CRITICAL THINKING, LOGICAL REASONING, CREATIVE THINKING,TIME MANAGEMENT, RETENTION, STRESS MANAGEMENT
5	MOCK EXAM	<u>FULL SYLLABUS</u> (<u>All Syllabus till Term 1</u> +COMPUTER NETWORKS)	Th. 70 Pr. 30 <hr/> Tot 100	Unit II: Computer Networks Evolution of networking Data communication terminologies Transmission media Network devices Network topologies and Network types Network protocol Introduction to web services	READING AND ANALYSING THE INFORMATION, LECTURE METHOD, DISCUSSION METHOD, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	ANALYTICAL THINKING,CRITICAL THINKING, LOGICAL REASONING, CREATIVE THINKING,TIME MANAGEMENT, RETENTION, STRESS MANAGEMENT
6	PREBOA RD	(Project and Practical based on Python , SQL) <u>FULL SYLLABUS</u>	70			

**RAMJAS PUBLIC SCHOOL DAY BOARDING
ANAND PARBAT NEW DELHI-110005**

**ANNUAL CURRICULUM PLAN 2025-2026
HISTORY
CLASS XII**

Theme	Learning Objectives	Methodology	Learning Outcomes	Assessment Tools
Theme-1 Bricks,Beads and Bones The Harappan Civilization APRIL	Students will be able to - Investigate, explore and interpret the early urban centres and social institutions. State and deduce the multi- lateral aspects of Harappan civilisation. Understand the major features and characteristics of Harappan civilization.	Interactive Lecture Method Group Discussion / Think-Pair-Share Visual Aids and Infographics Use of Textbook and Smart Board	Students will be able to – Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa. Understand the first civilization of the world.	Oral Questioning Pen Paper Testing Notebook assessment Project Work / Presentation RUBRICS- Research work—10 Content accuracy—5 Presentation—5 MAP-Identification and location

			Explain the major features of Harappan civilization, urban planning, drainage system, burial practice	
Theme 2 Kings, Farmers and Towns	Students will be able to- Understand the rise of early states. Examine the importance of agriculture in early societies and types of land ownership. Study the emergence of different towns as centres of trade and craft production.	Timeline Creation Group Discussion / Think-Pair-Share Documentaries and Films	Students will be able to- Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes. Critically evaluate and interpret major trends in the political and economic history of the subcontinent. Students will be	Group Discussion/Presentation Peer Assessment Oral Questioning Pen Paper Testing Notebook Assessment MAP-Identification and location Pen Paper Testing Oral Questioning
Theme-3 Kinship, Caste and Class MAY	The students will be able to-- Understand how social structures and hierarchies were organized in early Indian societies particularly between 600BCE and 600 CE.	Use of Textbook and Smart board		

Theme-4 Thinkers, Beliefs and Buildings	Explore the various forms of kinship. Investigate the concept of Varnas. Analyse the Mahabharata and other textual sources to gain insights into social, economic and political realities of the period.	Storytelling with Role Play Multimedia / Documentary Clips Group Discussion or Debate Compare and Contrast Charts Use of Textbook and Smartboard	able to— Identify and explain the various social structures prevalent in the early Indian society. Analyse the condition of women during the Mahabharata period.	Notebook assessment PROJECT- Rubrics- Research-5 Content accuracy-5 Presentation-5 Viva--5
	The students will be able-- to understand the key concepts of Buddhism and Jainism. Analyze the development of religious institution. Examine how these beliefs were expressed through art and architecture.	Interactive discussion. Debate Documentaries	Students will be able to— Learn about the influential thinkers of the period like Buddha, Mahavira. Will be able to explain key concepts of Buddhism and	Pen and Paper test Oral questioning Project Rubrics- Research-5 Content accuracy-5 Presentation-5 Viva--5

<p>Theme-5 Through the eyes of travellers</p> <p>JULY</p>	<p>Students will be able to-</p> <p>Analyze travel accounts as historical sources.</p> <p>Examine how travellers interacted with different cultures , societies and landscapes and shaped their understandings of the world.</p> <p>Compare and contrast the observations of different travellers, their similarities and differences.</p>	<p>Discussion-Based Learning</p> <p>Role-Playing / Simulation</p> <p>Use of Multimedia</p> <p>Storytelling & Case Studies</p>	<p>Jainism.</p> <hr/> <p>Students will be able to –</p> <p>Grasp the social , political and economic context in which these travellers wrote these accounts.</p> <p>Develop critical thinking skills by evaluating the biases and perspectives of travellers.</p>	<p>Oral Questioning</p> <p>Pen Paper Testing</p> <p>Note Book Assessment</p> <p>Multiple choice questions</p>
<p>Theme- 6 Bhakti and Sufi traditions</p>	<p>Students will be able to—</p> <p>Understand the rise and spread of Bhakti and Sufi Traditions.</p> <p>Explain how these movements spread and gained popularity.</p>	<p>Discussion-Based Learning</p> <p>Role Play</p> <p>Interactive Data Analysis</p>	<p>Students will be able to—</p> <p>Identify prominent figures in both Bhakti and Sufi traditions.</p>	<p>Oral Questioning</p> <p>Pen Paper Testing</p> <p>Notebook Assessment</p> <p>Project Work Rubrics-</p> <p>Research-5</p> <p>Content accuracy-5</p>

<p>Theme-7 An Imperial Capital Vijayanagara</p> <p>AUGUST</p>	<p>Compare and contrast between Bhakti and Sufi movements.</p> <p>Students will be able to - Understand the Rise and fall of the Vijayanagara Empire.</p> <p>Learn about the administrative system, army composition and social structure.</p>	<p>Use of Textbook and Smartboard</p> <p>Class Discussion</p> <p>Use of Textbook and Smartboard</p>	<p>Analyze the impact of Bhakti and Sufi traditions on Indian society.</p> <p>Students will be able to explain the Vijayanagara empire political organization.</p> <p>Draw connection between Vijayanagara and other historical periods and later south Indian kingdoms.</p> <p>Students will be able to—</p>	<p>Presentation-5 Viva--5</p> <p>Oral test Multiple choice questions</p> <p>Pen and paper test Project work</p> <p>Rubrics-</p> <p>Research-5 Content accuracy-5 Presentation-5 Viva--5</p>
<p>Theme-8 Peasants , Zamindars and the State.</p>	<p>Students will be able to –</p> <p>Learn about the different categories of Zamindars, their powers and influence on peasants.</p> <p>Understand how different peasant groups lived .</p>	<p>Class Discussion</p> <p>Think pair Share</p>	<p>Compare the conditions of peasants during the colonial period and after the colonial rule.</p>	<p>Pen and paper test</p> <p>Oral test</p>

<p>Theme—9 Colonialism and the Countryside</p> <p>MID-TERM EXAM-- SEPTEMBER</p> <p>Theme -10 Rebels and the Raj</p>	<p>Understand how British policies influenced agriculture.</p> <p>Students will be able to- Examine how colonial rule reshaped rural society.</p> <p>Explore the revenue systems introduced by the British.</p> <p>Understand the social and political changes that resulted from these policies.</p>	<p>Class discussion</p> <p>Debate</p> <p>Use of multi-media</p> <p>Debate</p> <p>Class discussion</p> <p>Role Play</p>	<p>Explain the emergence of new class of landed intermediaries</p> <p>Students will be able to— Grasp of how the British East India Company established its rule in India, particularly in Bengal, and the role of Zamindars. .</p> <p>Students will be able to—</p> <p>Analyse how revolt created vision of unity amongst Indians.</p> <p>Interpret visual images to understand the emotions portrayed by the</p>	<p>Pen and paper test.</p> <p>Oral testing</p> <p>Project Rubrics-</p> <p>Research-5 Content accuracy-5 Presentation-5 Viva--5</p> <p>Pen and paper test Quiz</p> <p>Map Project</p> <p>Rubrics-</p> <p>Research-5</p>
	<p>The students will be able to—</p> <p>Examine the events of 1857.</p> <p>Correlate the planning and coordination of the rebels of 1857 to infer its domains and nature.</p>	<p>Class discussion</p> <p>Debate</p> <p>Role play</p> <p>Use of multi-media</p>		

<p>Theme-11 Mahatma Gandhi and the National movement</p> <p>OCTOBER</p>	<p>The students will be able to---</p> <p>Understand the nationalist movement in the chronological order.</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 key movements led by Gandhiji, explore the diverse sources used by historians and assess the broader implications of his actions.</p>	<p>Use of multi-media</p> <p>Class discussion</p> <p>Quiz</p>	<p>nationalists and British.</p> <p>The students will be able to— Explore the ways of interpreting historical source such as newspapers, biographies and autobiographies diaries, letters.</p> <p>Explain the core principles of Satyagraha.</p> <p>Analyze the impact of movements of Gandhi on the Indian society.</p> <p>Students will be able to—</p> <p>Analyze the structure of the Constitution.</p>	<p>Content accuracy-5 Presentation-5 Viva--5</p> <p>Pen and paper test Quiz</p> <p>Multiple choice questions Project Rubrics-</p> <p>Research-5 Content accuracy-5 Presentation-5 Viva—5</p> <p>MAP</p> <p>Pen and paper test</p> <p>Very short questions Project</p>
<p>Theme-12 Framing the Constitution</p>	<p>Highlight the role of Constituent Assembly to understand functionaries in framing the Constitution of India.</p>			

NOVEMBER	Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution.		<p>Understand the historical events and circumstance that led to the need for a new Constitution.</p> <p>Understand the key features of the Constitution.</p>	<p>MCQs Short questions</p>
<p>DECEMBER- MOCK EXAM</p> <p>JANUARY- 2026PRE-BOARD</p> <p>WHOLE SYLLABUS</p>	Students will be able to clear their doubts and queries.			<p>MCQs Short questions Long questions Map</p>

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ACCOUNTANCY
CLASS XII

Topic & Subtopics	Learning Objectives	Methodology	. Skill Developed
Chapter: Financial statements of a Company <ul style="list-style-type: none"> 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) Financial Statement Analysis: Objectives, importance and limitations 	<p>The students will be able to</p> <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 prescribed norms / formats. state the meaning, objectives and limitations of financial statement analysis. 	<p>The teacher will explain the meaning of Financial statements of a Company by asking questions:</p> <ol style="list-style-type: none"> 1. What are financial Statements of companies.? 2. What are the objectives and importance of these financial statements? <p>These will be explained using a PPT.</p>	<p>Understanding of major headings and sub-headings (as per Schedule III to the Companies Act, 2013) of balance sheet</p>

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Topic & Subtopics	Learning Objectives	Methodology	. Skill Developed
Chapter: Tools for Financial Statement Analysis: <ul style="list-style-type: none"> Comparative statements, common size statements 	<p>The students will be able to</p> <ul style="list-style-type: none"> discuss the meaning of different tools of 'financial statements analysis' develop the understanding and skill of preparation of comparative and common size financial statements. 	<p>The teacher will explain the meaning of Comparative and common size statements. The teacher will ask following questions</p> <p>Q1. What is common size Balance sheet and Statement of P and L.</p> <p>Q2. What is comparative Balance sheet and Statement of P and L.</p> <p>The teacher will then explain how to prepare these statements. These will be explained using a PPT.</p>	<p>skill of preparation of comparative and common size financial statements.</p>

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Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
Chapter: Accounting Ratios <ul style="list-style-type: none"> 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, 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>The students will be able to</p> <ul style="list-style-type: none"> state the meaning, objectives and significance of different types of ratios. develop the understanding of computation of current ratio and quick ratio. develop the skill of computation of debt equity ratio, total asset to debt ratio, proprietary ratio and interest coverage ratio. 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>The teacher will explain the meaning of Accounting ratios. The teacher will ask following questions</p> <p>Q1. What are Accounting ratios.?</p> <p>Q2.How ratios can be used as a means of analysis for financial statements?</p> <p>The teacher will then explain how to calculate different Ratios. These will be explained using a PPT.</p>	<p>Skill of computation of various ratios.</p>

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CLASS XII

Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
BOOK I Unit 2:Accounting for Partnership Firm Ch 1: Accounting for Partnership Firms - Fundamentals <ul style="list-style-type: none"> Meaning of partnership and partnership firm Partnership Deed Provisions of Indian partnership act 1932 in the absence of Deed Content and Format of profit and Loss Appropriation A/c Concept of fixed and Fluctuating Capital 	Students will be able to: <ul style="list-style-type: none"> To State the Meaning of partnership and partnership firm &Partnership Deed To List Provisions of Indian partnership act 1932 in the absence of Deed To Prepare profit and Loss Appropriation A/c To Understand the Concept of fixed and Fluctuating Capital To Calculate the Opening Capital and Interest on capital of partners 	<p><u>Meaning of partnership and partnership firm Partnership Deed</u> Students previous knowledge of Partnership will be utilized to introduce the session. A PPT will be used to enable students to understand the basic concepts and definitions related to partnership firm.</p> <p><u>Provisions of Indian partnership act 1932 in the absence of Deed</u> A power point presentation will be shared with students to highlight the points to be kept in mind for various accounting decisions when the deed is absent. Examples will be used to make the concept clear.</p> <p><u>Content and Format of profit and Loss Appropriation A/c</u> Preparation of Profit and Loss Appropriation a/c will be explained to students through solution of a numerical example using a worksheet. Students will be encouraged to engage in meaningful discussion.</p> <p><u>Concept of fixed and Fluctuating Capital</u></p>	To Prepare profit and Loss Appropriation A/c and fixed and Fluctuating Capital account

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<ul style="list-style-type: none"> • Calculation of Opening Capital and Interest on capital of partners • Calculation of Interest on Drawings of partners using Average Period method • Calculation of Interest on Drawings of partners using Product method • Calculation of Salary and Commission of Partners • Concept of past Adjustment with Single Adjustment Entry. • Concept of past Adjustment with Profit And loss Adjustment A/c 	<ul style="list-style-type: none"> • To Calculate of Interest on Drawings of partners using Product method and Average Period Method • To Calculate of Salary and Commission of Partners • To apply Concept of past Adjustment with Single Adjustment Entry. • To apply Concept of past Adjustment with Profit And loss Adjustment A/c • To Record entries for Guarantee of Profit to a partner 	<p>Numerical examples will be solved. Students will participate in discussion while preparing Partners' Capital / Current A/c</p> <p><u>Calculation of Opening Capital and Interest on capital of partners</u> A Worksheet will be shared with students and will be solved to demonstrate the method of Calculating Opening Capital and the Interest on Capital of partners while taking care of appropriations and adjustments.</p> <p><u>Calculation of Interest on Drawings of partners using Average Period method</u> Method of calculating interest on drawing using Average period method will be discussed in online class. Identification of regular drawings and calculation of average period will be demonstrated by solving numericals</p> <p><u>Calculation of Interest on Drawings of partners using Product method</u> Method of calculating and Accounting treatment of interest on drawing using Product method in the event of irregular Drawings will be explained by solving numerical problems</p> <p><u>Calculation of Salary and Commission of Partners</u> Calculation and Accounting treatment of Salary and commission of partners will be explained by solving numerical problems with student</p>	
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<ul style="list-style-type: none"> • Guarantee of Profit to a partner 		<p>participation. Students will be engaged using Q & A technique.</p> <p><u>Concept and accounting entries for rectification of a single error</u> Concept of past adjustment of a single error will be explained by solving numerical problems with student participation. Students will be engaged using Q & A technique.</p> <p><u>Concept of past adjustment and accounting entries for rectification of multiple error</u> Accounting entries for past adjustments using Profit and loss adjustment A/c will be explained by solving numerical problems with student participation. Students will be engaged using Q & A technique.</p> <p><u>Guarantee of Profit to a partner</u> Concept of Guarantee of profit to a partner will be discussed using a PPT and its accounting treatment will be explained by solving numerical problems with student participation. Students will be engaged using Q & A technique.</p> <p><u>Guarantee of Profit by a partner</u> Concept of Guarantee of profit by a partner will be discussed using a PPT and its accounting treatment will be explained by solving numerical problems with student participation. Students will be engaged using Q & A technique.</p>	
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Topic & Subtopics	Learning Objectives	Methodology	Skill Developed
BOOK I Unit 2 :Accounting for Partnership Firm Ch : 2 Meaning and Valuation of goodwill <ul style="list-style-type: none"> • Meaning of Goodwill • Factors Affecting Goodwill • Self - Generated and Purchased Goodwill • Methods of Valuation of Goodwill : • Average Profit method • Super Profit Method • Weighted Average profit method 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • To State the Meaning of Goodwill • To Understand the Factors Affecting Goodwill • To Explain difference between Self - Generated and Purchased Goodwill • To Calculate the value of Goodwill using various methods. 	<p>Discussion and explanation method will be used to introduce Ch 3 Goodwill: Meaning, nature & types and Factors affecting Goodwill of a firm will be discussed in class using their background knowledge.</p> <p>Average profit method and Weighted Average profit method of valuation of goodwill will be explained and numerical questions will be solved with students' involvement to enable students to calculate the value of Goodwill.</p> <p>Super profit method of valuation of goodwill will be explained and numerical questions will be solved with students' involvement to enable students to calculate the value of Goodwill.</p> <p>Capitalisation Method of valuation of goodwill will be explained and numerical questions will be solved with students' involvement to enable students to calculate the value of Goodwill using varied information.</p>	<p>Skill to Calculate the value of Goodwill using various methods & apply the concept of past adjustment to valuation of goodwill.</p>

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<ul style="list-style-type: none"> Capitalization Method 	<ul style="list-style-type: none"> To Apply the concept of past adjustment to valuation of goodwill. 	Valuation of Goodwill - With adjustment of Profit will be introduced using the past knowledge of rectification and past adjustment and numerical questions will be solved with students' involvement to enable students to calculate the value of Goodwill using past years' financial information.	
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Topic & Subtopics	Learning Objectives	Methodology	. Skill Developed
BOOK I Unit 2 :Accounting for Partnership Firm Ch : 3 Accounting for Reconstitution of Partnership firm- Change in Profit Sharing Ratio <ul style="list-style-type: none"> Meaning of Reconstitution 	<ul style="list-style-type: none"> To State the meaning of Reconstitution To develop the skill to calculate Gaining Ratio and Sacrificing Ratio To Understand the treatment of Goodwill To Explain Treatment of Accumulated Profit and losses 	<p>Meaning of change in Profit Sharing Ratio of existing partners and Calculation of Gaining and Sacrificing Ratio will be explained to students with the help of a document based presentation.</p> <p>Treatment of Goodwill will be explained to students using screen sharing of word document where numerical questions based on the topic will be solved with students' participation.</p> <p>Treatment of Accumulated Profits and losses will be explained to students using screen sharing of word document where numerical questions based on the topic will be solved with students' participation.</p>	Skill to prepare of Final Accounts of the reconstituted Firm

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<ul style="list-style-type: none"> • Calculation of Gaining Ratio and Sacrificing Ratio • Treatment of Goodwill • Treatment of Accumulated Profit and losses • Revaluation of Assets and Reassessment of Liabilities • Preparation of Final Accounts of the reconstituted Firm • Capital Adjustment 	<ul style="list-style-type: none"> • To Understand the Accounting Treatment Revaluation of Assets and Reassessment of Liabilities • To Prepare of Final Accounts of the reconstituted Firm • To Apply the Concept of Capital Adjustment 	<p>Revaluation of Assets and Reassessment of Liabilities will be explained to students using screen sharing of word document where numerical questions based on the topic will be solved with students' participation.</p> <p>Preparation of Revaluation A/c, Partners' Capital A/c and revised Balance Sheet will be explained to students using screen sharing of word document where numerical questions based on the topic will be solved with students' participation.</p> <p>Preparation of Revaluation A/c, Partners' Capital A/c and revised Balance Sheet will be explained to students using screen sharing of word document where numerical questions based on the topic will be solved with students' participation.</p> <p>- Adjustment of Capital will be explained to students using screen sharing of word document where numerical questions based on the topic will be solved with students' participation.</p> <p>Adjustment of Capital will be explained to students using screen sharing of word document where numerical questions based on the topic will be solved with students' participation.</p>	
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Topic & Subtopics	Learning Objectives	Methodology	. Skill Developed
BOOK I Unit 2 :Accounting for Partnership Firm Ch :6 Accounting for Admission of a Partner <ul style="list-style-type: none"> • Meaning of Admission of Partner 	<ul style="list-style-type: none"> • To State the meaning of Admission of a partner • To develop the skill to calculate Gaining Ratio and Sacrificing Ratio • To Understand the treatment of Goodwill 	<p>concept of admission and calculation of Sacrificing Ratio:Meaning of change in Profit Sharing Ratio of existing partners and Calculation of Gaining and SacrificingRatio will be explained to students with the help of a document based presentation.</p> <p>Calculation of New profit sharing ratioTreatment of Goodwill will be explained to students. Numerical questions based on the topic will be solved with students' participation.</p>	<ul style="list-style-type: none"> • Skill to do accounting Treatment Revaluation of Assets and Reassessment of Liabilities and prepare Final Accounts of the reconstituted Firm

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<ul style="list-style-type: none"> • Calculation of Gaining Ratio and Sacrificing Ratio • Treatment of Goodwill • Treatment of Accumulated Profit and losses • Revaluation of Assets and Reassessment of Liabilities • Preparation of Final Accounts of the reconstituted Firm 	<ul style="list-style-type: none"> • To Explain Treatment of Accumulated Profit and losses • To Understand the Accounting Treatment Revaluation of Assets and Reassessment of Liabilities • To Prepare of Final Accounts of the reconstituted Firm 	<p>Treatment of Goodwill, premium paid privately, paid in cash and kind will be explained to students using numerical questions based on the topic will be solved with students' participation.</p> <p>Premium for goodwill not brought in cash , Hidden goodwill Revaluation of Assets and Reassessment of Liabilities will be explained to students using numerical questions based on the topic will be solved with students' participation.</p> <p>treatment of Accumulated profit and losses will be explained to students using numerical questions based on the topic will be solved with students' participation.</p> <p>Preparation of Capital Accounts and Balance Sheet (Fixed Capital Method) Preparation of Revaluation A/c, Partners' Capital & Current A/c and revised Balance Sheet will be explained to students numerical questions based on the topic will be solved with students' participation.</p> <p>Preparation of Capital Accounts and Balance Sheet (Fixed Capital Method) Preparation of Revaluation A/c, Partners' Capital & Current A/c and revised Balance Sheet will be explained to students using numerical questions</p>	
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		<p>based on the topic will be solved with students' participation.</p> <p>Preparation of Capital Accounts and Balance Sheet (Fluctuating Capital Method) Preparation of Revaluation A/c, Partners' CapitalA/ c and revised Balance Sheet will be explained to students using numerical questions based on the topic will be solved with students' participation.</p> <p>Preparation of Capital Accounts and Balance Sheet (Fluctuating Capital Method) Preparation of Revaluation A/c, Partners' CapitalA/ c and revised Balance Sheet will be explained to students using numerical questions based on the topic will be solved with students' participation.</p>	
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Topic & Subtopics	Learning Objectives	Methodology	. Skill Developed
BOOK I Unit 2 :Accounting for Partnership Firm Ch :7 Accounting for Death of a Partner	<ul style="list-style-type: none"> • To State the concept ofDeath of a partner 	<p>Calculation of NPSR & GR, calculation and treatment of goodwill.:Meaning of change in Profit Sharing Ratio of existing partners and Calculation of Gaining and SacrificingRatioalong with calculation for goodwill will be explained to students with the help of a document based presentation.</p>	<p>Skill to do accounting Treatment of Revaluation of Assets and Reassessment of Liabilities and prepare Final Accounts of the reconstituted Firm</p>

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<ul style="list-style-type: none"> • Concept of Death of a Partner • Calculation of Gaining Ratio and NPSR • Determination of Amount payable to deceased partner • Treatment of Goodwill • Treatment of Accumulated Profit and losses • Revaluation of Assets and Reassessment of Liabilities • Preparation of the account of deceased partner 	<ul style="list-style-type: none"> • To develop the skill to calculate Gaining Ratio and NPSR • To develop the skill to calculate share of profit of deceased partner. • To Understand the treatment of Goodwill • To Explain Treatment of Accumulated Profit and losses • To Understand the Accounting Treatment Revaluation of Assets and Reassessment of Liabilities • To Prepare the account of deceased partner 	<p>Calculation of Share of profit of deceased partner will be explained to students using numerical questions based on the topic will be solved with students' participation.</p> <p>Calculation of amount payable to the executors of deceased partner will be explained to students using numerical questions based on the topic will be solved with students' participation.</p> <p>preparation of Deceased Partner's capital Account will be explained to students using numerical questions based on the topic will be solved with students' participation.</p> <p>Comprehensive Question Revaluation of Assets and Reassessment of Liabilities will be explained to students using screen sharing of word document where numerical questions based on the topic will be solved with students' participation.</p>	
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Topic & Subtopics	Learning Objectives	Methodology	. Skill Developed
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<p>Chapter: Accounting for Share Capital</p> <ul style="list-style-type: none"> 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 premium, calls in advance and arrears (excluding interest), issue of shares for consideration other than cash. 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>The students will be able to</p> <ul style="list-style-type: none"> state the meaning of share and share capital and differentiate between equity shares and preference shares and different types of share capital. understand the meaning of private placement of shares and Employee Stock Option Plan. explain the accounting treatment of share capital transactions regarding issue of shares. develop the understanding of accounting treatment of forfeiture and re-issue of forfeited shares. describe the presentation of share capital in the balance sheet of the company as per schedule III part I of the Companies Act 2013. 	<p>The teacher will explain the meaning of Share Capital. The teacher will ask following questions</p> <p>Q1.What is a share and Share Capital?</p> <p>Q2.What is ESOP and Private placement of shares?</p> <p>The teacher will then explain how to journalise the transactions on issue of shares, prepare cash book and extract of balance Sheet indicating share capital</p> <p>These will be explained using a Smart board</p>	<p>Skill to do the accounting treatment of share capital transactions regarding issue of shares forfeiture and re-issue of forfeited shares and 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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Topic & Subtopics	Learning Objectives	Methodology	. Skill Developed
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CLASS XII

<p>Chapter: Accounting for Debentures</p> <ul style="list-style-type: none"> • 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. 	<p>The students will be able to</p> <ul style="list-style-type: none"> • explain the accounting treatment of different categories of transactions related to issue of debentures. • develop the understanding and skill of writing of discount / loss on issue of debentures. • understand the concept of collateral security and its presentation in balance sheet. • develop the skill of calculating interest on debentures and its accounting treatment. • state the meaning of redemption of debentures. 	<p>The teacher will explain the meaning of Debenture accounting. The teacher will ask following questions</p> <p>Q1.What is a debenture and ho is it different from bond?</p> <p>Q2.What are the different terms based on which debentures can be issued?</p> <p>The teacher will then explain how to journalize the transactions on issue of debentures.</p> <p>These will be explained using a PPT and Microsoft word</p>	<p>Skill to do accounting treatment of different categories of transactions related to issue of debentures writing of discount / loss on issue of debentures. interest on debentures.</p>
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ANNUAL CURRICULUM PLAN 2025-26
ACCOUNTANCY
CLASS XII

ANNUAL CURRICULUM PLAN (2025-2026)

SUBJECT: BUSINESS STUDIES

CLASS: XII

S.No.	UT / TERM	Topics Covered	Marks	Learning Objectives	Methodology	Skills to be developed
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1	UT 1	<p>Marketing</p> <p>Consumer Protection Act</p> <p>Business Environment</p> <p>Principles of Management (Fayol's Principles)</p>	30	<p>1) Understand the concept of marketing.</p> <p>2) Discuss the functions of marketing.</p> <p>3) Explain the marketing philosophies. Marketing Mix – Concept and elements</p> <p>4) Understand the concept of marketing mix.</p> <p>5) Describe the elements of marketing mix. Product - branding, labelling and packaging – Concept</p> <p>6) Understand the concept of price as an element of marketing mix.</p> <p>7) Describe the factors determining price of a product. Distribution.</p> <p>8) Understand the concept of physical distribution.</p> <p>9) Explain the components of physical distribution.</p> <p>10) Describe the various channels of distribution.</p> <p>11) Understand the concept of promotion as an element of marketing mix.</p>	<p># Lecture Method</p> <p>#Discussion Method</p> <p>#Use of Interactive Board</p> <p>#Short Notes for quick learning</p> <p>#Examples from real world business situations.</p>	<p># Logical Reasoning</p> <p>#Analytical skills</p> <p>#Critical thinking</p> <p>#Solving Case Studies</p> <p># Time Management</p>
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				<p>12) Describe the elements of promotion mix, i.e.advertising, sales promotion, Discuss the concept of public relations, etc.</p> <p>13) Understand the concept of consumer protection.</p> <p>14) Describe the importance of consumer protection.</p> <p>15) Discuss the scope of Consumer Protection Act, 2019</p> <p>16) Understand the concept of a consumer according to the Consumer Protection Act, 2019.</p> <p>17) Explain the consumer rights and Understand the responsibilities of consumers</p> <p>18) Understand who can file a complaint and against whom?</p> <p>19) Discuss the legal redressal machinery under Consumer Protection Act, 2019.</p> <p>20) Examine the remedies available to the consumer under Consumer Protection Act, 2019.</p> <p>21) Describe the role of consumer organizations and NGOs in protecting consumers’ interests.</p> <p>22) Understand the concept of ‘Business Environment’.</p> <p>23) Describe the importance of business environment.</p> <p>24) Describe the various dimensions of ‘Business</p>		
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				Environment'. 25) Understand the concept of demonetization. 26) Discuss the principles of management developed by Fayol.		
2	COMPREHENSIVE EXAM	Principles of Management Business Environment Marketing Concept and Importance of Coordination	30	1) Recapitulation of the topics covered. 2) Understand the concept of principles of management. 3) Explain the significance of management principles. 4) Explain the principles and techniques of 'Scientific Management'. 5) Compare the contributions of Fayol and Taylor. 6) Discuss the concept and characteristics of coordination. 7) Explain the importance of coordination.	# Lecture Method #Discussion Method #Use of Interactive Board #Short Notes for quick learning #Examples from real world business situations. # Use of PPTs	# Logical Reasoning #Analytical skills #Critical thinking #Solving Case Studies # Time Management

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3	UT 2	<p>Nature and Significance of Management</p> <p>Planning</p> <p>Organising</p>	30	<p>1) Understand the concept of management.</p> <p>2) Explain the meaning of ‘Effectiveness and Efficiency.</p> <p>3) Discuss the objectives of management.</p> <p>4) Describe the importance of management.</p> <p>5) Examine the nature of management as a science, art and profession.</p> <p>6) Understand the role of top, middle and lower levels of management.</p> <p>7) Explain the functions of management.</p> <p>8) Understand the concept of planning.</p> <p>9) Describe the importance of planning.</p> <p>10) Understand the limitations of planning.</p> <p>11) Describe the steps in the process of planning.</p> <p>12) Develop an understanding of single use and standing plans.</p> <p>13) Describe objectives, policies, strategy, procedure, method, rule, budget and programme as types of plans.</p> <p>14) Understand the concept of</p>	<p># Lecture Method</p> <p>#Discussion Method</p> <p>#Use of Interactive Board</p> <p>#Short Notes for quick learning</p> <p>#Examples from real world business situations.</p> <p># Use of PPTs</p>	<p># Logical Reasoning</p> <p>#Analytical skills</p> <p>#Critical thinking</p> <p>#Solving Case Studies</p> <p># Time Management</p>

				<p>organizing as a structure and as a process.</p> <p>15) Explain the importance of organising.</p> <p>16) Describe the steps in the process of organizing.</p> <p>17) Describe functional and divisional structures of organisation.</p> <p>18) Explain the advantages, disadvantages and suitability of functional and divisional structure.</p> <p>19) Understand the concept of formal and informal organisation.</p> <p>20) Discuss the advantages, disadvantages of formal and informal organisation.</p> <p>21) Understand the concept of delegation.</p> <p>22) Describe the elements of delegation.</p> <p>23) Appreciate the importance of Delegation.</p> <p>24) Understand the concept of decentralisation.</p> <p>25) Explain the importance of decentralisation.</p> <p>26) Differentiate between delegation and decentralisation.</p>		
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4	TERM I	<p>All Chapters covered so far.</p> <p>Financial Market</p>	80	<ol style="list-style-type: none"> 1) Understand the concept of financial market. 2) Understand the concept of money market. 3) Discuss the concept of capital market. 4) Explain primary and secondary markets as types of capital market. 5) Differentiate between capital market and money market. 6) Distinguish between primary and secondary markets. 7) Give the meaning of a stock exchange. 8) Explain the functions of a stock exchange. 9) Discuss the trading procedure in a stock exchange. 10) Give the meaning of depository services and demat account as used in the trading procedure of securities. 11) State the objectives of SEBI. 12) Explain the functions of SEBI. 	<p># Lecture Method</p> <p>#Discussion Method</p> <p>#Use of Interactive Board</p> <p>#Short Notes for quick learning</p> <p>#Examples from real world business situations.</p> <p># Use of PPTs</p> <p># Use of YouTube Videos</p>	<p># Logical Reasoning</p> <p>#Analytical skills</p> <p>#Critical thinking</p> <p>#Solving Case Studies</p> <p># Time Management</p>
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5	MOCK EXAMINATION	Staffing Directing Controlling Financial Management	80	1) Understand the concept of staffing. 2) Explain the importance of staffing 3) Understand the specialized duties and activities performed by Human Resource Management Staffing process 4) Describe the steps in the process of staffing. 5) Understand the meaning of recruitment. 6) Discuss the sources of recruitment. 7) Explain the merits and demerits of internal and external sources of recruitment. 8) Understand the meaning of selection. 9) Describe the steps involved in the process of selection. 10) Understand the concept of training and development. 11) Appreciate the importance of training to the organisation and to the employees. 12) Discuss the meaning of induction training, vestibule training, apprenticeship training and internship training. 13) Differentiate between training and development. 14) Discuss on the job and off the	# Lecture Method #Discussion Method #Use of Interactive Board #Short Notes for quick learning #Examples from real world business situations. # Use of PPTs # Use of YouTubeVideos	# Logical Reasoning #Analytical skills #Critical thinking #Solving Case Studies # Time Management
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				<p>job methods of training.</p> <p>15) Describe the concept of directing.</p> <p>16) Discuss the importance of directing</p> <p>17) Describe the various elements of directing</p> <p>18) Understand the concept of motivation.</p> <p>19) Develop an understanding of Maslow's Hierarchy of needs.</p> <p>20) Discuss the various financial and non-financial incentives.</p> <p>21) Understand the concept of leadership.</p> <p>22) Understand the various styles of leadership.</p> <p>23) Understand the concept of communication</p> <p>24) Understand the elements of the communication process.</p> <p>25) Discuss the concept of formal and informal communication.</p> <p>26) Discuss the various barriers to effective communication.</p> <p>27) Suggest measures to overcome barriers to communication.</p> <p>28) Understand the concept of controlling.</p> <p>29) Explain the importance of controlling.</p> <p>30) Describe the relationship between planning and controlling</p>		
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				<p>31) Discuss the steps in the process of controlling.</p> <p>32) Understand the concept of financial management.</p> <p>33) Explain the role of financial management in an organisation.</p> <p>34) Discuss the objectives of financial management</p> <p>35) Discuss the three financial decisions and the factors affecting them.</p> <p>36) Describe the concept of financial planning and its objectives.</p> <p>37) Explain the importance of financial planning.</p> <p>38) Understand the concept of capital structure.</p> <p>39) Describe the factors determining the choice of an appropriate capital structure of a company.</p> <p>40) Understand the concept of fixed and working capital.</p> <p>41) Describe the factors determining the requirements of fixed and working capital.</p>		
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6	PRE-BOARD EXAMINATION	Full Syllabus covered in all the terms	80	Preparing for board exams.	Pen and Paper Exam	Application of the concepts taught.

CURRICULUM PLAN (2025-2026)

SUBJECT: INFORMATICS PRACTICES

CLASS: XII

Sno .	UT/ TERM	Task	Marks	Learning Objectives	Methodology	Learning Outcome	Assessment Tools
1	UT I	PYTHON PANDAS (SERIES)	30	Data Handling using Pandas Introduction to Python libraries- Pandas, Matplotlib. Data structures in Pandas Series	INTERACTIVE METHOD,LECTURE METHOD, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES, READING AND ANALYSING THE INFORMATION	Students will understand and apply Pandas Series for data manipulation and basic data analysis tasks.	Hands-on exercises, practical assignments using Pandas Series, and short objective quizzes.
2	COMP REHE NSI-V E TEST	PYTHON PANDAS (DATAFRAMES) DATA VISULIZATION (MATPLOTLIB)	30	Data structures in Pandas Data Frames. Data Visualization Purpose of plotting; drawing and saving following types of plots using Matplotlib line plot, bar graph	LECTURE METHOD, INTERACTIVE METHOD, READING AND ANALYSING THE INFORMATION, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES	Students will manipulate and analyze structured data using Pandas DataFrames effectively. Students will create and interpret data visualizations using Matplotlib for better insight and communication.	Practical coding tasks, data analysis projects, and structured quizzes. Graph plotting exercises, interpretation-based questions, and visual data presentation tasks.
3	UT II	DATA VISULIZATION(Continue) REVISION OF SQL FROM CLASS XI	30	Histogram Customizing plots: adding label, title, and legend in plots. Database Query using SQL: select select command, update, alter, aggregate functions.	LECTURE METHOD, INTERACTIVE METHOD, READING AND ANALYSING THE INFORMATION, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES	Students will recall and apply basic SQL commands like SELECT, WHERE, and JOIN for data retrieval.	SQL query writing exercises, practical lab sessions, and short-answer tests.
4	TERM 1	Syllabus of UT I + UT II +COMPREHENSIVE TEST + DATABASE QUERY USING	Th. 70 Pr. 30 Tot 100	SQL Math functions POWER (), ROUND (), MOD ().	LECTURE METHOD, READING AND ANALYSING THE INFORMATION, DISCUSSION METHOD, BRAIN-STORMING METHOD, DISCUSSIONS OF		

		MATH+TEXT+DATE FUNCTIONS COMPUTER NETWORKS (Practical Based on Python)		Text functions: UCASE ()/UPPER (), LCASE ()/LOWER (), MID ()/SUBSTRING ()/SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM (). Date Functions: NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (), DAYNAME (). Aggregate Functions: MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT (*) Querying and manipulating data using Group by, Having, Order by. Introduction to Computer Networks Introduction to networks Types of network, Network Devices Network Topologies, Website Web Browsers	THE QUESTIONS FROM SMART BOARD.	Students will use SQL functions to perform calculations, text manipulations, and date operations in queries. Students will understand basic networking concepts, types, protocols, and real-life applications of computer networks.	Function-based SQL tasks, hands-on database exercises, and application-oriented assessments. Conceptual quizzes, diagram-based questions, and oral presentations on network models.
5	MOCK EXAM	<u>FULL SYLLABUS</u> <u>(All Syllabus till Term 1 +</u> <u>SOCIETAL IMPACTS)</u>	Th. 70 Pr. 30 Tot 100	Societal Impacts Digital footprint, net and communication etiquettes, data protection, intellectual property rights (IPR), plagiarism, licensing and copyright, free and open source software (FOSS), cybercrime and cyber laws, hacking, phishing, cyber bullying, overview of Indian IT Act. E-waste: hazards and management. Awareness about health concerns related to the usage of technology.	LECTURE METHOD, READING AND ANALYSING THE INFORMATION, DISCUSSION METHOD, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	Students will evaluate the ethical, legal, and social impacts of computing and digital technologies in society.	Group discussions, case study analysis, and written reflections.

6	PREB OARD	Project and Practical based on Python , MySQL) <u>FULL SYLLABUS</u>	70				
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RAMJAS PUBLIC SCHOOL (DAY BOARDING)
ANNUAL CURRICULUM PLAN (2025-2026)
PSYCHOLOGY
CLASS XII

TOPIC	LEARNING OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ASSESSMENT TOOLS
Chapter 1: Variations in Psychological Attributes	<ul style="list-style-type: none"> - Introduce the concept of individual differences and their significance in psychology. - Teach key psychological constructs: intelligence, aptitude, creativity, emotional intelligence, and special abilities. - Explain various intelligence theories: psychometric, multiple intelligences, triarchic, and emotional intelligence. - Teach the use of psychological tools for assessment. 	Case studies on intelligence testing; Group discussion on creativity vs intelligence; Project: Create your own aptitude test	<ul style="list-style-type: none"> - Analyse differences in human behaviour and abilities. - Compare and contrast different models and theories of intelligence. - Evaluate the use and limitations of intelligence and aptitude tests. - Create a simple psychological tool or rubric to assess a selected attribute. 	Class test, Group activity rubric, Project presentation
Chapter 2: Self and Personality	<ul style="list-style-type: none"> - Introduce the concept of self, self-concept, self-esteem, and self-regulation. - Teach major personality theories: Type, Trait, 	Role-play on defense mechanisms; Project: Prepare a personality assessment using MBTI; Classroom debates on personality theories	<ul style="list-style-type: none"> - Compare different personality theories and their approaches to explaining behaviour. - Analyse personal traits and understand others' 	Oral questioning, Concept map evaluation

	Psychodynamic, Humanistic, Behavioural, and Cultural. - Explain personality assessment methods: self-report, projective, behavioral analysis. - Promote self-awareness through reflective activities.		personalities using trait theory. - Critique the validity and reliability of personality assessments. - Create a personality profile using appropriate tools.	
Chapter 3: Meeting Life Challenges	- Explain the concept of stress and its types (eustress, distress). - Teach sources of stress: life events, hassles, internal conflicts. - Introduce coping strategies: problem-focused, emotion-focused. - Explain stress management techniques: relaxation, mindfulness, social support.	Activity: Stress diary for a week; Mindfulness session; Poster-making on coping strategies	- Identify various stressors and their impact on physical and psychological well-being. - Compare coping strategies and their effectiveness. - Develop personalized stress management plans. - Apply stress reduction techniques in daily life situations.	Poster assessment, Written test
Chapter 4: Psychological Disorders	- Teach classification systems (ICD, DSM) and criteria for defining abnormality. - Explain symptoms, causes, and treatment of major disorders: anxiety, somatoform, mood, schizophrenia,	Case analysis; Skit on symptoms of disorders (sensitively); Guest session with a psychologist	- Recognise and differentiate between various psychological disorders. - Analyse symptoms and potential causes using biopsychosocial models. - Solve diagnostic challenges by applying	Case study analysis, Quiz, Class test

	developmental, substance abuse. - Promote sensitivity and remove stigma about mental illness.		classification criteria. - Demonstrate empathy and appropriate attitudes toward mental illness.	
Chapter 5: Therapeutic Approaches	- Introduce and explain various therapy methods: psychodynamic, behavioral, cognitive, humanistic, biomedical. - Teach principles and techniques of effective therapy. - Discuss ethical issues in therapy (confidentiality, informed consent, competence).	Role play of therapy sessions; Activity: Design a therapy centre layout; Discussion on ethics in therapy	- Compare different therapeutic approaches based on theory and effectiveness. - Analyse case examples and identify appropriate therapeutic techniques. - Evaluate ethical concerns in counselling and therapy. - Design a basic intervention plan for a case scenario.	Therapy plan evaluation, MCQ test
Chapter 6: Attitude and Social Cognition	- Introduce the formation and change of attitudes. - Teach attribution theory and errors. - Explain stereotypes, prejudice, and discrimination. - Explore social influence processes: persuasion and social cognition.	Survey: Changing attitudes through campaigns; Ad analysis for persuasion techniques; Project on stereotypes in media	- Analyse how attitudes are formed and changed. - Compare different types of attributions and identify common attribution errors. - Critically examine the impact of stereotypes and bias in society. - Create a small project to promote attitude change.	Survey report review, Class test, Peer assessment
Chapter 7: Social Influence and Group Processes	- Teach concepts of social influence: conformity, compliance, obedience.	Group experiment on conformity (Asch-style); Cooperative task-building	Compare types of social influence with real-life examples.	Observation rubric, Group discussion, Quiz

	<ul style="list-style-type: none"> - Explain group structure, leadership, cooperation, and competition. - Explore decision-making and conflict in group settings. 	activity; Role-play on leadership	<ul style="list-style-type: none"> - Analyse group dynamics and leadership styles. - Solve group-related issues using conflict resolution techniques. - Create strategies to foster teamwork and cooperation. 	
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Physical Education (Subject Code 048)

Class XI-XII (2025-26)

RATIONALE

Sri Aurobindo believed, “For the body to be effective physical education must be rigorous and detailed, far-sighted and methodological. This will be translated into habits. These habits should be controlled and disciplined while remaining flexible enough to adapt themselves to circumstances and to the needs of growth and development of the being”.

Physical education programs at all levels help students develop the knowledge, skills, attitudes, values, and behaviours to initiate and maintain a physically active lifestyle that will continue into and through adulthood. Students are encouraged to use physical activity to develop personal initiative, responsibility, and caring about others and the community.

A positive, supportive environment is essential to the success of the physical education program. This inclusive learning environment allows students to experience positive, challenging, and enjoyable physical activity while learning the benefits and importance of such action. Such an environment accommodates a variety of individual differences such as cultural identity, previous movement experiences, fitness and skill levels, and intellectual, physical, and socio-emotional maturity.

Appropriate instruction in physical education incorporates best practices derived from research and experiences in teaching students. This physical education curriculum sets forth developmental and instructional proper rules in designing, implementing, and evaluating physical education programs.

Therefore, the Physical education committee created a tool, ‘The Physical Education Curriculum’ – which has been researched and designed to provide consistency, coherence, and rigor in the content and process of teaching physical education throughout the schools of the CBSE all over the world.

The Physical education curriculum provides all students with enjoyable and worthwhile learning opportunities where they develop the movement skills and competencies to participate and perform in various physical activities competently, confidently, and safely. It builds students’ motivation and commitment to physical activity and sports within and beyond school. It can encourage students to participate in leadership roles, irrespective of their previous experiences or ability in physical activity. The physical education program also prepares students to develop their careers in physical education and sports. It is one of the dynamic fields, providing numerous opportunities for diverse career options like being a teacher, coach, sports manager, and many more.

Looking into today’s context, physical education is the only subject that not only develops mental, physical, and social attributes among us but also contributes to our overall sense of well-being in our life.

LEARNING OBJECTIVES

1. Optimum Development of Child's Physical Growth, Including Intellectual Development, Emotional Development, Social Development, Personal Development, and Character Building.
2. Imparting and Development of Positive Approach among Children to opt for Physical Education as a Profession.
3. Developing Management Skills to Understand and Organize Sports Tournaments.
4. Learn and Understand the Motor Abilities like Strength, Speed, Endurance, Coordination, And Flexibility.
5. Acquire knowledge about the Human Body and Its Functioning and Effects on Physical Activities.
6. Understand the Process of Growth and Development and its Positive Relationship with Physical Activities.
7. Develop Socio-Psychological Aspects like Control of Emotions, Balanced Behavior, Development of Leadership and Followership Qualities, and Team Spirit.
8. Learn and Understand the Effect of Physical and Physiological Training on Women Athletes.
9. Develop the Habit of Practicing Yoga Asanas and Pranayama Daily to Minimize Hypokinetic Diseases.
10. Learning about Nutrition and the Importance of a Balanced Diet.
11. Understand the application of Laws and Principles of Physics in Sports and Games.
12. Understanding the Characteristics of Children with Special Needs (CWSN) and Learning the Importance of Physical Activities for them.
13. Learning the procedure and application of different Physical and Physiological tests for different Age Categories.
14. Learning and understanding different Games and Sports.

Physical Education (Subject Code 048)

CLASS XI (2025-26)

UNIT NO.	UNIT NAME	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Changing Trends & Career in Physical Education	04 + 04 b*
UNIT 2	Olympic Value Education	05
UNIT 3	Yoga	06+01 b*
UNIT 4	Physical Education & Sports for CWSN	04+03 b*
UNIT 5	Physical Fitness, Wellness	05
UNIT 6	Test, Measurements & Evaluation	08
UNIT 7	Fundamentals of Anatomy and Physiology in Sports	08
UNIT 8	Fundamentals of Kinesiology and Biomechanics in Sports	04+04 b*
UNIT 9	Psychology and Sports	07
UNIT 10	Training & Doping in Sports	07
PRACTICAL (LAB)[#]	Including 3 Practical	30
TOTAL	Theory 10 + Practical 3	Theory 70 + Practical 30 = 100

Note: b*are the Concept based questions like Tactile diagram/data interpretation/ case base study for visually Impaired Child.

CLASS XI
COURSE CONTENT

Unit No.	Unit Name & Topics	Specific learning objectives	Suggested Teaching Learning process	Learning Outcomes with specific Competencies
Unit 1	Changing Trends and Careers in Physical Education 1. Concept, Aims & Objectives of Physical Education 2. Development of Physical Education in India – Post Independence 3. Changing Trends in Sports-playing surface, wearable gear and sports equipment, technological advancements 4. Career options in Physical Education 5. Khelo-India Program and Fit – India Program	<ul style="list-style-type: none"> To make the students understand the meaning, aims, and objectives of Physical Education. To Teach students about the development of physical education in India after Independence. To educate students about the development of sports surfaces, wearable gear, sports equipment, and technology. To make students know the different career options available in the field. To make them know about the Khelo India Program 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> Recognize the concept, aim, and objectives of Physical Education. Identify the Post-independence development in Physical Education. Categorize Changing Trends in Sports-playing surface, wearable gear, sports equipment, technological Explore different career options in the field of Physical Education. Make out the development of Khelo India and Fit India Program.

Unit 2	Olympism Value Education			After completing the unit, the students will be able to:
	<ol style="list-style-type: none"> 1. Olympism – Concept and Olympics Values (Excellence, Friendship & Respect) 2. Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind 3. Ancient and Modern Olympics 4. Olympics - Symbols, Motto, Flag, Oath, and Anthem 5. Olympic Movement Structure - IOC, NOC, IFS, Other members 	<ul style="list-style-type: none"> • To make the students aware of Concepts and Olympics Values (Excellence, Friendship & Respect) • To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind • To make students understand ancient and modern Olympic games. • To make the students aware of Olympics - Symbols, Motto, Flag, Oath, and Anthem • To make students learn about the working and functioning of IOC, NOC and IFS, and other members. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	<ul style="list-style-type: none"> • Incorporate values of Olympism in your life. • Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games • Identity the Olympic Symbol and Ideals • Describe the structure of the Olympic movement structure

Unit 3	Yoga 1. Meaning and importance of Yoga 2. Introduction to Astanga Yoga 3. Yogic Kriyas (Shat Karma) 4. Pranayama and its types. 5. Active Lifestyle and stress management through Yoga	<ul style="list-style-type: none"> • To make the students aware of the meaning and importance of yoga • To make them learn about Astanga yoga. • To teach students about yogic kriya, specially shat karmas. • To make the learn and practice types of Pran • To make them learn the importance of yoga in stress management. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Recognize the concept of yoga and be aware of the importance ; of it • Identify the elements of yoga • Identify the Asanas, Pranayama's, meditation, and yogic kriyas • Classify various yogic activities for the enhancement of concentration • Know about relaxation techniques for improving concentration
Unit 4	Physical Education and Sports for Children with Special Needs 1. Concept of Disability and Disorder 2. Types of Disability, its causes & nature (Intellectual disability, Physical disability).	<ul style="list-style-type: none"> • To make the students aware concept of Disability and Disorder. • To make students aware of different types of disabilities. • To make students learn about Disability Etiquette 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Identify the concept of Disability and Disorder. • Outline types of disability and describe their causes and nature. • Adhere to

	<p>3. Disability Etiquette</p> <p>4. Aim and objectives of Adaptive physical Education</p> <p>5. Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist, and Special Educator)</p>	<ul style="list-style-type: none"> To make the students Understand the aims and objectives Adaptive Physical Education To make students aware of role of various professionals for children with special needs. 		<p>and respect children with special needs by following etiquettes.</p> <ul style="list-style-type: none"> Identify possibilities and scope in adaptive physical education Relate various types of professional support for children with special needs along with their roles and responsibilities.
Unit 5	<p>Physical Fitness, Wellness, and Lifestyle</p> <p>1. Meaning & importance of Wellness, Health, and Physical Fitness.</p> <p>2. Components/ Dimensions of Wellness, Health, and Physical Fitness</p> <p>3. Traditional Sports & Regional Games for</p>	<ul style="list-style-type: none"> To make the students understand the Meaning & importance of Wellness, Health, and Physical Fitness To make students aware of the Components/ Dimensions of Wellness, Health, and Physical Fitness To make students learn Traditional Sports & Regional Games to 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Explain wellness and its importance and define the components of wellness. Classify physical fitness and recognize its importance in life. Distinguish between skill-related and health-related

	<p>promoting wellness</p> <p>4. Leadership through Physical Activity and Sports</p> <p>5. Introduction to First Aid – PRICE</p>	<p>promote wellness</p> <ul style="list-style-type: none"> To develop Leadership qualities through Physical Activity and Sports in students To make students learn First Aid and its management skills 		<p>components of physical fitness.</p> <ul style="list-style-type: none"> Illustrate traditional sports and regional games to promote wellness. Relate leadership through physical activity and sports Illustrate the different steps used in first aid - PRICE.
Unit 6	<p>Test, Measurement & Evaluation</p> <p>1. Define Test, Measurements and Evaluation.</p> <p>2. Importance of Test, Measurements and Evaluation in Sports.</p> <p>3. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site)</p> <p>4. Somato Types (Endomorphy Mesomorphy & Ectomorphy)</p>	<ul style="list-style-type: none"> To Introduce the students with the terms like test, measurement and evaluation along with its importance To Introducing them the methods of calculating BMI, Waist- hip ratio and Skin fold measurement. To make the students aware of the different somatotypes. <p>To make the students learn the method to measure health-related fitness.</p>	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the student s will be able to:</p> <ul style="list-style-type: none"> Define the terms test, measurement, and evaluation, Differentiate norm and criterion referenced standards, Differentiate formative and summative evaluation, Discuss the importance of measurement and evaluation processes, Understand

	5. Measurements of health-related fitness			<p>BMI: A popular clinical standard and its computation</p> <ul style="list-style-type: none"> Differentiate between Endomorphy, Mesomorphy & Ectomorphy and describe the procedure of Anthropometric Measurement
Unit 7	<p>Fundamentals of Anatomy, Physiology in Sports</p> <ol style="list-style-type: none"> Definition and importance of Anatomy and Physiology in Exercise and Sports. Functions of Skeletal System, Classification of Bones, and Types of Joints. Properties and Functions of Muscles. Structure and Functions of Circulatory System and Heart. Structure and Functions of Respiratory System. 	<ul style="list-style-type: none"> The students will learn the meaning and definition & identify the importance of anatomy, physiology, and kinesiology. Students will understand the main functions and Classification of Bone and the Types of Joints. The students will learn the Properties and Functions of Muscles. The students will learn the Structure and Functions of the Circulatory System and Heart. The students will learn the Structure and Functions of Respiratory System. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Identify the importance of anatomy and physiology. Recognize the functions of the skeleton. Understand the functions of bones and identify various types of joints. Figure out the properties and functions of muscles and understand how they work. Understand the anatomy of the respiratory system and describe its working. Identify and analyse the layout and functions of Circulatory System.

Unit 8	Fundamentals Of Kinesiology And Biomechanics in Sports 1. Definition and Importance of Kinesiology and Biomechanics in Sports. 2. Principles of Biomechanics 3. Kinetics and Kinematics in Sports 4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation 5. Axis and Planes – Concept and its application in body movements	<ul style="list-style-type: none"> • The students will learn the meaning and definition & identify the importance of Kinesiology and Biomechanics in sports. • To make the students learn the principles of biomechanics • To make the students understand the concept of Kinetics and Kinematics in Sports • To make the students learn about different types of body movements. • To make the students understand the concept of Axis and Planes and its application in body movements. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, Group learning • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Understand Kinesiology and Biomechanics with their application in sports • Explain biomechanical principles and their utilization in sports and physical education. • Illustrate fundamental body movements and their basic patterns. • Learn about the Axis and Planes and their application with body movements
Unit 9	Psychology and Sports 1. Definition & Importance of Psychology in Physical Education & Sports; 2. Develop-	<ul style="list-style-type: none"> • The students will identify the definition and importance of Psychology in Physical Education and sports. • The students will 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Identify the role of Psychology in Physical Education and Sports

	<p>mental Characteristics at Different Stages of Development.</p> <p>3. Adolescent Problems & their Management;</p> <p>4. Team Cohesion and Sports;</p> <p>5. Introduction to Psychological Attributes: Attention, Resilience, Mental Toughness</p>	<p>be able to differentiate characteristics of growth and development at different stages.</p> <ul style="list-style-type: none"> - Students will be able to identify the issues and management related to adolescents The students will be able to understand the importance of team cohesion in sports Students will distinguish different Psychological Attributes like Attention, Resilience, and Mental Toughness. 	<ul style="list-style-type: none"> Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning 	<ul style="list-style-type: none"> Differentiate characteristics of growth and development at different stages. Explain the issues related to adolescent behavior and Team Cohesion in Sports Correlate the psychological concepts with the sports and athlete specific situations
Unit 10	<p>Training & Doping in Sports</p> <p>1. Concept and Principles of Sports Training</p> <p>2. Training Load: Over Load, Adaptation, and Recovery</p> <p>3. Warming-up & Limbering Down – Types, Method & Importance.</p> <p>4. Concept of Skill, Technique, Tactics &</p>	<ul style="list-style-type: none"> To make the students aware about of concepts and principles of sports training. To make students learn and understand the Training Load, Over Load, Adaptation, and Recovery concepts. To make students Understand the importance of warning up and limbering down exercises. To introduce the terms like Skills, Techniques, Tactics, and Strategies to the 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Understand the concept and principles of sports training. Summarise training load and its concept. Understand the concept of warming up & limbering down in sports training and their types, method & importance.

	Strategies	students.		<ul style="list-style-type: none"> Acquire the ability to differentiate between the skill, technique, tactics & strategies in sports training Interpret concept of doping.
	5. Concept of Doping and its disadvantages	<ul style="list-style-type: none"> To make students aware of the doping substances and their disadvantages in sports. 		

GUIDELINES FOR INTERNAL ASSESSMENT
(PRACTICAL/ PROJECTS ETC.)

PRACTICAL (Max. Marks 30)	
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks
Yogic Practices	7 Marks
Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

- ❖ *Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)
 - ❖ **CWSN (Children with Special Needs – Divyang): Bocce/ Boccia, Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.
 - ❖ **Children with Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/ Game must be different from Test - 'Proficiency in Games and Sports'
- ***Record File shall include:**

- **Practical-1:** Fitness tests administration. (SAI Khelo India Test)
- **Practical-2:** Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
- **Practical-3:** Any one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also mention its Rules, Terminologies & Skills.

Physical Education (Subject Code 048)

Class XII (2025-26)

UNIT NO.	UNIT NAME	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Management of Sporting Events	05 + 04 b*
UNIT 2	Children and Women in Sports	07
UNIT 3	Yoga as Preventive measure for Lifestyle Disease	06+01 b*
UNIT 4	Physical Education & Sports for (CWSN)	04+04 b*
UNIT 5	Sports & Nutrition	07
UNIT 6	Test and Measurement in Sports	08
UNIT 7	Physiology & Injuries in Sport	04+04 b*
UNIT 8	Biomechanics and Sports	10
UNIT 9	Psychology and Sports	07
UNIT 10	Training in Sports	09
PRACTICAL (LAB)[#]	Including 3 Practical	30
TOTAL	Theory 10 + Practical 3	Theory 70 + Practical 30 = 100
Note: b*are the Concept based questions like Tactile diagram/data interpretation/case base study for visually Impaired Child		

CLASS XII
COURSE CONTENT

Unit No.	Unit Name & Topics	Specific Learning Objectives	Suggested Teaching Learning process	Learning Outcomes with specific competencies
Unit 1	Management of Sporting Events	<ul style="list-style-type: none"> To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament. To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments. To make the students understand the need for the meaning and significance of intramural and extramural tournaments To teach them about the different types of community sports and their importance in our society. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Describe the functions of Sports Event management * Classify the committees and their responsibilities in the sports event * Differentiate the different types of tournaments. * Prepare fixtures of knockout, league & combination. * Distinguish between intramural and extramural sports events * Design and prepare different types of community
	1. Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling) 2. Various Committees & their Responsibilities (pre; during & post) 3. Fixtures and their Procedures – Knock- Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments 4. Intramural & Extramural tournaments – Meaning, Objectives & Its Significance 5. Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity)			

Unit 2	Children & Women in Sports 1. Exercise guidelines of WHO for different age groups. 2. Common postural deformities- knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures. 3. Women's participation in Sports- Physical, Psychological, and social benefits. 4. Special consideration (menarche and menstrual dysfunction) 5. Female athlete triad (osteoporosis, amenorrhea, eating disorders)	<ul style="list-style-type: none"> • To make students understand the exercise guidelines of WHO for different age groups • To make students aware of the common postural deformities • To make students aware of women's sports participation in India and about the special conditions of women • To make students understand menarche and menstrual dysfunction among women athletes. • To make them understand about female athlete triad. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Differentiate exercise guidelines for different stages of growth and development. • Classify common postural deformities and identify corrective measures. • Recognize the role and importance of sports participation of women in India. • Identify special considerations relate to menarche and menstrual dysfunction. • Express female athlete triad according to eating disorders
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Unit 3	<p>Yoga as Preventive measure for Lifestyle Disease</p> <p>1. Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottasana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama</p> <p>2. Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottasana, Ardha-Mastendrasana, Mandukasana,</p>	<ul style="list-style-type: none"> To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma. To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Identify the asanas beneficial for different ailments and health problems. * Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis * Describe the procedure for performing a variety of asanas for maximal benefits. * Distinguish the contraindications associated with performing different asanas. * Outline the role of yogic management for various health benefits and preventive measures.
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	<p>Gomukasana, Yogmudra, Ushtrasana, Kapalabhati</p> <p>3. Asthma: Procedure, Benefits & Contraindicat ions for Tadasana, Urdhwahasto ttansan a, UttanManduk asan- a, Bhujangasana , Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana Matsyaasana, Anuloma- Viloma</p> <p>4. Hypertension : Procedure, Benefits & Contraindicati ons for Tadasana, Katichakransa n, Uttanpadasan a, Ardha Halasana, Sarala Matyasana, Gomukhasana , UttanManduka san-a, Vakrasana, Bhujangasana , Makarasana, Shavasana,</p>			
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	<p>Nadi-shodhanapranayam, Sitalpranayam</p> <p>5. Back Pain and Arthritis: Procedure, Benefits & Contraindications of Tadasan, Urdhawahastootansana, Ardha-Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrasana, Bhujangasana, Gomukhasana, Bhadrasana, Makarasana, Nadi-Shodhana pranayama.</p>			
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Unit 4	Physical Education and Sports for CWSN (Children with Special Needs - Divyang) 1. Organization s promoting Disability Sports (Special Olympics; Paralympis; Deaflympics) 2. Concept of Classificatio n and Divisioning in Sports. 3. Concept of Inclusion in sports, its need, and Implementat ion; 4. Advantages of Physical Activities for children with special needs. 5. Strategies to make Physical Activities assessable for children with special needs.	<ul style="list-style-type: none"> • To make students understand the concept of Disability and Disorder. • To teach students about the types of disabilities & disorders, their causes, and their nature. • To make them aware of Disability Etiquette. • To make the students Understand the advantage of physical activity for CWSN. • To make the students aware of different strategies for making physical activity accessible for Children with Special Needs 	<ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and • Expeditionary learning 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> * Value the advantages of physical activities for children with special needs * Differentiate between methods of categorization in sports for CWSN * Understand concepts and the importance of inclusion in sports * Create advantages for Children with Special Needs through Physical Activities * Strategies physical activities accessible for children with specialneeds
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Unit 5	Sports & Nutrition 1. Concept of balanced diet and nutrition 2. Macro and Micro Nutrients: Food sources & functions 3. Nutritive & Non-Nutritive Components of Diet 4. Eating for Weight control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and Food Myths 5. Importance of Diet in Sports- Pre, During and Post competition Requirements	<ul style="list-style-type: none"> • To make the students understand the importance of a balanced diet • To clear the concept of Nutrition – Micro & Macro nutrients, Nutritive & non-Nutritive Components of diet • To make them aware of eating for weight loss and the results of the pitfalls of dieting. • To understand food intolerance & food myths 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> * Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non- Nutritive components of the Diet * Identify the ways to maintain a healthy weight * Know about foods commonly causing food intolerance * Recognize the pitfalls of dieting and food myths
Unit 6	Test & Measurement in Sports 1. Fitness Test – SAI Khelo India Fitness Test in school:	<ul style="list-style-type: none"> • To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General MotorFitness Test 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> * Perform SAI Khelo India Fitness Test in school [Age group 5-8

	<p>Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test</p> <p>Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).</p> <p>2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds $\times 100/5.5 \times$ Pulse count of 1-1.5 Min after Exercise</p> <p>3. Computing Basal Metabolic Rate (BMR)</p> <p>4. Rikli & Jones - Senior Citizen Fitness Test</p> <ul style="list-style-type: none"> ○ Chair Stand Test for lower body strength ○ Arm Curl Test for upper body strength 	<ul style="list-style-type: none"> • To make students to determine physical fitness Index through Harvard Step Test/Rockport Test • To make students to calculate Basal Metabolic Rate (BMR) • To measure the fitness level of Senior Citizens through Rikli and Jones Senior Citizen Fitness Test. 	<p>learning,</p> <ul style="list-style-type: none"> • Game-based learning and Expeditionary learning 	<p>years/ (class 1-3) and Age group 9-18yrs/ (class 4-12)</p> <ul style="list-style-type: none"> * Determine physical fitness Index through Harvard Step Test/Rock- port Test * Compute Basal Metabolic Rate (BMR) * Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test
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	<ul style="list-style-type: none"> ○ Chair Sit & Reach Test for lower body flexibility ○ Back Scratch Test for upper body flexibility ○ Eight Foot Up & Go Test for agility ○ Six-Minute Walk Test for Aerobic Endurance <p>5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping full-turn)</p>			
Unit 7	<p>Physiology & Injuries in Sport</p> <ol style="list-style-type: none"> 1. Physiological factors determining components of physical fitness 2. Effect of exercise on the Muscular System 3. Effect of exercise on the Cardio-Respiratory System 4. Physiological changes due to aging 	<ul style="list-style-type: none"> • Understanding the physiological factors determining the components of physical fitness. • Learning the effects of exercises on the Muscular system. • Learning the effects of exercises on Cardiovascular system. • Learning the effects of exercises on the Respiratory system. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Recognize the physiological factors determining the components of physical fitness. * Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems. * Figure out the physiological changes due to ageing

	<p>5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain & Strain Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)</p>	<ul style="list-style-type: none"> • Learning the changes caused due to aging. • Understanding the Sports Injuries (Classification, Causes, and Prevention) • Understanding the Aims & Objectives of First Aid • Understanding the Management of Injuries 		<ul style="list-style-type: none"> • Classify sports injuries with its Management.
Unit 8	<p>Biomechanics and Sports</p> <p>1. Newton's Law of Motion & its application in sports</p> <p>2. Types of Levers and their application in Sports.</p> <p>3. Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports</p> <p>4. Friction & Sports</p> <p>5. Projectile in Sports</p>	<ul style="list-style-type: none"> • Understanding Newton's Laws of Motion and their Application in Sports. • Make students understand the lever and its application in sports. • Make students understand the concept of Equilibrium and its application in sports. • Understanding Friction in Sports. • Understanding the concept of Projectile in sports. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Understand Newton's Law of Motion and its application in sports * Recognize the concept of Equilibrium and its application in sports. * Know about the Centre of Gravity and will be able to apply it in sports * Define Friction and application in sports. * Understand the concept of Projectile in sports.

Unit 9	Psychology and Sports 1. Personality; its definition & types (Jung Classification & Big Five Theory) 2. Motivation, its type & techniques. 3. Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it 4. Meaning, Concept & Types of Aggression s in Sports 5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting	<ul style="list-style-type: none"> • To make students understand Personality & its classifications. • To make students understand motivation and its techniques. • To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise. • To make them aware of Aggression in sports and types. • To make students understand Psychological Attributes in Sports. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning 	After completing the unit, the students will be able to: * Classify different types of personality and their relationship with sports performance. * Recognise the concept of motivation and identify various types of motivation. * Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. * Differentiate between different types of aggression in sports. * Explain various psychological attributes in sports.
Unit 10	Training in Sports 1. Concept of Talent Identification and Talent Development in Sports	<ul style="list-style-type: none"> • Making the students understand the concept of talent identification and methods in sports • Making the students Understand sports 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, Group learning, • Individual learning, • Inquiry-based learning, 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • understand the concept of talent identification and methods used

	<p>2. Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle.</p> <p>3. Types & Methods to Develop – Strength, Endurance, and Speed.</p> <p>4. Types & Methods to Develop – Flexibility and Coordinative Ability.</p> <p>5. Circuit Training - Introduction & its importance</p>	<p>training and the different cycle in sports training.</p> <ul style="list-style-type: none"> • Making the students Understand different types & methods of strengths, • endurance, and speed. • Making the students Understand different types & methods of flexibility and • coordinative ability. • Making the students understand Circuit training and its importance 	<ul style="list-style-type: none"> • kinesthetic learning, • Game-based learning and • Expeditionary learning 	<p>for talent development in sports.</p> <ul style="list-style-type: none"> • Understand sports training and the different cycle used in the training process. • Understand different types & methods to develop - strength, endurance, and speed in sports training • Understand different types & methods to develop – flexibility and coordinative ability. • Understand Circuit training and its importance
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**GUIDELINES FOR INTERNAL ASSESSMENT
(PRACTICAL/ PROJECTS ETC.)**

PRACTICAL	(Max. Marks 30)
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks
Yogic Practices	7 Marks
Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

- *Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)
- **CWSN (Children With Special Needs – Divyang): Bocce/Boccia , Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.
- **Children with Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/Game must be different from Test - 'Proficiency in Games and Sports'

*****Record File shall include:**

- **Practical-1:** Fitness tests administration. (SAI Khelo India Test)
- **Practical-2:** Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
- **Practical-3:** Any one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also, mention its Rules, Terminologies & Skills.

PRESCRIBED TEXTBOOKS (CLASS XI & XII)



CBSE Physical Education Class XI Text Book

https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation11_2022.pdf



CBSE Physical Education Class XII Text Book

https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation12_2022.pdf

RAMJAS PUBLIC SCHOOL (DAY BOARDING)

ANNUAL CURRICULUM PLAN (2025-26)

CLASS 12 SOCIOLOGY

S.NO	ASSESSMENT	MARKS	LEARNING OBJECTIVES	METHODOLOGY	SKILLS TO BE DEVELOPED
1	Periodic 1	30	Small test enable students to be thorough in their syllabus. They imbibe regularity , punctuality & discipline	Pen paper test which includes MCQs , Definitions, short answers HOTs	Creating Awareness Creative thinking Time Management
2	Project work	20	Students will be able to analyze the problems faced by the society and how can they be solved	Using smart Board , chart , Project File	Time Management Memory Retention Critical Thinking Creating Awareness
3	Mid term	80	Take active part & interest in assignment Inculcate the habit of regularity & neatness Reinforce learning Inculcate the habit of self learning	Models Charts Presentation Diagrams	Creativity Creating Awareness
4	Periodic Test II	30	To help students to study & understand the topic well enough to teach to their peers Raises students	Using smart Board , chart , Project File	Public Speaking Teamwork Speaking & Communication Skills

			interest		
5	Mock Exam	80	Small test enable students to be thorough	Pen paper test which includes	Creating Awareness Creative
			in their syllabus. They imbibe regularity , punctuality & discipline	MCQs , Definitions, short answers HOTs	thinking Time Management
6	Project Work	20	Take active part & interest in assignment Inculcate the habit of regularity & neatness Reinforce learning Inculcate the habit of self learning	Worksheets Hots Definitions Case Studies Value based Questions	Creating Awareness Creative thinking
7	Annual Exam	80	They will acquire Self Confidence	Using Mart Board Chart Different Props	Creating Awareness Creative thinking Speaking Skills

CHAPTER	LEARNING OBJECTIVES	EXPECTED LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT TOOL
Chapter-1 Introducing Indian Society <ul style="list-style-type: none"> Colonialism, Nationalism, Class and Community 	Understanding colonialism, embarking On the topics like nationalism, class and community.	1. Define colonialism and describe the historical and social context from which it emerged 2. Explain the nationalism. 3. Differentiate between class and community.	1. Lectures: They provide students with a broad overview of a particular topic, and can be used to introduce new concepts, theories, and ideas. 2. Discussions: It allow students to engage in a dialogue, develop critical about specific topics and encourage them to examine and evaluate different viewpoints. 3. Case Studies: It is an effective way to	Quiz, MCQ's, Projects, class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notes for the topics covered in the class Rubrics for class test : Language : 2 Content :2 Structure :1

			<p>illustrate how sociological concepts can be applied in real world situations, develop a deeper understanding of how social structures and institutions impact people's lives.</p> <p>4.Group Projects:It provide students with an opportunity to work collaboratively to research analyze a particular topic, develop teamwork and communication skills</p>	
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<p>Chapter-2</p> <ul style="list-style-type: none"> • The Demographic Structure of the Indian Society • Theories and concepts in demography • Rural-Urban Linkages and Divisions • Population Policy in India 	<p>Describe demographic measurements, read population graphs, and describe demographic theories</p> <p>Describe the growth of cities and the process of urbanization</p> <p>Understand the impact of climate change and pollution on the environment and society</p>	<p>India has a very young population- that is the majority of Indians tends to be young and the average age is also less than that for most other countries.</p> <p>Understand the nature and role of demography studies the trends and processes associated with population including- Changes in population size: patterns of births, deaths, and migration: and the structure and composition of the population</p>	<p>1.Field trips: it can provide students with an opportunity to observe social groups in action, such as visiting a cultural festival or attending a religious ceremony. This can help them gain a firsthand understanding of different social groups and their customs.</p> <p>2.Debates: It is used to explore different perspectives on social stratification and its effects. Students can research and argue for different viewpoints to better understand the complexities of social stratification.</p>	<p>Project work</p> <p>Rubrics : Research and collecting information :2 Creativity :3</p>
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			3.Multimedia resources: Multimedia resources, such as documentaries and podcasts, can be used to supplement classroom instruction and provide students with a deeper understanding of social stratification and its impacts.	
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<p>Chapter-3 Social Institutions: Continuity and Change</p> <ul style="list-style-type: none"> • Caste and the Caste System • Tribal Communities • Family and Kinship 	<p>Understand that social institution is made up of relatively stable structures, relationships, and ideas organized to meet certain societal needs (examples medicine, politics, family, science, economy, religion, education). Understand that "social institution" is both an analytical concept and a social construction. Understand the relationship between institutions, complex organizations, and social groups. Understand that any social institution is part of a social system in which it is interrelated with other social institutions. Be</p>	<p>In this chapter, we had looked for three institutions i.e. central to Indian society, namely caste, tribe and family..Caste & Caste System, Colonialism and Caste, Caste in the present, Tribal Communities, Classification of Tribal Societies, National Development versus Tribal Development</p>	<p>Family tree project: Have students create a family tree that traces their ancestry and explores their family history. This activity can help students understand the importance of kinship and family ties, and how these connections shape our social identity and relationships. Debate tournament: Divide the class into teams and have them participate in a debate tournament on a controversial issue related to marriage or family, such as same-sex marriage, arranged marriages, or singleparent families. This activity can help students develop critical thinking and argumentation skills, while also exploring the complexities of family and marriage institutions.</p>	<p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notes for the topics covered in the class</p>
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	<p>able to apply a number of different theoretical perspectives to the understanding of social institutions. Understand how social institutions are related to both macro and micro processes. Develop an in-depth understanding of at least one social institution</p>			
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			Religious diversity fair: Organize a religious diversity fair where students can showcase different religious traditions and practices, and learn about the role of religion in shaping cultural beliefs and values. This activity can help students appreciate the diversity of religious traditions, and understand how religion can be a source of both unity and conflict in society.	
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<p>Chapter-5 Patterns of Social Inequality and Exclusion</p> <ul style="list-style-type: none"> • Social Inequality and Social Exclusion • Systems justifying and perpetuating Inequality - Caste, Tribe, the Other Backward Classes • Adivasi Struggles • The Struggle for Women's Equality and Rights • The struggles of the Differently Abled 	<p>Understand that the categories that form the basis of social inequality are socially constructed. Understand that inequality is embedded in all levels of social life, including interpersonal interaction, the structure and practices of groups and organizations, social institutions and relationships among societies. Be able to apply a number of different theoretical approaches to understanding social inequality. Understand that race/ethnicity, , social class, and gender/sexuality shape personality, access to resources, and life chances. Understand that various forms of social inequality intersect and interact in complex ways.</p>	<p>In this chapter we consider an equally important aspects of such institutions namely their role in creating and sustaining patterns of inequality and exclusion What are some of the features of social stratification? How would you distinguish prejudice from other kinds of opinion or belief?</p>	<p>Personal narrative project: Have students create a personal narrative project where they document their life experiences and reflect on how those experiences have shaped their socialization and identity development. This activity can help students understand the complexity and diversity of socialization experiences, and how different factors such as family, culture, and peers can influence our socialization process. Cross-cultural immersion project: Plan a cross-cultural immersion project where students can explore different cultures and communities through hands-on activities, interviews, or field trips. This activity can help students understand the importance of cultural diversity in socialization,</p>	<p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notes for the topics covered in the class</p>
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	Develop an in-depth understanding of at least one major form of social inequality		and how exposure to different cultural practices and values can broaden our understanding of the world.	
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<p>Chapter – 6 The Challenges of Cultural Diversity</p> <ul style="list-style-type: none"> • Cultural communities and the nation state • Regionalism in the Indian context • The Nation state and religion related issues and identities • Communalism ,Secularism and the nation state • State and Civil Society 	<p>Understanding the concept of cultural diversity and the importance of respecting and valuing diverse cultures. Analyzing the challenges and opportunities associated with cultural diversity in various contexts, including workplace, education, politics, and social interactions. Identifying the social, economic, and political factors that contribute to cultural diversity, and the effects of globalization on cultural diversity. Evaluating the impact of cultural diversity on social identity, self-concept, and interpersonal relationships. Developing critical thinking skills and the ability to analyze</p>	<p>In this chapter, you will learn about some of the tensions and difficulties associated with cultural diversity. What precisely does 'cultural diversity' mean, and why is it seen as a challenge</p>		
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	<p>complex issues related to cultural diversity, and to evaluate and articulate different perspectives and solutions. Developing research skills, including the ability to conduct literature reviews, analyze case studies, and collect and interpret data</p>			
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<p>Unit-2 SOCIAL CHANGE AND DEVELOPMENT IN INDIA</p>

Chapter-8 Structural Change <ul style="list-style-type: none"> Understanding Colonialism, Industrialization, Urbanization 	<p>Understand how the global world impacts the lived experiences of individuals, groups and organizations. Understand how groups of individuals work to transform social experiences, social events, and social institutions. Be able to use sociological insights to connect various levels of the social, the everyday</p>	<p>How has colonialism impacted our lives? You can either focus on one aspect, like culture or politics, or treat them together. Industrialization and urbanization are linked processes.</p>	<p>In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation In-text questioning</p>	<p>Pen paper test</p> <p>Rubrics ; Brainstorming :2 Clarity and understanding :3</p>
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Chapter-9 Cultural Change <ul style="list-style-type: none"> Social Reform Movements Different Kinds of Social Change: Sanskritisation, Westernisation, Modernization, Secularization 	<p>Describe key techniques for initiating cultural change (sense of urgency, role modelling, and changing leaders). Describe key techniques for fostering cultural change (training,</p>	<p>You have already seen how British Colonialism affected our lives. How westernization meant emulating or wanting to be like the British. Increasingly we find westernization being more Americanisation. Read a recent letter to the editor of a newspaper given below and discuss.</p>	<p>Critical reflection project: Have students reflect on how Marx, Durkheim, and Weber's ideas have influenced their own understanding and perception of society and social issues. This activity can help students develop critical thinking and self-</p>	<p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notes for the topics covered in the class</p>
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	<p>reward systems, and new stories and symbols). Evaluate the opportunities and challenges of promoting sustainable and inclusive rural development, such as poverty reduction, gender equality, and environmental conservation</p> <p>Understand the role of institutions and policies in shaping and policies in shaping rural development, such as land tenure systems, credit and finance, infrastructure and services, and rural governance</p> <p>Analyze the diversity and complexity of rural societies and their interactions with other</p>	<p>Write a critical essay on Sanskritisation. Westernisation is often just about adoption of western attire and life style. Are there other aspects to being westernized? Or is that about modernization? Discuss.</p>	<p>awareness skills, and encourage them to question and challenge their assumptions and biases.</p>	
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	social, economic, and political			
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<p>Chapter-11 Change and Development in Rural Society</p> <ul style="list-style-type: none"> • Agrarian Structure: Caste & class in Rural India • Land Reforms, Green Revolution and Emerging Agrarian society • Green revolution and its social consequences • Transformation in Rural Society • Circulation of labour • Globalization, Liberalization and Rural Society 	<p>Understand the concept of rural society and its historical, cultural, and economic dimensions Analyze the different patterns and dynamics of rural development, such as agricultural modernization, rural industrialization, and rural-urban migration, and their impact on rural livelihoods, social relations, and environment Evaluate the opportunities and challenges of promoting sustainable and inclusive rural development, such as poverty reduction, gender equality, and environmental conservation Understand the role of institutions and policies in shaping rural development, such as land tenure systems, credit and finance, infrastructure</p>	<p>Think about what you have learned about the caste system. Outline the various linkages between the agrarian or rural class structure and caste. Discuss in terms of different access to resources, labour, occupation</p>	<p>Fieldwork project: Have students conduct a field study or survey of a community or organization that embodies traditional values and practices, and analyze how they adapt or resist social change. Have them draw insights from Mukherjee's theory of tradition and change, and how it relates to contemporary issues such as globalization, cultural diversity, and environmental sustainability</p>	<p>Quiz, MCQ's, projects, class test (written and oral) will be conducted in the class. Do NCERT ex and questions Prepare notes for the topics covered in the class</p> <p>Rubrics : Notebook assessment :5</p>
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	<p>and services, and rural governance Analyze the diversity and complexity of rural societies and their interactions with other social, economic, and political</p>			
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<p>Chapter – 12 Change and Development in Industrial Society</p> <ul style="list-style-type: none"> • From Planned Industrialization to Liberalization • How people find Jobs • Work Processes: How work is carried out, working conditions, home based work, Strikes and Unions 	<p>Understanding the historical and contemporary contexts of industrialization and economic development, including the social, political, and environmental factors that shape them. Analyzing the positive and negative impacts of industrialization on society, including changes in working conditions, environmental degradation, and economic growth.</p> <p>Evaluating the role of technology, innovation, and entrepreneurship in driving industrial development, and the implications for the future of work and society. Examining the relationships between industrial societies and other countries</p>	<p>Choose any occupation you see around you and describe it along the following lines : social composition of the work force – caste, gender, age, region; labour process – how the work takes place wages and other benefits, working conditions – safety, rest times, working hours</p>		
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	<p>and regions, and analyzing the effects of globalization on economic development and inequality. Developing critical thinking skills and the ability to analyze complex issues related to industrialization and economic development, and to evaluate and articulate different perspectives and solutions.</p>			
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<p>Chapter – 15 Social Movements</p> <ul style="list-style-type: none"> • Concept of Social Movements • Theories and Classification of Social Movements • Environmental Movements • Class -Based Movements: Workers, Peasants • Caste-Based Movements: Dalit Movement, Backward Class/Castes, Trends in Upper Caste Responses • Tribal Movements • Women's Movements in Independent India 	<p>Awareness-raising: Social movements can raise awareness of an issue or problem, making it more visible and increasing public attention. This can lead to more widespread recognition of the problem, which can be an important first step in creating change.</p> <p>Mobilization: Social movements can mobilize people around a common cause, bringing together individuals who may have different backgrounds and perspectives. This can help build solidarity and create a sense of collective action.</p> <p>Empowerment: Social movements can empower individuals and communities to speak up and take action. This can help people feel more confident and in</p>	<p>Imagine a society where there has been no social movement. Discuss you can also describe how you imagine such a society to be. Write short notes on: Women's Movement, Tribal Movements</p>		
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	<p>control, which can be an important step in creating change.</p> <p>Education:</p> <p>Social movements can educate people about the issues they are addressing, helping to spread information and increase understanding. This can be important for creating more informed citizens and building support for change.</p> <p>Policy change:</p> <p>Social movements can lead to changes in policies and laws, which can have a direct impact on the lives of individuals and communities. This can be an important outcome for social movements that are focused on addressing systemic problems or injustices.</p>			
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ANNUAL CURRICULUM PLAN (2025-2026)

SUBJECT: ECONOMICS

CLASS: XII

S.No.	UT/ TERM	Task	Marks	Learning Objectives	Methodology	Learning Outcomes	Assessment Tools
1	UT 1	Indian Economy on the Eve of Independence Government Budget and the economy	30	To enable the learners to: 1) Understand the state of the Indian economy in 1947, the year of India's independence. 2) Understand the factors that led to the underdevelopment and stagnation of the Indian economy. 3) Understand the objectives of the government budget. 4) Know about the structure and components of the budget. 5) Learn about various types of budget deficits and their implications.	Lecture Method Discussion Method Use of Interactive Panel Flip Learning	The learners will be able to: 1) State the features of the Indian economy at the time of independence. 2) Discuss the factors that led to the underdevelopment and stagnation of the Indian economy. 3) Define a government budget. 4) Identify the objectives of the government budget. 5) Apply the criteria of classifying receipts and expenditures in a budget. 6) Define and estimate various types of deficits in the budget.	Assignments related to the topics taught. Unit Test
2	COMPREHENSIVE EXAM	Indian Economy on the Eve of Independence Government Budget and the economy Money and Banking Balance of Payment and Foreign Exchange Rate	30	To enable the learners to: 1) Define money and its functions. 2) Define money supply and its components. 3) Explain money creation by commercial banks. 4) Understand the meaning of central bank and its functions. 5) Explain the instruments of credit control used by the central bank.	Lecture Method Discussion Method Use of Interactive Panel Flip Learning	The learners will be able to: 1) State the functions of money. 2) List the components of M1 as a measure of money supply. 3) Explain the process of money creation by commercial banks. 4) Identify and explain the functions of central bank. 5) Analyse the use of various instruments of credit control by the central bank.	Assignments based on the topics taught. Comprehensive Exam

				6) Define and state the components of BOP. 7) Explain the current and capital account in the BOP. 8) Identify the transactions to be recorded in current and capital account. 9) Differentiate between the autonomous and accommodating transactions. 10) Understand the meaning of BOP deficit. 11) Discuss the various types of foreign exchange rate markets. 12) Determine the foreign exchange rate in a flexible exchange rate market. 13) Study the effect of appreciation and depreciation of currency on exports and imports.		6) Define the BOP account. 7) Classify the given transactions in a BOP. 8) Differentiate between autonomous and accommodating transactions. 9) Define BOP deficit. 10) Identify different types of foreign exchange rate systems. 11) Explain the effect of appreciation and depreciation of currency on exports and imports.	
3	UT 2	Balance of Payment and Foreign Exchange Rate Indian Economy 1950-1990 Economic Reforms Since 1991	30	To enable the learners to: 1) Know the goals of India's five-year plans. 2) Learn about the development policies in different sectors such as agriculture and industry from 1950-1990. 3) Understand the background of the reform policies introduced in India in 1991. 4) Understand the mechanism through which the reform policies were introduced.	Lecture Method Discussion Method Use of Interactive Panel Flip Learning PPT's	The learners will be able to: 1) State the goals of five year plans. 2) Critically analyse the development policies introduced in various sectors from 1950-1990. 3) State the reasons for introduction of economic reforms in 1991. 4) Explain the impact of various reform measures introduced after 1991.	Assignments based on the topics taught. Unit Test

				5) Comprehend the process of globalisation and its implications for India.			
4	TERM I	National Income and Related Aggregates Basic Concepts: Consumption goods, Capital goods, Final goods, Intermediate goods, Stocks and Flows, Gross investment and Depreciation. Circular Flow of Income, Aggregates related to national income: GNP, NNP, GDP and NDP at market price and at factor cost.	80	To enable the learners to: 1) Define the different aggregates of national income. 2) Explain the circular flow of income. 3) Differentiate between stock variable and flow variable. 4) Define various concepts like depreciation, consumer goods, producer goods and capital goods. 5) Differentiate between intermediate and final goods with examples.	Lecture Method Use of Interactive Panel Problem Solving Technique Flip Learning	The learners will be able to: 1) Explain the circular flow of income. 2) Identify stock and flow variables. 3) Classify goods as final or intermediate with reasons.	Assignments related to the topics taught. Term Exam
5	MOCK EXAM	National Income and Related Aggregates Methods of calculating National Income-Value Added or Product method, Income method and Expenditure method. Determination of Income and Employment Aggregate Demand and its components. Short run equilibrium output, investment multiplier and its mechanism. Problem of excess and deficit demand, measures to correct them.	80	To enable the learners to: 1) Calculation of national income by various methods. 2) Define aggregate demand and its components. 3) Define aggregate supply. 4) Determine the equilibrium level of income in an economy using AD=AS approach and S=I approach. 5) Define and explain the working of investment multiplier. 6) Define the concepts of excess and deficit demand and explain the measures to correct the situation. 7) Define concept of human resource and human capital.	Lecture Method Use of Interactive Panel Problem Solving Method Discussion Method Flip Learning PPT's	The learners will be able to: 1) Estimate national income by various methods. 2) State various components of aggregate demand. 3) Explain the adjustment mechanism to attain equilibrium in an economy. 4) Define and explain the working of investment multiplier. 5) Explain various monetary and fiscal measures to correct the situation of excess and deficit demand. 6) State the meaning of Human Capital and Human Capital Formation.	Assignments based on CBSE pattern covering the topics taught. Mock Exam

		<p>Current Challenges facing Indian Economy</p> <p>Human capital formation</p> <p>Rural development</p> <p>Employment</p> <p>Sustainable economic development</p> <p>Development experience of India: A comparison with neighbours.</p>		<p>8) Differentiate between physical capital and human capital.</p> <p>9) Understand the importance of human capital in economic development.</p> <p>10) Analyse the growth of education sector.</p> <p>11) Understand rural development and the major issues associated with it.</p> <p>12) Understand the critical role of credit and marketing systems in rural development.</p> <p>13) Understand the significance of organic farming in sustainable development.</p> <p>14) Define basic concepts related to employment like worker, workforce and unemployment.</p> <p>15) Analyse the growth and changes in work force participation rate in formal and informal sectors.</p> <p>16) Define sustainable development</p> <p>17) Understand the effects of economic development on resources and environment.</p> <p>18) Compare the development experience of India with China and Pakistan based on population, sectoral development and other</p>		<p>7) Differentiate between physical capital and human capital.</p> <p>8) Explain the significance of human capital in economic development.</p> <p>9) Discuss the significance of rural development in the economic development of India.</p> <p>10) Analyse the role of credit and marketing systems in rural development.</p> <p>11) Critically analyse the significance of organic farming in sustainable development.</p> <p>12) Analyse the growth and changes in work force participation rate in formal and informal sectors.</p> <p>13) Analyse the effects of economic development on resources and environment.</p> <p>14) Explain various strategies for sustainable development.</p> <p>15) Compare the development experience of India with China and Pakistan based on population, sectoral development and other human development indicators.</p>	
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				human development indicators.			
6	PRE-BOARD EXAM	Full Syllabus covered in all the terms	80	To enable the learners to prepare for upcoming board exams.	Lecture Method Discussion Method Practice of various sample papers covering different typology of questions based on CBSE pattern.	The learners will be able to prepare for the upcoming board exams by comprehending and applying various concepts taught.	Pre-Board Exam

CURRICULUM PLAN (2025-26)

SUBJECT: ENTREPRENEURSHIP

CLASS: XII

S.No.	UT/Term	Task	Marks	Learning Objectives	Methodology	Skills to be Developed
1.	Periodic Test 1	Entrepreneurial Opportunity	30	This unit explores business opportunities, including concept, elements, case studies, and the process of sensing opportunities in the environment. It also covers factors influencing opportunity sensing, environment scanning, micro and macro environments, problem identification, idea generation, and techniques for transforming ideas into	INTERACTIVE METHOD, LECTURE METHOD, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES, READING AND ANALYSING THE INFORMATION	CRITICAL THINKING, CREATIVE THINKING, MEMORY RETENTION, APPLYING KNOWLEDGE TO CASE STUDIES, TIME MANAGEMENT

				opportunities.		
2	Comprehensive Test	Entrepreneurial Planning, Entrepreneurial opportunity	30	This unit delves into the planning process, including business planning, market analysis, financial planning, and the role of the entrepreneur	INTERACTIVE METHOD, LECTURE METHOD, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES, READING AND ANALYSING THE INFORMATION	CRITICAL THINKING, CREATIVE THINKING, MEMORY RETENTION, APPLYING KNOWLEDGE TO CASE STUDIES, TIME MANAGEMENT
3	Periodic Exam 2	Business Arithmetic	30	. This unit covers essential financial concepts, including cost accounting, break-even analysis, and financial ratios.	INTERACTIVE METHOD, LECTURE METHOD, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES, READING AND ANALYSING THE INFORMATION	CRITICAL THINKING, CREATIVE THINKING, MEMORY RETENTION, APPLYING KNOWLEDGE TO CASE STUDIES, TIME MANAGEMENT
4	Term 1	Syllabus of Periodic I + Periodic II + Comprehensive Test + Enterprise Marketing:	TH. 70+ Pr. 30= Tot 100	This unit covers the principles of marketing, including product development, pricing strategies,	INTERACTIVE METHOD, LECTURE METHOD, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL	CRITICAL THINKING, CREATIVE THINKING, MEMORY RETENTION, APPLYING

				promotion, and distribution. And practice through sample paper and question banks	LIFE INSTANCES, READING AND ANALYSING THE INFORMATION	KNOWLEDGE TO CASE STUDIES, TIME MANAGEMENT
5	Mock Exam	Full Syllabus	TH. 70+ Pr. 30= Tot 100	Enterprise Growth Strategies This unit examines different strategies for enterprise growth, such as diversification, expansion, and innovation . Resource Mobilization: This unit explores different ways to secure resources, such as loans, investment	INTERACTIVE METHOD, LECTURE METHOD, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES, READING AND ANALYSING THE INFORMATION	CRITICAL THINKING, CREATIVE THINKING, MEMORY RETENTION, APPLYING KNOWLEDGE TO CASE STUDIES, TIME MANAGEMENT

				s, and grants. And practice through sample paper and question banks		
6	Pre board Examination	Full Syllabus	70			

ANNUAL CURRICULUM PLAN (2025-26)

SUBJECT: HINDI CLASS: XII

TERM I

पाठ्य पुस्तक- आरोह , वितान

अभिव्यक्ति और माध्यम

Task	Marks	Learning Objectives	Methodology	Skills to be developed
आवधिक परीक्षा (Periodic Test 1)	40 marks	पढ़ाई गई विषय वस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्न उत्तर विधि	तार्किक चिंतन,लेखनतथा पठन कौशल का विकास।
विषय संवर्धन 1 (Subject Enrichment1) (कविता पाठ)	5 marks	उचित भाव, लय तथा आरोह अवरोह द्वारा कविता पाठ सिखाना। देश भक्तिकी भावना का विकास करना।	काव्य पाठ विधि	वाचन तथा श्रवण कौशल का विकास
एकाधिक मूल्यांकन (Multiple Assessment 1) (Multiple Assessment 1) (ग्रीष्मावकाश गृह कार्य)	5 marks	दिए गए कार्य की सहायता से विद्यार्थियों में भाषा कौशल का विकास करना।	खोज तथा परियोजना आधारित विधि	रचनात्मक कौशल तथा चिंतन कौशल का विकास करना।
पोर्टफोलियो मूल्यांकन- 1 (Portfolio work /notebook assessment	5 marks	कार्य पत्रिकाओं तथा विभिन्न गतिविधियों द्वारा विद्यार्थियों के रचनात्मक कौशल का मूल्यांकन करना।	आगमन तथा निगमन विधि।	तार्किक चिंतन, ज्ञानात्मक कौशल तथा सृजनात्मक कौशल का विकास करना।
मध्य अवधि परीक्षा (Mid-term exam)	80 marks	पढ़ाई गई विषय वस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्न उत्तर विधि	पठन,लेखन, वाचन ,श्रवण तथा चिंतन कौशल का विकास।
आरोह , वितान अभिव्यक्ति और माध्यम				
आत्म परिचय एक गीत-हरिवंश राय बच्चन		1 मानवीय आदर्श 2 कर्मशीलता का महत्व तथा परोपकार की भावना का विकास	परिचर्चा व्याख्यान विधि	कहानी कथन कौशल का विकास

पतंग आलोक धन्वा कविता के बहाने बात सीधी थी पर कुंवर नारायण		सांसारिक रीति, ज्ञान सिखाना , पारंपरिक आदर्श व्यंजन परिचय व्यंग्यात्मक शैली का परिचय	सस्वर गायन व्याख्यान विधि	काव्य पाठ तथा स्वरचित लघु कविता निर्माण कौशल का विकास
अपठित गद्य व पद्य		भाषिक क्षमता। आज ग्रहण संबंधी प्रश्नों के माध्यम से अपठित गद्यांश व पद्यांश का अभ्यास कराना।	अवलोकन विधि स्पष्टीकरण विधि सामूहिक चर्चा विधि	अभिव्यक्ति कौशल शब्द ज्ञान भंडार का विकास
कमरे में बंद अपाहिज रघुवीर सहाय बाजार दर्शन-जैनेंद्र कुमार		पारंपरिक आदर्श व्यंजन परिचय व्यंग्यात्मक शैली का परिचय	कहानी कथन विधि व्याख्यान विधि पठन-पाठन विधि	वाचन तथा श्रवण कौशल का विकास
भक्तिन - महादेवी वर्मा		प्रेम, समर्पण एवं त्याग की भावना का विकास	सस्वर गायन व्याख्यान विधि	कहानी कथन कौशल का विकास
सिल्वर वेडिंग-मनोहर श्याम जोशी		अभ्यास एवं कला का महत्व सिखाना। व्यंग्यात्मक शैली का परिचय	गीत प्रस्तुति पठन-पाठन विधि	गायन कौशल का विकास
विभिन्न जन-संचार माध्यमों का परिचय विभिन्न माध्यमों के लिए लेखन पत्र कार्य लेखन के विभिन्न रूप और लेखन प्रक्रिया		जनसंचार के साधनों के विषय में व उनके महत्व को सिखाना। पत्र के विभिन्न भेद का परिचय देते हुए पत्र लेखन के प्रारूप की सहायता से औपचारिक पत्र लेखन का अभ्यास सिखाना।	आगमन निगमन विधि सामूहिक चर्चा विधि व अवलोकन विधि	ज्ञानात्मक कौशल का विकास
पत्र लेखन-औपचारिक/अनौ पचारिक, रोजगार सम्बन्धी पत्र, स्व वृत्त लेखन		पत्र के विभिन्न भेद का परिचय देते हुए पत्र लेखन के प्रारूप की सहायता से औपचारिक पत्र लेखन का अभ्यास सिखाना।	सामूहिक चर्चा विधि व अवलोकन विधि	अभिव्यक्ति कौशल शब्द ज्ञान भंडार का विकास
परियोजना कार्य	परियोजना कार्य- श्रवण कौशल (5 अंक)	श्रवण कौशल –परीक्षक किसी प्रासंगिक विषय पर अनुच्छेद/कहानी/घटना इत्यादि का स्पष्ट वाचन करेगा अथवा श्रव्य अंश(ऑडियो क्लिप) सुनवाएगा। इसके पश्चात विद्यार्थी के अभिव्यक्ति के आधार पर मूल्यांकन शब्दकोश परिचय – हिंदी शब्दकोश परिचय	आगमन निगमन विधि	अभिव्यक्ति कौशल शब्द ज्ञान भंडार का विकास
जूझ- आनंद यादव		अभ्यास एवं कला का	परिचर्चा	वाचन तथा श्रवण कौशल का विकास

		महत्व सिखाना। अपने कर्म पर विश्वास करने के लिए प्रेरित करना।	व्याख्यान विधि	
विशेष लेखन- स्वरूप और प्रकार कैसे बनती है कविता		समसामयिक जीवन का ज्ञान व पत्रकारिता का महत्व बताना अलग-अलग प्रकार के लेखनबताना, कविता के महत्व को समझना तथा कविता के विभिन्न स्वरूपों से परिचित कराना ।	स्पष्टीकरण विधि व सामूहिक विधि	लेखन व ज्ञानात्मक कौशल का विकास
नाटक लिखने का व्याकरण		नाटक लिखने के महत्व को समझना	पठन-पाठन एवं व्याख्या विधि द्वारा	लेखन कौशल का विकास
परियोजना कार्य	परियोजना कार्य- वाचन कौशल (5 अंक)	वाचन कौशल-परीक्षार्थी किसी निर्धारित विषय(कहानी/घटना/कवि/लेखक/पर्यावरण इत्यादि) पर वाचन/भाषण करेगा । परीक्षार्थी के अभिव्यक्ति के आधार पर मूल्यांकन	आगमन निगमन विधि	भाषा क्षमता, अभिव्यक्ति कौशल

TERM II

*हिंदी पाठ्यपुस्तक-आरोह , वितान
अभिव्यक्ति और माध्यम

आवधिक परीक्षा -2 (Periodic Test)	30 Marks	पढ़ाई गई विषय वस्तु की समझ का मूल्यांकन करना।	लिखित प्रश्न उत्तर विधि	तार्किक चिंतन,लेखन तथा पठन कौशल का विकास
विषय संवर्धन 2 (Subject Enrichment2) (वाद विवाद)	5 Marks	उचित आरोह अवरोह द्वारा अलग-अलग भाषण का प्रस्तुतीकरण करना। नाटककला विकसित करना।	भाषण विधि	वाचन तथा श्रवण कौशल का विकास करना
एकाधिक मूल्यांकन 2 (Multiple Assessment 2) (कला समेकित परियोजना)	5 Marks	दिए गए कार्य की सहायता से विद्यार्थियों में भाषा कौशलों का विकास।	खोज तथा परियोजना आधारित विधि	रचनात्मक कौशल तथा चिंतन कौशल का विकास
पोर्टफोलियो मूल्यांकन- 2 (Portfolio work /notebook assessment)	5 Marks	कार्य पत्रिकाओं तथा विभिन्न गतिविधियों द्वारा विद्यार्थियों के रचनात्मक कौशल का मूल्यांकन करना	आगमन तथा निगमन विधि	तार्किक चिंतन,ज्ञान आत्मक कौशलतथा सृजनात्मक कौशल का विकास
वार्षिक परीक्षा	80 Marks	पढ़ाई गई विषय वस्तु	लिखित प्रश्न उत्तर विधि	पठन, लेखन,वचन,श्रवण

(Annual exam)		की समझ का मूल्यांकन करना		तथा चिंतन कौशल का विकास
आरोह , वितान अभिव्यक्ति और माध्यम				
कवितावली उत्तराखंड से तुलसीदास		राम जी के चरित्र से अनेकानेक सन्देश देना व्यंग्य साहित्य, श्रम साध्य जीवन का महत्व सिखाना	पठन-पाठन,भाव स्पष्टीकरणतथा व्याख्यान विधि	लेखन कौशलतथा कहानी कथन कौशल का विकास
बादल राग सूर्यकांत त्रिपाठी निराला		बादलों के महत्व को समझाना,अभ्यास एवं कला का महत्व सिखाना। व्यंग्यात्मक शैली का परिचय, पढ़ाई के महत्व को समझाना ।	परिचर्चा व्याख्यान विधि	काव्य पाठ तथा स्वरचित लघु कविता निर्माण कौशल का विकास
शिरीष के फूल-हजारी प्रसाद द्विवेदी		स्वतंत्रता का महत्व बताना तथा स्वतंत्रता की कीमत समझाना ।	पठन-पाठन,भाव स्पष्टीकरणतथा व्याख्यान विधि	तार्किक चिंतन,लेखन तथा पठन कौशल का विकास
अतीत में दबे पांव-ओम थानवी		अपने कर्म पर विश्वास करने के लिए प्रेरित करना। पानी के महत्व को समझाते हुए संतोष ही परम धर्म है इस भावना को विकसित करना ।	आगमन निगमन विधि	लेखन कौशलतथा कहानी कथन कौशल का विकास
उषा शमशेर बहादुर सिंह		प्रातः काल के महत्व को समझाना एवं जल्दी उठने के लिए प्रेरित करना	व्याख्या विधि	ज्ञानात्मक कौशल का विकास
काले मेघा पानी दे-धर्मवीर भारती		ईश्वर के प्रति संपूर्ण समर्पण के भाव को जागृत करना एवं वर्षा के महत्व को समझाना	कविता वचन,भाव स्पष्टीकरण एवं व्याख्यान विधि	काव्य पाठ तथा स्वरचितलघु कविता निर्माण कौशल का विकास ।
कमरे में बंद अपाहिज रघुवीर सहाय		जीवन एक संघर्ष है-इसका ज्ञान छात्रों को भली भांति देना	परिचर्चा व्याख्यान विधि	वाचन तथा श्रवण कौशल का विकास करना
कैसे लिखें कहानी		सामाजिक अनुभवों को पाठ के आधार पर अभिव्यक्त करना एवं सचेत रहने के तरीके बताना । कहानी लेखन के लिए प्रेरित करना	आगमन निगमन विधि	रचनात्मक कौशल तथा चिंतन कौशल का विकास
1 श्रम विभाजन और जाति प्रथा 2 मेरी कल्पना का आदर्श समाज		श्रम के महत्व एवं जाति-प्रथा जैसी कुरीति के विरुद्ध आवाज उठाने के लिए प्रेरित करना	पठन-पाठन,भाव स्पष्टीकरणतथा व्याख्यान विधि	लेखन कौशलतथा कहानी कथन कौशल का विकास

बाबासाहेब भीमराव अंबेडकर		आजादी के पूर्व एवं आजादी के बाद की समस्याएँ क्या थी -यह बताना तथा उसे समय के संघर्ष पूर्ण जीवन की कहानी सुन कर आजादी के महत्व को समझाना		
पत्र लेखन-औपचारिक/अनौपचारिक, रोजगार सम्बन्धी पत्र, स्व वृत्त लेखन		शिकायती पत्र, रोजगार हेतु आवेदन पत्र आदि में अंतर समझाना तथा स्व-वृत्त लेखन लिखना सिखाना	आगमन तथा निगमन विधि	तार्किक चिंतन,लेखन तथा पठन कौशल का विकास
छोटा मेरा खेत बगलों के पंख उमाशंकर जोशी		कविता के माध्यम से छात्रों में प्रकृति प्रेम व संस्कृति प्रेम की भावना को जागृत करना	कविता वचन,भाव स्पष्टीकरण एवं व्याख्यान विधि	काव्य पाठ तथा स्वरचित लघु कविता निर्माण कौशल का विकास
कैसे बनता है रेडियो नाटक कैसे करें कहानी का नाटक रूपांतरण		रेडियो नाटक एवं रूपांतरण के विषय में भली-भांति जानकारी देना , कार्यसूची, कार्यवृत्त , प्रेस विज्ञप्ति, परिपत्र आदि का भली भांति ज्ञान देना	व्याख्या विधि	रचनात्मक कौशल तथा चिंतन कौशल का विकास
नए और अप्रत्याशित विषयों पर लेखन		छात्रों को कथा पटकथा में अंतर बताना तथा हिंदी कोश का वर्णमाला का भली भांती परिचय देना	पठन-पाठन,भाव स्पष्टीकरण तथा व्याख्यान विधि	तार्किक चिंतन,लेखन तथा पठन कौशल का विकास