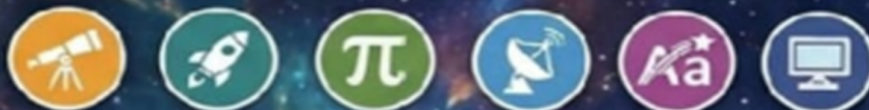




**B.C.M. ARYA SCHOOL**  
Affiliated to CBSE New Delhi  
Singla-Enclave, Lalton-Dolon Khurd, Ludhiana

**8<sup>th</sup>** year  
of  
**EXCELLENCE**  
2019-2026



# E-ACADEMIC ATLAS

LEARNING BEYOND BOUNDARIES

Class : **XII**  
Session: 2026-27



Class: XII Subject: English Core 301 Book Name: Flamingo, Vistas, BBC

Topic / Chapter / Sub-topic	Instructional Hours	Learning Objectives	Subject Enrichment / Project / Art Integrated Activity	Learning Outcomes
<b>MARCH</b>				
Flamingo: The Last Lesson	3hrs	To develop reading comprehension and value of language	Role play on classroom scene	Students will be able to analyse theme & characters
My Mother at Sixty-Six (Poem)	1hr	To understand poetic devices and emotions	Recitation activity with expression	Students will be able to identify poetic devices & interpret emotions
Notice Writing	1.5hrs	To learn formal writing format	Draft school notice	Students will be able to write notices correctly
Reading Comprehension Practice	2hrs	To improve interpretation skills	Worksheet solving	Students will be able to enhance analytical reading
<b>APRIL</b>				
Lost Spring	3hrs	To sensitize learners towards child labour and poverty	Collage on child rights; street play	Students will be able to identify social issues
Keeping Quiet	3hrs	To interpret philosophical ideas	Poster making	Students will be able to appreciate poetic themes
Formal & Informal Invitation	2hrs	Writing skill development	Invitation card design	Students will be able to draft invitations effectively
The Third Level	3hrs	To understand time, reality & escapism	Creative writing	Students will be able to analyse theme
<b>MAY</b>				
Deep Water	3hrs	To understand fear and courage	Role play / sharing	Students will be able to develop confidence
The Rattrap	3hrs	To understand human values	Character sketch	Students will be able to analyse message
A Thing of Beauty (Poem)	2hrs	To appreciate poetic imagery	Recitation	Students will be able to interpret poetic devices

Topic / Chapter / Sub-topic	Instructional Hours	Learning Objectives	Subject Enrichment / Project / Art Integrated Activity	Learning Outcomes
Letter Writing	2hrs	To learn letter writing	Drafting letters	Students will be able to write letters effectively
Pre-Mid Term Exam	—	Assessment	—	—
<b>JULY</b>				
Indigo	3hrs	To understand Gandhian principles	Project / discussion	Students will be able to analyse social context
Report Writing	2hrs	To develop report writing	Writing practice	Students will be able to write structured reports
<b>AUGUST</b>				
Journey to the End of the Earth	4hrs	To develop environmental awareness	PPT presentation	Students will be able to understand climate issues
Poets and Pancakes	5hrs	To understand humour & narrative	Magazine design	Students will be able to understand socio-economic context
A Roadside Stand	4hrs	To understand rural issues	Rural sketch	Students will be able to analyse inequality
Application for a Job	2hrs	To develop formal writing	Draft application	Students will be able to write applications effectively
Going Places	4hrs	To analyse character	Role play	Students will be able to evaluate aspirations
<b>SEPTEMBER</b>				
		<b>Mid term Examination</b>		
<b>OCTOBER</b>				
On the Face of It	5hrs	To develop empathy	Skit presentation	Students will be able to develop emotional understanding
Memories of Childhood	3hrs	To understand social equality	Discussion	Students will be able to understand discrimination

Topic / Chapter / Sub-topic	Instructional Hours	Learning Objectives	Subject Enrichment / Project / Art Integrated Activity	Learning Outcomes
Aunt Jennifer's Tigers	3hrs	To understand symbolism	Poem illustration	Students will be able to interpret symbolism
The Interview	5hrs	To understand interviews	Mock interview	Students will be able to understand communication
Article Writing	3hrs	To develop writing skills	School magazine article	Students will be able to write systematically
<b>NOVEMBER</b>				
Screening Test 1 & 2, ASL	—	Assessment	—	—
<b>DECEMBER</b>				
Pre-Board 1	—	Assessment	—	—
<b>JANUARY</b>				
Pre-Board 2	—	Assessment	—	—

Pre- Mid Term Exam: Syllabus covered from Month March to May

Mid Term Exam: Syllabus covered from Month March to August

Screening 1&2: Half Syllabus

Pre-board 1&2: Full Syllabus

NCERT				
TOPIC / CHAPTER / SUB TOPIC	INSTRUCTIONAL HOURS	LEARNING OBJECTIVES / CURRICULUM GOALS	SUBJECT ENRICHMENT / PROJECT / ICT/ART INTEGRATED ACTIVITY	LEARNING OUTCOMES + LIFE SKILL SWBAT
<b>APRIL</b>				
<p><b>Ch-1: Electric charges and fields:</b>            Electric Charges, Conservation of charge, Coulomb's law, superposition principle, 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, Gauss's theorem and its applications</p>	<b>8 Hours</b>	The objective of this chapter is to understand the concept of electric force, field through different laws and phenomenon.	Activity: Charge Interaction Poster Draw a visual poster showing positive and negative charges. Use colors: Red = Positive charge Blue = Negative charge Show attraction and repulsion using arrows and creative illustrations.	learn processes and laws with the understanding of the relationship between nature and matter on scientific basis
<p><b>Ch-2 : Electrostatic potential and capacitance:</b> 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, free charges and bound charges, Dielectrics and electric polarisation, capacitors and capacitance, 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>	<b>8 Hours</b>	The objective of this chapter is to clear the concept of electric potential and capacitance.	Activity Idea: “Capacitor Model with Art” Materials: Cardboard or chart paper, Aluminium foil, Colored paper, Glue and markers, Small LED (optional)	derive formulae and equations. They can apply concepts of Physics in daily life with reasoning in solving problems.



**JULY**

<p><b>Ch-5: Magnetism and matter:</b> Bar magnet, bar magnet as an equivalent solenoid, 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, magnetic field lines. Magnetic properties of materials- Para-, dia- and ferro- magnetic substances with examples, Magnetisation of materials, effect of temperature on magnetic properties</p>	<p><b>7 hours</b></p>	<p>The objective of this chapter is to inculcate knowledge of magnetic dipole , different magnetic materials and factors affecting their strengths.</p>	<p>Activity: Magnetic Field Art Sprinkle iron filings on paper over a magnet and trace the pattern. Convert it into a creative artwork showing magnetic field lines. Craft Idea:- Make a magnetic compass model using colored cardboard</p>	<p>recognises the concepts of Physics related to various natural phenomena</p>
<p><b>Ch-6: Electromagnetic induction:</b> Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's Law, Self and mutual induction</p>	<p><b>7 Hours</b></p>	<p>The objective of this chapter is to clear the concept of .Faraday's laws, induced emf and current, self and mutual inductance.</p>	<p>Activity: Discovery Storyboard Create a storyboard poster explaining the discovery by Michael Faraday. Draw coils, magnets, and induced current visually. Make a small generator model using coil and magnet</p>	<p>recognises different processes used in Physics-related industrial and technological applications</p>
<p><b>Ch-7: Alternating currents:</b> Alternating currents, peak and rms value of alternating current/ voltage; reactance and impedance; LCR series circuit, resonance, power in AC circuits, power factor, wattless current. AC generator and transformer</p>	<p><b>9 Hours</b></p>	<p>The objective of this chapter is to make learners familiar about the concept of alternating current, its peak and root mean square value, LCR series circuit, power in ac circuit, wattless current, AC generator, transformer</p>	<p>Activity: AC Wave Painting Draw a sine wave pattern representing AC using creative colors. Show positive and negative cycles. Poster Idea: Illustrate how electricity travels from power station → transmission lines → homes</p>	<p>derives formulae and equations They can also interpret graphs and draw conclusion</p>

**AUGUST**



<p><b>Ch-11 : Dual nature of radiation and matter:</b> Dual nature of radiation, Photoelectric effect, Hertz and Lenard's observations; Einstein's photoelectric equation-particle nature of light. Experimental study of photoelectric effect. Matter waves-wave nature of particles, de-Broglie relation.</p>	<p><b>6 Hours</b></p>	<p>The objective of this chapter is to make learners to familiar about dual nature of radiation</p>	<p>Activity: Wave-Particle Collage Divide chart into two sides: Wave nature and Particle nature Include illustrations of experiments related to Louis de Broglie.</p>	<p>recognises the concepts of Physics related to various phenomena. They can also derives formulae and equations.</p>
<p><b>Ch-12: Atoms:</b> Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model of hydrogen atom, Expression for radius of nth possible orbit, velocity and energy of electron in nth orbit, hydrogen line spectra</p>	<p><b>6 Hours</b></p>	<p>The objective of this chapter is to make students familiar with Rutherford experiment and its limitations, Bohr's postulates, energy levels of hydrogen spectrum.</p>	<p>Activity: Atomic Model Sculpture Create 3D atomic models using clay or thermocol balls showing nucleus and electrons. Poster Idea: Draw atomic models proposed by Niels Bohr.</p>	<p>realises and appreciates the interface of Physics with other disciplines</p>
<p><b>Ch-13: Nuclei:</b> Composition and size of nucleus, nuclear force. Mass-energy relation, mass defect; binding energy per nucleon and its variation with mass number, nuclear fission, nuclear fusion.</p>	<p><b>4 Hours</b></p>	<p>The objective of this chapter is to inculcate the knowledge of properties of nucleus, binding energy and its curve with atomic mass, concept of nuclear fission, fusion amongst the learners.</p>	<p>Activity: Nuclear Reaction Diagram Art Create a colorful diagram showing nuclear fission and fusion. Creative Project: Make a concept chart showing energy release and real-life applications.</p>	<p>draw graphs and derive relations</p>
<p><b>Ch-14 Semiconductor devices:</b> Energy bands in conductors, semiconductors and insulators, Intrinsic and extrinsic semiconductors-p and n-type, p-n junction. Semiconductor diode - I-V characteristics in forward and reverse bias, application of junction diode as a rectifier.</p>	<p><b>7 Hours</b></p>	<p>The objective of this chapter is to clear the concept of p, n type semiconductors, energy band gaps between conductors, semiconductors and insulators, forward-reverse biasing characteristic curves, half wave and full wave rectifier.</p>	<p>Activity: Semiconductor City Model Design a mini city where electricity flows through components like diode, transistor, and LED. Poster Idea: Illustrate p-type and n-type semiconductors using color coding.</p>	<p>understands principles and relationship between physical quantities</p>

**SUBJECT- Chemistry BOOK NAME: Textual Book by NCERT**

<b>TOPIC / CHAPTER / SUB TOPIC</b>	<b>INSTRUCTIONAL HOURS</b>	<b>LEARNING OBJECTIVES / CURRICULUM GOALS</b>	<b>SUBJECT ENRICHMENT / PROJECT / ICT/ART INTEGRATED ACTIVITY</b>	<b>LEARNING OUTCOMES + LIFE SKILL  SWBAT</b>
<b>APRIL</b>				
Ch- 1 Solutions – Types, concentration terms, solubility, laws, colligative properties	12	To make students understand solutions and laws	Lab preparation, numericals	Solve numericals; analytical skills
Ch-4 d- and f-Block Elements	8	Understand properties		Interpret properties
<b>MAY</b>				
Ch-6 Haloalkanes & Haloarenes	10	Understand reactions	Worksheets Daniell cell (Lab Experiment)	Develop skills in:  <ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Logical reasoning</li> <li>• Data interpretation</li> </ul>
Ch- 2 Electrochemistry	14	Understand redox & cells		
Ch- 3 Chemical Kinetics	10	Understand rate laws		
<b>JULY</b>				
Ch- 5 Coordination Compounds	12	Understand bonding	Models	Develop skills in:  <ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Logical reasoning</li> </ul>

				<ul style="list-style-type: none"> <li>• Data interpretation</li> </ul>
<b>AUGUST</b>				
Ch- 7 Alcohols, Phenols & Ethers	12	Students will be able to identify functional groups	Lab Tests	<ul style="list-style-type: none"> <li>• Develop skills in: <ul style="list-style-type: none"> <li>○ Observation and recording data</li> <li>○ Handling chemicals and apparatus</li> <li>○ Drawing conclusions from experiments</li> </ul> </li> </ul>
<b>OCTOBER</b>				
Ch- 8 Aldehydes, Ketones & Carboxylic Acids Ch- 9 Amines	12  6	Understand reactions	Lab Tests  Worksheets	<ul style="list-style-type: none"> <li>• Develop skills in: <ul style="list-style-type: none"> <li>○ Observation and recording data</li> <li>○ Handling chemicals and apparatus</li> <li>○ Drawing conclusions from experiments</li> </ul> </li> </ul>
<b>NOVEMBER</b>				

Ch- 10 Biomolecules	10		Case Study	<ul style="list-style-type: none"> <li>• Develop a deep understanding of core concepts</li> <li>• Relate chemical principles to real-life applications.</li> </ul>
<b>DECEMBER</b>				
		Pre-Board-1		
<b>JANUARY</b>				
		Pre-Board-2		
<b>FEBRUARY</b>				
		Board Examination		

**SYLLABUS FOR PRE MID TERM EXAMS- CH- 1,4,6**

**MID TERM EXAMS-Ch-1,2,3,4,5,6**

**SCREENING-1- Ch-1,2,3,6,7**

**SCREENING-2- Ch-4,5,8,9,10**

**PRE BOARD-1- full syllabus      PRE BOARD-2-full syllabus**

**SKILL Assessment**

**Pen paper test test + Subject Enrichment+ .**

**Project=Viva=total (5+5+5+5=20)**

**Subject: Biology**

**Book/s Name: NCERT Biology**

**Reference Books: Pradeep's, Trueman, All in One**

<b>Topic/Chapter/Sub - Topic</b>	<b>Instructional Hours</b>	<b>Learning Objectives/ Curriculum Goals</b>	<b>Subject Enrichment/ Project/Art Integrated Activity/ Lab Manual</b>	<b>Learning Outcomes</b>
<b>MARCH</b>				
Chapter-11: Organisms and Populations	1.5 Hrs.	Children will understand the concept behind how population density can be inferred and discussed in a particular area.	Students will perform an experiment based on studying the plant population density by quadrat method. And study the plant population frequency by quadrat method.	Students will be able to know about Population interactions - mutualism, competition, predation, parasitism; population attributes - growth, birth rate and death rate, age distribution. (Topics excluded: Organism and its Environment, Major Abiotic Factors, Responses to Abiotic Factors, Adaptations)
Chapter-1: Sexual Reproduction in Flowering Plants	2.5 Hrs.	Students will apply this knowledge to understand the mechanism of flower reproduction and how the various seeds develop even without fertilization, sometimes. And about Controlled pollination - emasculation, tagging and bagging.	Students will reach the lab to prepare a temporary mount to observe pollen germination, Pollen germination on stigma through a permanent slide or scanning electron Micrograph.	Students will be able to understand Flower structure; development of male and female gametophytes; pollination - types, agencies and examples; out breeding devices; pollen-pistil interaction; double fertilization; post fertilization events - development of endosperm and embryo, development of seed and formation of fruit; special modes- apomixis, parthenocarpy, polyembryony; Significance of seed dispersal and fruit formation.

APRIL				
Chapter-2: Human Reproduction	3 Hrs.	Students will understand the concept behind implantation; pregnancy and placenta formation  (elementary idea); parturition (elementary idea); lactation (elementary idea).	Students will perform an experiment for Identification of stages of gamete development, i.e., T.S. of testis, T.S. of Blastula and T.S. of ovary through permanent slides (from grasshopper/mice).	Students will be able to understand Male and female reproductive systems; microscopic anatomy of testis and ovary;  gametogenesis -spermatogenesis and oogenesis; menstrual cycle; fertilisation, embryo development upto blastocyst formation.
Chapter-3: Reproductive Health	1.5 Hrs	Children will understand the concept for Need of knowing facts about reproductive health and prevention of Sexually Transmitted Diseases (STDs)	The teacher will provide an investigatory project to the students to find out statistical analysis regarding the patients suffering from STDs and its various parameters.	Children will be able to understand the concept of birth control - need and methods, contraception and medical termination of pregnancy (MTP); amniocentesis; infertility and assisted reproductive technologies - IVF, ZIFT, GIFT (elementary idea for general awareness).
Chapter-4: Principles of Inheritance and Variation	2.5 Hrs.	Children will understand the concept behind Mendelian inheritance; deviations from Mendelism – incomplete dominance, co-dominance, multiple alleles and inheritance of blood groups, pleiotropy; elementary idea of polygenic inheritance; chromosome theory of inheritance;	Students will perform experiments in the lab on Mendelian inheritance using seeds of different colour/sizes of any plant.  Prepared pedigree charts of any one of the genetic traits will be shown such as rolling of tongue, blood groups, ear lobes, widow's peak and colour blindness.	Children will be able to understand about Sex determination - in humans, birds and honey bee; linkage and crossing over; sex linked inheritance - haemophilia, colour blindness; Mendelian disorders in humans - thalassemia; chromosomal disorders in humans; Down's syndrome, Turner's and Klinefelter's syndromes.

		chromosomes and genes		
Chapter-5: Molecular Basis of inheritance	2.5 Hrs.	Children will know the concept behind Search for genetic material and DNA as genetic material; Structure of DNA and RNA; DNA packaging; DNA replication	Children will be given with an investigatory project regarding various organisms with their different DNA Fingerprints	Students will be able to understand about the Central Dogma; transcription, genetic code, translation; gene expression and regulation - lac operon; Genome, Human and rice genome projects; DNA fingerprinting.
<b>MAY</b>				
Chapter-5: Molecular Basis of inheritance	Continued.....			
<b>JULY</b>				
Chapter-6: Evolution	2 Hrs.	Children should be aware about Origin of life; biological evolution and evidences for biological evolution (paleontology, comparative anatomy, embryology and molecular evidences)	Children will observe the Flash cards models showing examples of homologous and analogous organs.	Students will be able to understand the concept of Darwin's contribution, modern synthetic theory of evolution; mechanism of evolution - variation (mutation and recombination) and natural selection with examples, types of natural selection; Gene flow and genetic drift;  Hardy- Weinberg's principle; adaptive radiation; human evolution.
Chapter-7: Human Health and Diseases	2 Hrs.	Children should have basic idea about Pathogens; parasites causing human diseases	Students will be provided with an experiment regarding Common disease causing organisms like	Children will be able to understand the concept behind Basics of immunology - vaccines; cancer, HIV and AIDS; Adolescence - drug and

		(malaria, dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control	Ascaris, Entamoeba, Plasmodium, any fungus causing ringworm through permanent slides, models or virtual images or specimens. Comment on symptoms of diseases that they cause.	alcohol abuse.
Chapter-8: Microbes in Human Welfare	2 Hrs.	Students should have an idea about the importance of Microbes in food processing, industrial production, sewage treatment, energy generation	Students will be asked to make a list of various organisms and their use in daily lifestyle.	Children will understand the concept of microbes as bio-control agents and bio-fertilizers. Antibiotics; production and judicious use.
<b>AUGUST</b>				
Chapter-9: Biotechnology - Principles and Processes	1.5 Hrs.	Students should know how DNA is extracted and introduced into the new organism for experimental purposes.	Children will investigate various cases under Genetic Engineering.	Students will be able to have hands-on experience on Genetic Engineering (Recombinant DNA Technology).
Chapter-10: Biotechnology and its Applications	1.5 Hrs.	Children will understand about Application of biotechnology in health and agriculture: Human insulin and vaccine production, stem cell technology	Students will be guided to create a portfolio on their research regarding Genetic Engineering.	Students are now will have better idea of gene therapy; genetically modified organisms - Bt crops; transgenic animals; biosafety issues, biopiracy and patents.
<b>OCT</b>				

Chapter-12: Ecosystem	1.5 Hrs.	Students should be aware about Ecosystems: Patterns, components; productivity and decomposition	Students will be shown Models specimen showing symbolic association in root modules of leguminous plants, Cuscuta on host, lichens.	Students will be able to understand the concept behind energy flow; pyramids of number, biomass, energy (Topics excluded: Ecological Succession and Nutrient Cycles).
Chapter-13: Biodiversity	1 Hr.	Students should be aware about Biodiversity - Concept, patterns, importance; loss of biodiversity; biodiversity conservation	Students will be given a specific area to observe the diversified species in that particular area and make a record of it.	Students will be able to understand the hotspots, endangered organisms, extinction, Red Data Book, Sacred Groves, biosphere reserves, national parks, wildlife, sanctuaries and Ramsar sites.

## MATHS

### BOOK NAME – NCERT

Topic/chapter/Sub topic	Instructional Hours	Instructional Objectives/curriculum goals	Subject Enrichment/Project/Art Integrated Activity	Learning Outcomes
<b>APRIL</b>				
Ch-3 Matrices (Types of matrices, operations on matrices)	5 HRS	To develop conceptual knowledge about matrices and their operations.	Students prepare matrices using marks of classmates (group activity).	Students will be able to perform addition, subtraction and multiplication of matrices.
Ch-2 Inverse Trigonometric Functions (Principal values, properties, graphs)	4 HRS	To develop understanding of inverse trigonometric functions and their properties.	To draw graphs of inverse trigonometric functions on graph paper.	Students will be able to evaluate expressions involving inverse trigonometric functions.
<b>MAY</b>				
Ch-1 Relations and Functions (Types of relations, types of functions, domain & range)	4 HRS	To develop conceptual understanding of relations and different types of functions.	Students draw mapping diagrams showing relations between sets on chart paper.	Students will be able to identify and classify relations and functions.

Ch-4 Determinants (Minors, cofactors, properties of determinants)	4 HRS	To develop critical understanding of determinants and their properties.	Students verify determinant properties using numerical examples.	Students will be able to evaluate determinants and apply properties.
<b>JULY</b>				
Ch-5 Continuity and Differentiability (Continuity, derivatives, rules of differentiation)	5 HRS	To develop conceptual knowledge about derivatives and differentiability.	Graphical representation of simple functions to understand derivative concept.	Students will be able to differentiate algebraic functions.
Ch-6 Applications of Derivatives (Increasing & decreasing functions, maxima & minima)	4 HRS	To understand applications of derivatives in real life problems.	Students analyse graphs showing increasing and decreasing behaviour.	Students will be able to apply derivatives to find maxima and minima.
Ch-13 Probability (Conditional probability, Bayes theorem)	4 HRS	To develop conceptual understanding of probability rules.	Students perform probability experiment using dice and cards.	Students will be able to calculate probability of events.
<b>AUGUST</b>				
Ch-7 Integrals (Indefinite integrals, methods of integration)	5 HRS	To develop conceptual understanding of integration as inverse of differentiation.	Students verify integration formulas using examples.	Students will be able to evaluate basic integrals.
Ch-8 Applications of Integrals (Area under curves)	4 HRS	To develop critical understanding of area under curves using integration.	Students find area between curves using graph paper.	Students will be able to calculate area using integrals.
Ch-9 Differential Equations (Formation and solution)	3 HRS	To develop conceptual knowledge of differential equations.	Students frame simple differential equations from given functions.	Students will be able to solve basic differential equations.
<b>OCTOBER</b>				
Ch-10 Vector Algebra (Vectors, magnitude, scalar & vector product)	5 HRS	To develop conceptual understanding of vectors and their operations.	Students represent vectors geometrically using arrows.	Students will be able to perform vector operations.
Ch-11 Three Dimensional Geometry	4 HRS	To develop spatial understanding of geometry in three dimensions.	Students represent points and lines in 3D using models.	Students will be able to find direction ratios and equations of lines.

(Direction ratios, equation of line in space)				
Ch-12 Linear Programming (Formulation and graphical solution)	4 HRS	To develop critical thinking for solving optimization problems.	Students solve real life problems using graphical method.	Students will be able to solve linear programming problems.

Pre Mid Examination – Ch 1,2,3,4

Mid Term Examination – Ch 1 to 9,13

Screening Test 1 – Ch 1,2,3,4,5,6,12

Pre Board 1 & 2 – Full Syllabus

Screening Test 2 – Ch 6,7,8,9,10,1,13

Internal Assessment – Project work, Lab activities, Viva, Pen-paper test

CHAPTERS	INSTRUCTIONAL HOURS	LEARNING OBJECTIVES	SUBJECT ENRICHMENT/ART INTEGRATED ACTIVITY	LEARNING OUTCOMES AND LIFE SKILL
<b>APRIL</b>				
<p><b>Accounting for Partnership Firms -</b> Fundamentals Partnership: features, Partnership deed. Fixed v/s fluctuating capital accounts. <b>Goodwill:</b> nature, factors affecting methods of valuation - average profit, super profit and capitalization</p> <p><b>Profit Sharing Ratio among the existing partners -</b> sacrificing ratio, gaining ratio.</p>	<p>10 HRS</p> <p>06 HRS</p> <p>04 HRS</p>	<p>Students will able to learn 1.All the basic of partnership 2.methods of goodwill 3.How they can change profit sharing ratio</p> <p><b>After going through this chapter, the students will be able to:</b> Describe the meaning of sacrificing ratio, gaining ratio and the change in profit sharing ratio among existing partners. Develop the understanding of accounting treatment of assets and re-assessment of liabilities and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet.</p>	<p>Class discussion, Chart preparation, Story telling. Quiz based activity</p> <p>Self made Worksheet Calculation of new profit sharing ratio, S/R ,G/R through story. .Online teaching using different online platform.</p>	<p>Students will understand how to prepare P&amp;l app a/c,Capital a/c. How to calculate goodwill and hoe to change profit sharing ratio</p> <p><b>Student will learn</b> The meaning of sacrificing ratio, gaining ratio and the change in profit sharing ratio among existing partners.</p>



Objectives, classification and computation of different ratios	10HRS	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,.	company balance sheet and statement of profit and loss Balance sheet and Statement of profit and loss items. Art Integration Students will prepare charts for financial Statement i.e Balance Sheet, Statement of Profit and Loss , Ratio Analysis Formula Sheet	Company as well with the help of ratio analysis. To compute different ratios with broader understanding. Develop a better understanding of relationship of two different aspects of the organizations between them
<b>OCTOBER</b>				
Cash Flow Statement Meaning, objectives Preparation of CFS (as per AS 3 (Revised) (Indirect Method only)	12HRS	<b>After going through this Unit, the students will be able to:</b> State the meaning and objectives of cash flow statement. Develop the understanding of preparation of Cash Flow Statement using indirect method as per AS 3 with given adjustments.	Analyze the cash flow statement of Project Report Analyze the cash flow statement of Project Report <b>Art Integration</b> <b>Specific Project</b> Preparation Includes : Analysis of Financial Statements of a Company	<b>Student would understand to</b> State the meaning and objectives of cash flow statement. Develop the understanding of preparation of Cash Flow Statement using indirect method as per AS 3 with given adjustments.
<b>NOVEMBER</b>				
Accounting for Share Capital Meaning of Shares, Issue and allotment of equity shares, Public	12HRS	<b>After going through this Unit, the students will be able to:</b> state the meaning of share and share	Self-made Worksheet Similar Question will be given in class for Practice.	They will know meaning of Shares and types of shares. They will classify

<p>subscription of shares - over subscription and under subscription of shares Issue at par and premium calls in advance and arrears issue of shares for consideration other than cash. Accounting treatment of forfeiture and reissue of shares.Pro- rata Allotment (comprehensive), Disclosure of share capital in company's Balance Sheet 2013.</p>	<p>12HRS</p>	<p>capital and differentiate between equity shares and preference shares and different types of share capital.understand the meaning of private placement of shares.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</p>	<p>Reference Books and questions from last years board papers will be solved</p>	<p>the share capital. Students will understand Accounting Procedure of - Issue and allotment of shares at par and premium Children will understand the concept of over subscription and under subscription of shares</p>
--	--------------	--	--	--

XII-COMMERCE

SUBJECT:BUSINESS STUDIES(054)

BOOK:NCERT

2026-2027

CHAPTERS	INSTRUCTIONAL HOURS	LEARNING OBJECTIVES	SUBJECT ENRICHMENT/ART INTEGRATED ACTIVITY	LEARNING OUTCOMES AND LIFE SKILL
<b>APRIL</b>				

<p><b>Chapter 1.</b>Nature and Significance of management</p> <p>2.Principles of Management</p>	<p>12 HRS</p> <p>12 HRS</p>	<p>Students will able to learn</p> <ol style="list-style-type: none"> <li>1.Meaning of management</li> <li>2.levels of management</li> <li>3.henry fayol principles</li> <li>4.Taylor principles</li> <li>5.Techniques of management</li> </ol>	<p>Real life story,Comptency based ques,, Chart preparation, Story telling. Quiz based activity</p>	<p>Students will understand about the basic of management and all the principles of management.</p>
<b>MAY</b>				
<p><b>Business environment</b></p> <p><b>Planning</b></p>	<p>12 HRS</p> <p>10HRS</p>	<p>Students will able to learn</p> <ol style="list-style-type: none"> <li>1.Dimensions mf Business environment</li> <li>2.How Business Environment works</li> <li>3.Meaning of Planning</li> <li>4.Different types of Planning</li> </ol>	<p>Real Life Story, Visit to industry,Video showing, Practical books preparation,</p>	<p>Students will able to understand the basic of business environment and basic of planning.</p>
<b>JULY</b>				
<p><b>Marketing</b> Marketing – Concept, functions and philosophies</p> <ul style="list-style-type: none"> <li>• Marketing Mix – Concept and elements</li> <li>• Product - branding, labeling Price</li> <li>• Concept, Factors determining price</li> </ul> <p><b>DIRECTING</b></p>	<p>10HRS</p> <p>08HRS</p>	<p>After studying the chapter students would be able to :</p> <ul style="list-style-type: none"> <li>• Understand the concept of marketing. Understand the concept of marketing mix.</li> <li>• Describe the elements of marketing mix.</li> <li>• Understand Branding and its key elements.</li> <li>• Explain the financial and non-financial incentives through which managers motivate their employees;</li> </ul>	<ul style="list-style-type: none"> <li>• Text book page</li> <li>• Summery chart of the lesson</li> <li>• Case study of Harley Davidson on 4 P's of Marketing</li> <li>• Designing the Logo of different company product.</li> <li>• Project Work II Project : (Promotion of any product)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the factors affecting price of a product.</li> <li>• List out the types of channels of distribution.</li> <li>• Explain the major tools of promotion.</li> </ul> <p>Be aware of Public relation and its role in business</p> <ul style="list-style-type: none"> <li>• Understand and explain Maslow's theory of hierarchy of needs and its</li> </ul>



		responsibilities as a consumer. Students will be able to name and describe the different redressal agencies for protection of consumers.		
<b>OCTOBER</b>				
<b>Planning</b> Meaning, Importance, Features Limitations	12HRS	Student will able to learn State the meaning of planning Describe the features and importance of planning  <ul style="list-style-type: none"> <li>Distinguish between formal and informal organisation.</li> <li>Explain the concept of delegation and decentralization.</li> </ul>	Chart preparation, Story telling. Quiz based activity  <ul style="list-style-type: none"> <li>Industrial visit will be organized which will help the student to understand the organizational hierarchy.</li> </ul>	The concepts and meaning of planning Features and importance of planning limitations of planning to identify different types of plans  Students will be told to pen paper different departments of school and application of delegation and decentralization in school after explaining the concept.
<b>ORGANISING</b> Meaning, Types process	10HRS	Describe the importance of delegation and decentralization. Distinguish between delegation and decentralization		
<b>NOVEMBER</b>				
<b>Financial Management</b> Meaning of Business Finance Concept of Financial Management	10HRS	After studying this chapter, Children should be able to State the meaning of business finance  <ul style="list-style-type: none"> <li>State the meaning of Financial Market.</li> <li>Explain the meaning of Money Market and describe its Instruments.</li> </ul>	Summery chart of the lesson Black Board	Importance of financial planning. Comparative study  Know the meaning of Financial
<b>Financial Markets</b> <ul style="list-style-type: none"> <li>Concept of Financial Market</li> </ul>				

<ul style="list-style-type: none"> <li>• Function of Financial Market</li> <li>• Classification of Financial Market Money Market, Capital Market</li> <li>• Instruments used in money market</li> <li>• Primary Market</li> </ul> Secondary Mark	10HRS		Project Work( Stock Exchange)	Market. Explain the meaning of Money Market and describe its Instruments. Explain the nature and types of Capital Market
--	-------	--	-------------------------------	--

XII-COMMERCE      SUBJECT:ECONOMICS(030)      BOOK:SANDEEP GARG      2026-2027

CHAPTERS	INSTRUCTIONAL HOURS	LEARNING OBJECTIVES	SUBJECT ENRICHMENT/ART INTEGRATED ACTIVITY	LEARNING OUTCOMES AND LIFE SKILL
<b>APRIL</b>				
<b>Unit 1 :Introduction (Indian Eco.)</b> <b>India on the eve of independence</b> <b>The situation of demographic, foreign trade, agriculture, industrial, infrastructure on the eve of independence</b>  <b>Current challenges facing India</b> <b>Poverty</b>	12 HRS	1. To know the state of Economy on the Eve of Independence. 2. To know the state of Agricultural sector on the Eve of Independence. 3. To know the state of Industrial sector on the Eve of Independence  1. To define Poverty 2. To understand the concept of Poverty. 3. To compare the poverty level with the cost of meeting basic	Chart preparation, Story telling. Quiz based activity	Students will be able to : understand targeted exploitation of all sectors of economy by British government Students will be able to understand the state of agriculture, industry and international trade under the British rule  Meaning and types of poverty Causes and measure to remove Poverty

<b>Human Capital Formation</b>	04 HRS	1. To define the meaning of Human and Capital 2. To understand the concept of Human Resource, Human Capital Formation	Notes will be provided through Google Class room	Source and role of human capital formation Importance and objective of education and health in human capital formation
	08 HRS			
<b>MAY</b>				
<b>Money and Banking</b>	12 HRS	The students will learn the concept of Functions of money, Demand for money, it's transaction & speculative motive	Chart preparation, Group discussion,  Art Integration Students will prepare a project showing the working of banking system in the economy	Students will able to understand the basic of Indian economy an money, banking, and financial market disciplines. <input type="checkbox"/> Assess how monetary activities afd fect an economy.
<b>JULY</b>				
<b>National Income and Related Aggregates</b> What is Macroeconomics? Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment	12 HRS  04 HRS	The Students will learn, Introduction, Meaning of circular flow, stock &flow, types of circular flow, circular flow in a simple economy. Domestic territory, normal residents, factor & transfer income, final & intermediate goods,	Text pages of NCERT &Notes. Blackboard and Lecture Method Students will be asked to check Economic Survey of India and find out which method is adopted	The Students will learn, Introduction, Meaning of circular flow, stock &flow, types of circular flow, circular flow in a simple economy. Domestic territory, normal residents, factor & transfer income, final & intermediate goods, consumption & capital goods, gross & net investment,

<p>and depreciation. Circular flow of income (two sector model); Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method.</p>	<p>08 HRS</p>	<p>consumption &amp; capital goods, gross &amp; net investment, depreciation, NIT &amp; NFIA Introduction, Basic aggregates of National income (GDP,NDP,GNP,NNP at FC and MP</p>	<p>for calculation of NI in India. Students will prepare a flow chart on the flow of money supply  Flow chart on various methods of calculation of income</p>	<p>depreciation, NIT &amp; NFIA</p>
<p><b>AUGUST</b></p>				
<p><b>Environment and sustainable development</b></p>	<p>08HRS</p>	<p>To know the meaning and functions of Environment 2. To understand different Environmental crises- Global warming, Ozone Depletion and Overuse/misuse of Environmental resources.</p>	<p>Notes along with the worksheet will be provided</p>	<p>Critical thinking <input type="checkbox"/> Awareness towards the Environmental crises like Global warming etc. Optimum utilization of resources.</p> <p>Understanding of different types of Infrastructure. Contribution of Infrastructure in development. Understanding of state of Infrastructure in India.</p>
<p><b>Infrastructure</b></p>	<p>06HRS</p>	<p>To know the meaning and types of Infrastructure. 2. To understand the importance of Infrastructural</p>	<p>An Open Discussion on the topic and get the</p>	<p>Understanding about different</p>

<p><b>Employment: Growth, Informalisation and Other Issues.</b></p>	<p>08HRS</p>	<p>development.</p> <p>1. To know the meaning of the term Employment. 2. To understand the growth and Changing structure of Employment</p>	<p>suggestions</p> <p>Through the documentary the students will be asked to identify the problems and the solution for the same will be discussed in the class</p>	<p>types of employment and unemployment</p> <p><input type="checkbox"/> Casualisation and informalisation of workforce</p> <p>Understanding of economic and social consequences of unemployment</p>
<p><b>OCTOBER</b></p>				
<p><b>Rural development</b></p>	<p>086HRS</p>	<p>1. To know the challenges or key issues for rural development. 2. To understand the different sources of rural credit</p>	<p>An Open Discussion on the topic and get the suggestions</p>	<p>Awareness towards Rural people and their work. Optimum utilization of resources.</p>
<p><b>Development Experience: Common goals of Five Year Plans</b></p>	<p>06HRS</p>	<p>1. To know Indian Economic System. 2. To know the goals of <b>Five Years plan.</b> 3. To understand the achievements of goals of five year plans.</p>	<p>PPT will be shared with the students</p>	<p><input type="checkbox"/> Students will be able to understand the need of economic planning. Students will be able to understand the achievement and failures of planning</p>

<b>Economic Reforms Since 1991</b>	06HRS	1. To understand the Background of the reform policies introduced in India in 1991. 2. To understand the mechanism through	ABP news channel's documentary will be shown and discussion will be done in the class	Students will be able to understand the background of reform of economic policy Students will be able to understand the need and features of Liberalisation ,privatization, and globalization
------------------------------------	-------	---	---	--

**NOVEMBER**

<b>Government Budget and the Economy</b>	10HRS	The students will learn the Components of government budget, Revenue & capital account, measures of government deficit	1. Decision making skill 2. Understand the economic conditions. 3. Inculcate economic values	1. The Components of government budget, Revenue & capital account, measures of government deficit 2. Changes in government expenditure, changes in taxes & debt.
<b>Balance of Payment</b>	10HRS	The students will learn Determination of exchange rate, flexible exchange rates, fixed exchange rates ,managed floating,	ABP news channel's documentary will be shown and discussion will be done in the class	1. The students will understand the balance of payment,, BOP surplus & Deficit, The foreign exchange market. 2. Determination of exchange rate, flexible exchange rates, fixed

TOPIC / CHAPTER / SUB TOPIC	INSTRUC TIONAL HOURS	LEARNING OBJECTIVES / CURRICULUM GOALS	SUBJECT ENRICHMENT / PROJECT / ART INTEGRATED ACTIVITY	LEARNING OUTCOMES/LIFE SKILL/ SWBAT
		<b>MARCH</b>		
<b>End of Bipolarity</b>  <b>Topics to be focused:</b> <b>a) The Soviet System b) Gorbachev and the disintegration c) Causes and Consequences of disintegration of Soviet Union d) Shock Therapy and its Consequences e) New entities in world politics □ Russia □ Balkan States □ Central Asian States f) India's relations with Russia and other postcommunist countries</b>	5	<ul style="list-style-type: none"> <li>• To Analyse disintegration of Soviet Union</li> <li>• To Understand unipolar world</li> </ul>	<ul style="list-style-type: none"> <li>• Case study on USSR collapse</li> </ul>	Students will understand basic features, outcomes of disintegration, consequences of SOVIET UNION and current position of USSR
<b>Contemporary Centres of Power</b>  <b>Topics to be focused: a) European Union b) Association of Southeast Asian Nations c) Rise of China as an economic power d) Japan and South Korea as emerging powers</b>	6	<ul style="list-style-type: none"> <li>• To Study rise of EU, China, Russia, Japan</li> <li>• To Analyse multipolarity</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation on emerging powers</li> </ul>	Students will Compare and contrast the importance of European Union and ASEAN,Rise of Chinese economy and its impact on world politics.
<b>Contemporary South Asia</b>  <b>Topics to be focused:</b> <b>a) Military and Democracy in Pakistan and Bangladesh b) Monarchy and Democracy in Nepal c) Ethnic Conflict and Democracy in Sri Lanka d) India-Pakistan Conflicts e) India</b>	6	<ul style="list-style-type: none"> <li>• To Examine India-Pakistan relations</li> <li>•To Understand regional conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on India-Pakistan peace initiatives</li> </ul>	Students will Identify & locate the seven countries of the South Asian AND mixed record of democracy in the South Asian region.

<b>and its Neighbours f) Peace and Cooperation</b>				
		<b>APRIL</b>		
<b>International Organisations</b>  <b>Topics to be focused:</b> <b>a) Meaning and importance of International Organisations b) Evolution of the UN c) Structure and function of International Organisations d) Principal Organs of UN</b>	5	<ul style="list-style-type: none"> <li>• To Study UN, IMF, WTO, SAARC</li> <li>• To Understand roles in global governance</li> </ul>	<ul style="list-style-type: none"> <li>• Model UN simulation</li> </ul>	Students will Appreciate the role of United Nations and its agencies Understand the need for reforms in the United Nations.
<b>Security in Contemporary World</b>  <b>Topics to be focused:</b> <b>a) Meaning and Type of Security. b) Traditional concept of Security c) Non-tradition notions of Security. d) New Sources of Threats e) Cooperative Security f) India's Security strategy</b>	5	<ul style="list-style-type: none"> <li>• To Understand concept of security &amp; threats</li> <li>• To Examine traditional &amp; non-traditional security</li> </ul>	<ul style="list-style-type: none"> <li>• Case study on terrorism, cyber threats</li> </ul>	Students will Recognize the causes of security threats concerns. Develop critical thinking about the role of various stakeholders in ensuring security today.
<b>Environment and Natural resources</b>  <b>Topics to be focused:</b> <b>a) Environmental Concerns b) Global Commons c) Common but differentiated responsibilities d) India's Stand on Environment Issues f) Environmental Movements g)Resource Geopolitics e) Rights of Indigenous peoples</b>	5	<ul style="list-style-type: none"> <li>• To Examine environmental issues &amp; policies</li> <li>•To Understand global cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• Poster/infographic on climate change policies</li> </ul>	Students will Recognize and understand the need to conserve critical resources
		<b>JULY</b>		
<b>Globalisation</b>  <b>Topics to be focused:</b> <b>a) Concept of globalisation b) Causes and Consequences of globalisation c) India and globalization d) Resistance</b>	6	<ul style="list-style-type: none"> <li>•To Understand economic, political &amp; cultural dimensions of globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Project on impact of globalisation in India</li> </ul>	Students will Elucidate the political, economic, and cultural dimensions of Globalisation.

<b>to globalisation e) India and resistance to globalisation</b>				
<b>Challenges of Nation-Building</b>  <b>Topics to be focused:</b> <b>a) Challenges for the new Nation. □ Three Challenges. b) Partition: Displacement and Rehabilitation. □ Consequences of Partition. c) Integration of Princely States. □ The problem □ Government's approach □ Hyderabad □ Manipur d) Reorganisation of States.</b>	6	<ul style="list-style-type: none"> <li>• To Examine issues in post-colonial states</li> <li>• Study integration, development, democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Case study: India's nation-building efforts</li> </ul>	Students will Analyse the challenges which Independent India faced, factors that led to the partition of India. ANALYSE CURRENT DEVELOPMENT OF INDIA
<b>Era of one party dominance</b> <b>Topics to be focussed: a) Challenge of building democracy. b) Congress dominance in the first three general elect ions. □ Nature of Congress dominance □ Congress as social and ideological coalition. □ Tolerance and management of Factions c) Emergence of opposition parties.</b>	6	<ul style="list-style-type: none"> <li>•To Understand democratic challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Debate on different level of parties and their working.</li> </ul>	Students will Assess the dominance of the Indian National Congress from 1952 to 1967. Current position of congress
		<b>AUGUST</b>		
<b>Politics of planned development</b>  <b>Topics to be focussed:</b> <b>a) Political contestation. □ Ideas of Development. □ Planning □ Planning Commission b) The Early Initiatives □ The First Five Year Plan. □ Rapid Industrialisation</b>	5	<ul style="list-style-type: none"> <li>•To understand NITI AAYOG,NDC</li> </ul>	<ul style="list-style-type: none"> <li>• NITI AAYOG</li> </ul>	Students will Identify the varied option considered by the government to balance growth and socio-economic DEVELOPMENT
<b>India s external relations</b>  <b>Topics to be focussed:</b> <b>a) International Context b) The Policy of Non-Alignment. □ Nehru's role □ Distance from two camps. □ Afro Asian Unity c) Peace</b>	6	<ul style="list-style-type: none"> <li>• To Understand coalition politics, rise of regional parties</li> </ul>	<ul style="list-style-type: none"> <li>• Debate on India-china, India-Pak Relations</li> </ul>	Students will Interpret, compare and contrast multi-lateral aspects of Indo-China relationship

<p><b>and conflict with China</b> □ <b>The Chinese Invasion 1962</b> □ <b>War and Peace with Pakistan</b> □ <b>Bangladesh War 1971</b> d) <b>India's Nuclear Policy.</b></p>				
<p><b>Challenges to and restoration of congress system</b></p> <p><b>Topics to be focused:</b></p> <p><b>a) Challenge of Political Succession</b> □ <b>From Nehru to Shastri</b> □ <b>From Shastri to Indira Gandhi</b> b) <b>Fourth General Election 1967</b> □ <b>Context of the Election.</b> □ <b>Non Congressism</b> □ <b>Electoral Verdict</b> □ <b>Coalitions</b> □ <b>Defections</b> c) <b>Split in the Congress</b> □ <b>Indira vs the Syndicate</b> □ <b>Presidential Election 1969</b> d) <b>The 1971 Election and Restoration of Congress</b> □ <b>The outcome and after Restoration</b></p>	5	To Understand Dominance and split of congress	• Challenges to political succession	Students will Analyze the process of restoration of the Congress system
<p><b>The Crisis of democratic order</b></p> <p><b>Topics to be focused:</b></p> <p><b>a) Background to Emergency.</b> □ <b>Economic Context.</b> □ <b>Gujarat and Bihar Movements</b> □ <b>Conflict with Judiciary</b> c) <b>Declaration of Emergency</b> □ <b>Crisis and response</b> □ <b>Consequences</b> c) <b>Lessons of the Emergency.</b> d) <b>Politics after Emergency.</b> □ <b>Lok Sabha Elections 1977</b> □ <b>Janata Government</b> d) <b>Legacy</b></p>	6	• To Understand about declaration of Emergency period	• Reasons,, cosequences and lessons of Emergency	Students will Understand the causes and consequences AND LESSONS of Emergency
		<b>OCTOBER</b>		
<p><b>Regional aspirations</b></p> <p><b>Topics to be focused:</b></p> <p><b>a) Region and the Nation</b> □ <b>Indian Approach</b> □ <b>Areas of Tension</b> □</p>	6	• To Study movements for autonomy & self-determination	Case studies	Students will Appreciate the initiatives taken by the government in dealing with regional aspirations

<b>Jammu and Kashmir</b> □ <b>Roots of the Problem</b> □ <b>External and Internal disputes</b> □ <b>Politics since 1948</b> □ <b>Insurgency and After</b> □ <b>2022 and Beyond</b> b) <b>Punjab</b> □ <b>Political Context</b> □ <b>Cycle of Violence</b> □ <b>Road to Peace</b> c) <b>The Northeast</b> □ <b>Demand for autonomy</b> □ <b>Secessionist Movements</b> □ <b>Movements against outsiders</b> □ <b>Assam and National Integration</b>		<ul style="list-style-type: none"> <li>• To Understand coalition politics, rise of regional parties</li> </ul>		
<b>Recent development in Indian politics</b>  <b>Topics to be focused</b> <b>a) Context of 1990s</b> b) <b>Era of Coalition</b> □ <b>Alliance Politics</b> c) <b>Political rise of the Backward Classes</b> □ <b>Mandal Implemented</b> □ <b>Political Fallouts</b> d) <b>Communalism, Secularism and Democracy.</b> □ <b>Ayodhya Dispute</b> □ <b>Demolition and after</b> e) <b>Emergence of New Consensus</b> f) <b>Lok Sabha Elections 2004</b> g) <b>Growing Consensus</b>	6	To Understand conflicts 1990-2019 of indian politics	Party position in Indian Parliament since 2004	Students will Understand momentous changes taking place in the nation since 1989 , Trace the rise and growth of BJP.

**SYLLABUS FOR PRE MID TERM EXAMS- CH-1,2,3,4,5 (BOOK-1)**

**MID TERM EXAMS-Ch-6,7,8 (book-1) ch-1,2,3,4 (book-2)**

**SCREENING-1- complete book-1**

**SCREENING-2-complete book-2**

**PRE BOARD-1- full syllabus**

**PRE BOARD-2-full syllabus**

**Assessment**

**Pen paper test test + Subject Enrichment+**

**Project=Viva=total (5+5+5+5=20)**

**SUBJECT-HISTORY BOOKS-THEMES IN INDIAN HISTORY PART-1,2,3 (NCERT)**

<b>TOPIC / CHAPTER / SUB TOPIC</b>	<b>INSTRUCTIONAL HOURS</b>	<b>LEARNING OBJECTIVES / CURRICULUM GOALS</b>	<b>SUBJECT ENRICHMENT / PROJECT / ART INTEGRATED ACTIVITY</b>	<b>LEARNING OUTCOMES/LIFE SKILL/ SWBAT</b>
		<b>MARCH</b>		
<b>BRICKS,BEADS AND STONES</b> <ul style="list-style-type: none"> <li>• Urban planning &amp; architecture</li> <li>• Craft production (beads, seals, pottery)</li> <li>• Trade and economy</li> <li>• Social organization</li> <li>• Decline of the civilization</li> </ul>	6	To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.	Collection of records	Provide greater opportunity for interaction and exploration.
<b>KINGS,FARMERS AND TOWNS</b> <ul style="list-style-type: none"> <li>• Mahajanapadas</li> <li>• Mauryan Empire (administration, Ashoka's dhamma)</li> <li>• Agriculture and rural society</li> <li>• Trade and rise of towns</li> </ul>	7	To understand contemporary issues in context to our past	Case studies	Students will understand about ancient administration
		<b>APRIL</b>		
<b>KINSHIP,CASTE AND CLASS</b> <ul style="list-style-type: none"> <li>• Family and kinship systems</li> <li>• Varna and caste system</li> <li>• Gender roles</li> <li>• Social inequalities</li> </ul>	6	To Develop skill to comprehend, analyse, interpret, evaluate historical evidence, and understand the limitation of historical evidence.	Data of Ancient system of society	Students will be able to understand value of equality
<b>THINKERS,BELIEF AND BUILDINGS</b> <ul style="list-style-type: none"> <li>• Buddhism and Jainism</li> <li>• Teachings of Gautama Buddha</li> <li>• Ashokan inscriptions</li> <li>• Religious architecture (stupas, temples)</li> </ul>	7	To communicate data in the most appropriate form using a variety of techniques.	Map work	Students will be understand about earlier strategies of social system

<b>THROUGH THE EYES OF TRAVELLERS</b> <ul style="list-style-type: none"> <li>• Accounts of travelers like Ibn Battuta</li> <li>• Al-Biruni and Marco Polo</li> <li>• Cultural observations and differences</li> </ul>	6	To Grow into caring, sensitive individuals capable of making informed, intelligent, and independent choices	Diary entries of different thinkers	Students will understand experiences of different travellers and their contribution as a source.
<b>JULY</b>				
<b>BHAKTI-SUFI TRADITIONS</b> <ul style="list-style-type: none"> <li>• Bhakti movement saints</li> <li>• Sufi philosophy and practices</li> <li>• Regional devotional traditions</li> <li>• Social impact</li> </ul>	7	To provide greater opportunity for interaction and exploration.	Different religious practices	Students will understand Different belief system
<b>AN IMPERIAL CAPITAL-VIJAYNAGRA</b> <ul style="list-style-type: none"> <li>• Rise and administration of the Vijayanagara Empire</li> <li>• Architecture and temples</li> <li>• Economy and trade</li> </ul>	6	To Develop lasting interest in history discipline.	Map skill	Students will understand Administrative system
<b>PEASANTS,ZAMINDARS AND THE COUNTRYSIDE</b> <ul style="list-style-type: none"> <li>• Agrarian structure</li> <li>• Revenue system (Zabt)</li> <li>• Role of zamindars</li> <li>• Rural society</li> </ul>	7	To inculcate a spirit of inquiry and research	Reasons of abolition of Zamindari system	Students will understand about zamindari system and its problems
<b>AUGUST</b>				
<b>REBELS AND THE RAJ</b> <ul style="list-style-type: none"> <li>• Causes of revolt</li> <li>• Spread and leaders</li> <li>• Consequences</li> </ul>	5	To Develop interest in history discipline.	Revolt of 1857	Students will understand About british rule and revolts by indians
<b>COLONIAL CITIES</b> <ul style="list-style-type: none"> <li>• Development of cities like Calcutta, Bombay, Madras</li> <li>• Urban planning</li> <li>• Architecture and society</li> </ul>	6	To learn to work on diverse cultures, races, religions, and lifestyles. ∞	Map skill	Students will understand Control of british rule over india and its administration
<b>MAHATMA GANDHI AND THE NATIONALIST MOVEMENT</b> <ul style="list-style-type: none"> <li>• Role of Mahatma Gandhi</li> <li>• Non-Cooperation Movement</li> <li>• Civil Disobedience Movement</li> <li>• Quit India Movement</li> </ul>	7	To understand contemporary issues in context to our past	Congress sessions map skill	Students will understand contribution of Gandhi ji in freedom struggle
<b>OCTOBER</b>				

<b>UNDERSTANDING PARTITION</b> <ul style="list-style-type: none"> <li>• Causes of partition</li> <li>• Communal tensions</li> <li>• Human consequences</li> </ul>	7	To provide greater opportunity for interaction and exploration.	Report on Trauma of partition	Students will understand problems and challenges of partition
<b>FRAMING THE CONSTITUTION</b> <ul style="list-style-type: none"> <li>• Constituent Assembly debates</li> <li>• Key features of the Indian Constitution</li> <li>• Role of leaders like B. R. Ambedkar</li> </ul>	7	To learn through constructiveness- a theory based on observation and scientific study.	Constitution a living document	Students will understand contribution of constituent assembly for framing the constitution

**Syllabus for may examination-Ch-1,2,3,4 of book-1**

**September exams**-ch-1,2,3,4,5(book-1) 1,2,3,4,5(book-2)

**Screening-1**-Book-1(full),Ch-1,2,3(book-2)

**Screening-2**-Book-3(full),Ch-4,5(book-2)

**Pre-board-1**-Full syllabus

**Pre-board-2**-Full syllabus

**Assessment criteria**

Project+Pen paper test+sub enrichment+viva=Total

5+5+5+5=20

Topic /Chapter / Sub Topic/ Month	Instructional Hours	Learning Objectives/ Curricular Goals	Subject Enrichment/ Projects/Art Integrated Activity	Learning Outcomes
<b>MARCH</b>				
ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਅਣਡਿੱਠਾ ਪੈਰਾ (ਸੁਚਨਾਤਮਕ)	1Hr 30 mins	ਪਾਠ ਦਾ ਕੇਂਦਰੀ ਭਾਵ ਲੱਭਣਾ।	ਤੇਜ਼ੀ ਨਾਲ ਪੜ੍ਹਨ ਦਾ ਅਭਿਆਸ।	ਜਾਣਕਾਰੀ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਨ ਦੀ ਸ਼ਕਤੀ ਮਿਲੇਗੀ।
ਲਿਖਣ ਕੌਸ਼ਲ ਕਾਰ-ਵਿਹਾਰ ਦੇ ਪੱਤਰ	1 Hr 15 mine	ਵਪਾਰਕ ਅਤੇ ਪੇਸ਼ੇਵਰ ਲਿਖਤ।	ਸ਼ਿਕਾਇਤ ਜਾਂ ਆਰਡਰ ਦੇ ਪੱਤਰ ਲਿਖਣਾ।	ਕਾਰੋਬਾਰੀ ਸੰਚਾਰ ਵਿੱਚ ਮਾਹਿਰ ਹੋ ਜਾਣਗੇ।
ਸੱਭਿਆਚਾਰ ਪੰਜਾਬ ਦੇ ਮੇਲੇ ਤੇ ਤਿਉਹਾਰ	3Hr 10mins	ਇਤਿਹਾਸਕ ਅਤੇ ਧਾਰਮਿਕ ਮੇਲੇ।  ਰੁੱਤਾਂ ਅਤੇ ਧਰਮਾਂ ਦੇ ਤਿਉਹਾਰ।	ਮੇਲਿਆਂ ਦੀ ਸਲਾਈਡ-ਸ਼ੋਅ/ਪ੍ਰੋਜੈਕਟ।  ਤਿਉਹਾਰਾਂ ਦੀ ਸਾਰਣੀ ਤਿਆਰ ਕਰਨਾ।	ਵਿਰਾਸਤ ਪ੍ਰਤੀ ਸਤਿਕਾਰ।  ਸਾਂਝੀਵਾਲਤਾ ਦੀ ਭਾਵਨਾ ਜਾਗ੍ਰਿਤ ਹੋਵੇਗੀ।
<b>APRIL</b>				
ਸਾਹਿਤ (ਕਹਾਣੀ) ਸਾਂਝ		ਪੜ੍ਹਨ ਅਤੇ ਸੁਣਨ ਦੀ ਕੌਸ਼ਲਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।	ਰੋਲ ਪਲੇ / ਨਾਟਕ ਰਾਹੀਂ ਕਹਾਣੀ ਪੇਸ਼ ਕਰਵਾਉਣਾ।	ਪੜ੍ਹਨ ਅਤੇ ਬੋਲਣ ਦੀ ਕੌਸ਼ਲਤਾ ਵਿੱਚ ਸੁਧਾਰ ਹੋਵੇਗਾ।

<b>ਸਾਹਿਤ (ਕਵਿਤਾ)</b> ਟੁਕੜੀ ਜੱਗ ਤੋਂ ਨਿਆਰੀ	3	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਵਿਤਾ ਦੇ ਭਾਵ ਅਤੇ ਸੰਦੇਸ਼ ਦੀ ਸਮਝ ਦਿਵਾਉਣਾ।	<b>ਸੈਨਿਕਾਂ ਦੇ ਜੀਵਨ 'ਤੇ ਚਾਰਟ ਜਾਂ ਕੋਲਾਜ</b> ਤਿਆਰ ਕਰਵਾਉਣਾ।	ਕਵਿਤਾ ਦਾ ਭਾਵ ਅਰਥ ਸਮਝ ਕੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਵਿਆਖਿਆ ਕਰ ਸਕਣਗੇ।
<b>ਸਾਹਿਤ (ਕਵਿਤਾ)</b> ਤਾਜ ਮਹੱਲ	2;30mins	ਤਾਜ ਮਹੱਲ ਦੇ ਇਤਿਹਾਸ ਅਤੇ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ। ਨਵੇਂ ਸ਼ਬਦਾਂ ਅਤੇ ਭਾਵ ਅਰਥ ਦੀ ਸਮਝ ਵਿਕਸਿਤ ਕਰਨਾ।	<b>ਤਾਜ ਮਹੱਲ 'ਤੇ ਚਾਰਟ ਜਾਂ ਮਾਡਲ ਬਣਾਉਣ ਦੀ ਗਤੀਵਿਧੀ।</b>	ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਤਾਜ ਮਹੱਲ ਦੀ ਇਤਿਹਾਸਕ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਹੋ ਜਾਵੇਗੀ
<b>MAY</b>				
<b>ਵਿਆਕਰਨ</b> ਅਖਾਣ (ਪੂਰੇ ਕਰਨਾ/ਵਰਤੋਂ)	1 hr :30mins	ਲੋਕ-ਸਿਆਣਪ ਦੀ ਵਰਤੋਂ ਸਿੱਖਣਾ।	ਸਥਿਤੀਆਂ ਮੁਤਾਬਕ ਅਖਾਣ ਚੁਣਨਾ।	ਭਾਸ਼ਾ ਵਿੱਚ ਪਰਿਪੱਕਤਾ ਆ ਜਾਵੇਗੀ
<b>ਵਿਆਕਰਨ</b> ਵਾਕ-ਵਟਾਂਦਰਾ	2Hr 5mins	ਵਾਕਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਬਦਲਣਾ।	ਹਾਂ-ਵਾਚਕ ਤੋਂ ਨਾਂ-ਵਾਚਕ ਆਦਿ ਅਭਿਆਸ।	ਭਾਸ਼ਾਈ ਬਣਤਰ ਦਾ ਗਿਆਨ ਪ੍ਰਾਪਤ ਹੋ ਜਾਵੇਗਾ ।
<b>SKILL ASSESSMENT - ਸੁਣਨ ਕੌਸ਼ਲ , ਪੜ੍ਹਨ ਕੌਸ਼ਲ</b>				
<b>PRE MID TERM EXAMINATION</b>				
<b>SYLLABUS – Topic Covered in March, April, May</b>				
<b>JUNE</b>				
<b>ਵਿਆਕਰਨ</b> ਪੈਰਾ ਰਚਨਾ	2.30mins	ਸੰਖੇਪ ਅਤੇ ਸਪਸ਼ਟ ਲਿਖਣਾ।	ਦਿੱਤੇ ਨੁਕਤਿਆਂ ਤੋਂ ਪੈਰਾ ਤਿਆਰ ਕਰਨਾ।	ਘੱਟ ਸ਼ਬਦਾਂ ਵਿੱਚ ਵੱਡੀ ਗੱਲ ਕਹਿਣ ਦੇ ਯੋਗ ਹੋ ਜਾਣਗੇ ।
<b>ਨੀਲੀ (ਕਹਾਣੀ)</b>	4 Hrs	• ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਹਾਣੀ ਦੀ ਸਮਝ ਦਿਵਾਉਣਾ।	• <b>ਰੋਲ ਪਲੇ / ਛੋਟਾ</b>	• ਵਿਦਿਆਰਥੀ ਕਹਾਣੀ ਨੂੰ ਸਮਝ ਕੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਸੁਣਾ ਸਕਣਗੇ। • ਕਹਾਣੀ ਤੋਂ ਮਿਲਦੀ ਨੈਤਿਕ ਸਿੱਖਿਆ ਨੂੰ ਸਮਝ ਸਕਣਗੇ।

		• ਕਹਾਣੀ ਦੇ ਮੁੱਖ ਪਾਤਰਾਂ ਅਤੇ ਘਟਨਾਵਾਂ ਦੀ ਪਛਾਣ ਕਰਵਾਉਣਾ।	ਨਾਟਕ ਕਰਵਾਉਣਾ।	
<b>ਸੱਭਿਆਚਾਰ</b> ਪੰਜਾਬ ਦੇ ਰਸਮ-ਰਿਵਾਜ	3Hrs	ਜੀਵਨ ਦੇ ਪੜਾਵਾਂ ਦੀਆਂ ਰਸਮਾਂ।	ਰਸਮਾਂ 'ਤੇ ਬਜ਼ੁਰਗਾਂ ਨਾਲ ਇੰਟਰਵਿਊ।	ਸਮਾਜਿਕ ਰੀਤਾਂ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।
<b>JULY</b>				
<b>ਸੱਭਿਆਚਾਰ</b> ਪੰਜਾਬ ਦੀਆਂ ਲੋਕ-ਖੇਡਾਂ	3Hrs	ਸਰੀਰਕ ਤਾਕਤ ਦੀਆਂ ਖੇਡਾਂ।	ਰਵਾਇਤੀ ਖੇਡਾਂ ਖੇਡਣਾ (ਕਬੱਡੀ ਆਦਿ)।	ਖੇਡ ਭਾਵਨਾ ਅਤੇ ਸਿਹਤ ਜਾਗਰੂਕਤਾ ਉਤਪੰਨ ਹੋਵੇਗੀ।
<b>ਸੱਭਿਆਚਾਰ</b> ਪੰਜਾਬ ਦੇ ਲੋਕ-ਨਾਚ	2hrs	ਭੰਗੜਾ, ਗਿੱਧਾ ਅਤੇ ਹੋਰ ਨਾਚ।	ਲੋਕ-ਨਾਚ ਦੀ ਪੇਸ਼ਕਾਰੀ।	ਕਲਾਤਮਕ ਵਿਕਾਸ ਹੋਵੇਗਾ।
<b>AUGUST</b>				
<b>ਮਾੜਾ ਬੰਦਾ (ਕਹਾਣੀ)</b>	2Hrs	ਚੰਗੇ ਅਤੇ ਮਾੜੇ ਵਿਵਹਾਰ ਵਿੱਚ ਅੰਤਰ ਸਮਝਾਉਣਾ।	ਵਿਦਿਆਰਥੀਆਂ ਤੋਂ <b>ਕਹਾਣੀ ਦੇ ਦ੍ਰਿਸ਼ ਦਾ ਚਿੱਤਰ ਬਣਵਾਉਣਾ।</b>	ਚੰਗੇ ਅਤੇ ਮਾੜੇ ਵਿਵਹਾਰ ਵਿੱਚ ਫਰਕ ਸਮਝ ਸਕਣਗੇ। ਕਹਾਣੀ ਤੋਂ ਮਿਲਦੀ ਨੈਤਿਕ ਸਿੱਖਿਆ ਨੂੰ ਆਪਣੇ ਜੀਵਨ ਵਿੱਚ ਲਾਗੂ ਕਰਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਨਗੇ।
<b>ਚੁੰਮ-ਚੁੰਮ ਰੱਖੋ (ਕਵਿਤਾ)</b>	2Hr 30mins	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਵਿਤਾ ਦਾ ਭਾਵ ਅਤੇ ਸੰਦੇਸ਼ ਸਮਝਾਉਣਾ। ਸਹੀ ਲਹਿਜ਼ੇ ਅਤੇ ਉਚਾਰਣ ਨਾਲ ਕਵਿਤਾ ਪੜ੍ਹਨ ਦੀ ਕੌਸ਼ਲਤਾ ਵਿਕਸਿਤ ਕਰਨਾ।	<b>ਕਵਿਤਾ ਪਾਠ ਗਤੀਵਿਧੀ / ਮੁਕਾਬਲਾ</b> ਕਰਵਾਉਣਾ।	ਵਿਦਿਆਰਥੀ ਕਵਿਤਾ ਨੂੰ ਸਹੀ ਲਹਿਜ਼ੇ ਨਾਲ ਪੜ੍ਹ ਸਕਣਗੇ। ਕਵਿਤਾ ਦਾ ਭਾਵ ਅਰਥ ਸਮਝ ਕੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦੱਸ ਸਕਣਗੇ।
<b>ਵਾਰਸ ਸ਼ਾਹ (ਕਵਿਤਾ)</b>	3	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਵਿਤਾ ਦੇ ਭਾਵ ਅਤੇ ਸੰਦੇਸ਼ ਦੀ ਸਮਝ	ਪੰਜਾਬੀ ਦੇ ਪ੍ਰਸਿੱਧ ਕਵੀਆਂ 'ਤੇ <b>ਕੋਲਾਜ</b>	ਵਾਰਸ ਸ਼ਾਹ ਅਤੇ ਪੰਜਾਬੀ ਸਾਹਿਤ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰ ਲੈਣਗੇ।

		ਦਿਵਾਉਣਾ।	ਤਿਆਰ ਕਰਵਾਉਣਾ।	
<b>SKILL ASSESSMENT - ਲੇਖਣ ਕੌਸ਼ਲ, ਬੋਲਣ ਕੌਸ਼ਲ</b>				
<b>MID TERM EXAMINATION</b>				
<b>SYLLABUS- Topics Cvered in March, April, May, June, July, August</b>				
<b>OCTOBER</b>				
ਘਰ ਜਾ ਆਪਣੇ (ਕਹਾਣੀ)	3 Hrs	ਪਰਿਵਾਰਕ ਮੁੱਲਾਂ ਅਤੇ ਸਹੀ ਵਿਹਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ। ਪੜ੍ਹਨ, ਸੁਣਨ ਅਤੇ ਬੋਲਣ ਦੀਆਂ ਕੌਸ਼ਲਤਾਵਾਂ ਨੂੰ ਵਿਕਸਿਤ ਕਰਨਾ।	“ਮੇਰਾ ਪਰਿਵਾਰ” ਵਿਸ਼ੇ ‘ਤੇ ਚਾਰਟ ਜਾਂ ਪੋਸਟਰ ਬਣਵਾਉਣਾ।	ਵਿਦਿਆਰਥੀ ਕਹਾਣੀ ਨੂੰ ਸਮਝ ਕੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਸੁਣਾ ਸਕਣਗੇ। ਰਚਨਾਤਮਕ ਗਤੀਵਿਧੀਆਂ ਵਿੱਚ ਭਾਗ ਲੈਣਗੇ।
ਮੇਰਾ ਬਚਪਨ (ਕਵਿਤਾ)	2 Hours	ਬਚਪਨ ਦੀਆਂ ਖੁਸ਼ੀਆਂ ਅਤੇ ਅਨੁਭਵਾਂ ਬਾਰੇ ਵਿਚਾਰ ਪ੍ਰਗਟ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।	ਕਵਿਤਾ ਪਾਠ ਗਤੀਵਿਧੀ / ਮੁਕਾਬਲਾ ਕਰਵਾਉਣਾ।	ਵਿਦਿਆਰਥੀਆਂ ਤੋਂ ਕਵਿਤਾ ਨੂੰ ਗੀਤ ਵਜੋਂ ਗਾ ਕੇ ਪੇਸ਼ ਕਰਵਾਉਣਾ।
ਗੀਤ (ਕਵਿਤਾ)	2 Hours	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਕਵਿਤਾ ਦੇ ਭਾਵ ਅਤੇ ਸੰਦੇਸ਼ ਦੀ ਸਮਝ ਦਿਵਾਉਣਾ।	• ਕਵਿਤਾ ਦੇ ਭਾਵਾਂ ‘ਤੇ ਚਿੱਤਰ ਜਾਂ ਪੋਸਟਰ ਬਣਵਾਉਣਾ।	ਵਿਦਿਆਰਥੀਆਂ ਤੋਂ ਕਵਿਤਾ ਨੂੰ ਗੀਤ ਵਜੋਂ ਗਾ ਕੇ ਪੇਸ਼ ਕਰਵਾਉਣਾ।
<b>SKILL ASSESSMENT - Notebook + portfolio</b>				
<b>POST MID TERM EXAMINATION</b>				
<b>SYLLABUS – TOPICS COVERED IN May, June, October</b>				

**SUBJECT – HINDUSTANI MUSIC**
**BOOK/S – SWAR GYAN**

Topic	Instructional Hours	Curriculum Goals/Learning Objectives	Art Integrated Activity/Project	Learning Outcomes
<b>March</b>				
Dhamar Taal,Raga Bhairav- Introducion	08	To introduce students to the theoretical concepts of Gram and Murchana and the Time Theory of Ragas. To develop understanding of Dhamar Taal and the structure of Raga Bhairav.	Solo practice of clapping of Dhamar Taal.	Students understand theoretical concepts of Gram and Murchana, explain time theory of ragas and demonstrate Dhamar Taal on hands
<b>April</b>				
Gram,Murchana,Time Theory,Sangeet Ratnakar Granth,Ustd. Bade Ghulam Ali Khan,Sh. Krishn Rao Shankar Pandit, Raga Bhairav	10	To develop knowledge about important musicological texts and renowned classical musicians and reinforce understanding of Raga Bhairav.	Finding songs based on Raga Bhairav	Students gain knowledge of historical texts and contributions of great musicians in Hindustani music.
<b>May</b>				
Raga Bhairav,Tuning of Tanpura	04	To strengthen students' understanding of Raga Bhairav and develop practical knowledge about tuning and use of Tanpura.	Demonstration activity of <b>Tanpura tuning</b> and listening practice with Tanpura drone.	Students learn the importance of Tanpura and demonstrate basic understanding of its tuning and use.
<b>July</b>				
Sangeet Parijat Granth, Raga Malkauns Fast Khyal	08	To introduce students to the Sangeet Parijat text and develop practical knowledge of singing Fast Khyal in Raga Malkauns.	Finding songs based on Raga Malkauns	Students understand the importance of classical texts and perform Fast Khyal in Raga Malkauns.
<b>August</b>				
One Slow Khyal, Life Sketches of Contemporary artists	10	To develop students' understanding of Vilambit (slow) Khyal and introduce them to the contributions of contemporary classical musicians.	Prepare a PPT on any one Musician	Students gain knowledge of modern artists and develop the ability to perform a Slow Khyal with proper laya.
<b>October</b>				
Dhamar,Tarana singing	10	To introduce students to different vocal forms to enhance their singing skills.	Group singing activity of <b>Tarana and Dhamar compositions.</b>	Students recognize and perform Dhamar and Tarana styles of Hindustani classical music.
<b>November</b>				

Revision	10	To revise all theoretical and practical concepts covered in the syllabus.	Practice sessions and group discussions.	Students reinforce their knowledge and improve performance skills.
<b>January</b>				
Revision	10	To consolidate learning and prepare students for final evaluation.	Group practice of ragas and taals.	Students demonstrate better confidence and get prepared for practical and theory exam.

## SUBJECT: PAINTING (THEORY) | CLASS: XII | SESSION: 2026–27

Topic/Chapter/Subtopic	Instructional Hours	Learning Objectives/Curriculum Goals	Sub-Enrichment / Art Integrated Activities	Learning Outcomes
<b>APRIL</b>				
Rajasthani School – Origin & Development, Sub-Schools	8 Hours	<ul style="list-style-type: none"> <li>• To study origin and development of Rajasthani School</li> <li>• To identify sub-schools and stylistic differences</li> </ul>	<ul style="list-style-type: none"> <li>• Visual slides presentation</li> <li>• Comparative chart activity</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand historical development of Rajasthani painting.</li> <li>• Students will be able to differentiate between sub-schools.</li> </ul>
<b>MAY</b>				
Features of Rajasthani School, Appreciation of Paintings	10 Hours	<ul style="list-style-type: none"> <li>• To understand main features of Rajasthani painting</li> <li>• To develop art appreciation skills</li> <li>• To analyze composition and colour</li> </ul>	<ul style="list-style-type: none"> <li>• Artwork analysis</li> <li>• Writing appreciation notes</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to recognize stylistic features.</li> <li>• Students will be able to analyze paintings effectively.</li> </ul>
<b>JULY</b>				
Pahari School – Origin, Sub-Schools, Appreciation	10 Hours	<ul style="list-style-type: none"> <li>• To understand development of Pahari painting</li> <li>• To identify stylistic differences</li> <li>• To interpret themes and composition</li> </ul>	<ul style="list-style-type: none"> <li>• Visual presentation</li> <li>• Comparative chart</li> <li>• Artwork discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to distinguish Pahari styles.</li> <li>• Students will be able to interpret themes.</li> </ul>

Topic/Chapter/Subtopic	Instructional Hours	Learning Objectives/Curriculum Goals	Sub-Enrichment / Art Integrated Activities	Learning Outcomes
<b>AUGUST</b>				
Mughal School – Origin, Features, Appreciation	12 Hours	<ul style="list-style-type: none"> <li>• To understand Mughal patronage and influence</li> <li>• To study features and realism</li> <li>• To develop analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation on Mughal paintings</li> <li>• Worksheet and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify Mughal features.</li> <li>• Students will be able to appreciate Mughal artworks.</li> </ul>
<b>SEPTEMBER</b>				
Deccan School – Origin, Features, Appreciation	6 Hours	<ul style="list-style-type: none"> <li>• To understand development of Deccan painting</li> <li>• To study composition and colour scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Visual examples</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify features of Deccan paintings.</li> <li>• Students will be able to analyze artworks.</li> </ul>
<b>OCTOBER</b>				
Bengal School – Origin, Features, Appreciation	10 Hours	<ul style="list-style-type: none"> <li>• To understand revival of Indian art</li> <li>• To study stylistic features</li> <li>• To develop appreciation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation on Bengal School</li> <li>• Artwork analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify features of Bengal School.</li> <li>• Students will be able to appreciate artworks.</li> </ul>
<b>NOVEMBER</b>				
Modern Trends in Indian Art, Appreciation of Modern Art	10 Hours	<ul style="list-style-type: none"> <li>• To understand development of modern Indian art</li> <li>• To study works of modern artists</li> <li>• To interpret artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Visual presentation</li> <li>• Artwork discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand modern art movements.</li> <li>• Students will be able to interpret modern artworks.</li> </ul>

<b>TOPIC / CHAPTER / SUB TOPIC</b>	<b>INSTRUCTIONAL HOURS</b>	<b>LEARNING OBJECTIVES / CURRICULUM GOALS</b>	<b>SUBJECT ENRICHMENT / PROJECT / ICT/ART INTEGRATED ACTIVITY</b>	<b>LEARNING OUTCOMES + LIFE SKILL  SWBAT</b>
<b>APRIL</b>				
<b>Advanced AI Concepts; AI Project Cycle Revision; Communication Skills – IV</b>	<b>14 hrs</b> (Concept explanation, discussion, activities, revision, and assessment.)	To revise AI concepts and project cycle and to develop advanced communication and presentation skills.	Case studies, AI applications discussion, presentations, group discussions.	Student will be able to recall AI concepts, apply project cycle, and communicate effectively.
<b>MAY</b>				
<b>Capstone Project Planning; Problem Scoping &amp; Data Acquisition.</b>	<b>15 hrs</b> (Concept explanation, brainstorming, activities, and assessment.)	To understand problem identification, data collection, and planning of AI-based solutions.	4Ws canvas, project ideation, brainstorming sessions, portfolio work.	Student will be able to define problems and plan AI-based solutions.
<b>JULY</b>				
<b>Advanced Python Programming; Data Handling &amp; Visualization</b>	<b>15 hrs</b> (Coding practice, activities, mini projects, and assessment.)	To develop advanced programming skills and perform data analysis and visualization.	Python projects, CSV handling, data visualization tasks.	Student will be able to write efficient Python programs and analyze data.
<b>AUGUST</b>				
<b>Machine Learning (Supervised &amp; Unsupervised Learning); Model Building</b>	<b>14 hrs</b> (Concept explanation, demonstrations, activities, and assessment.)	To understand ML algorithms and model development techniques.	ML model building, classification and clustering activities.	Student will be able to build and evaluate simple ML models.

<b>OCTOBER</b>				
<b>Deep Learning; Neural Networks; Skill Assessment; Mid-Term Evaluation</b>	<b>15 hrs</b> (Concept explanation, activities, revision, and assessment.)	To understand neural networks and deep learning concepts.	Model visualization, simulations, tests.	Student will be able to explain deep learning concepts and apply them.
<b>NOVEMBER</b>				
<b>Natural Language Processing (Advanced); AI Applications &amp; Ethics; Green Skills – IV</b>	<b>15 hrs</b> (Concept explanation, activities, and assessment.)	To understand NLP techniques, AI applications, and ethical considerations.	Chatbot development, sentiment analysis, SDG-based activities.	Student will be able to apply NLP techniques and understand ethical AI use.
<b>DECEMBER</b>				
<b>Revision + Practical Practice</b>	—	To strengthen programming, ML, and AI concepts.	Practice worksheets, coding exercises, doubt sessions.	Student will be able to improve conceptual clarity and coding proficiency.
<b>JANUARY</b>				
<b>Pre -board1</b>				
<b>FEBRUARY</b>				
<b>Pre -board2</b>				

SYLLABUS FOR PRE MID TERM EXAMS – AI Project Cycle, Communication Skills, Self-Management Skills

SKILL ASSESSMENT – Portfolio + Activities

MID TERM EXAMS – Data Literacy, Math for AI, ICT Skills

ASSESSMENT – Written + Practical

POST MID TERM EXAMS – Generative AI, Green Skills, Entrepreneurial Skills

ASSESSMENT – Activity + Viva

SCREENING-1- complete book

SCREENING-2-complete book

PRE BOARD-1- full syllabus

PRE BOARD-2-full syllabus

**SKILL Assessment**

**Practical + Viva + Portfolio+ Pen paper test test + Subject Enrichment(10+10+10+10+10)**



Cattell) , Psychodynamic approach (Sigmund Freud), Humanistic approach (Carl Rogers), Personality assessment (projective, self-report tests)				
<b>MAY</b>				
<b>Chapter 3: Meeting Life Challenges</b>  <b>Subtopics:</b> Nature of stress, Sources of stress (life events, daily hassles) , Effects of stress (physical, emotional, cognitive), Coping strategies: Problem-focused, Emotion-focused , Stress management techniques, Promoting positive health and well-being	10 hrs	To understand stress & coping strategies and identify coping mechanisms and promote positive health	<ul style="list-style-type: none"> <li>• Stress diary project</li> <li>• Poster making on stress management</li> </ul>	Students will be able to apply stress management strategies in daily life.
<b>JULY</b>				
<b>Chapter 4: Psychological Disorders</b>  <b>Subtopics:</b> Concepts of abnormality, Classification systems (DSM, ICD), Anxiety disorders , Obsessive-compulsive disorder (OCD), Trauma-related disorders, Mood disorders , Schizophrenia, Substance-use	14 hrs	To identify types of disorders and understand symptoms & causes	Case study discussion• Awareness campaign poster	Students will be able to classify disorders and show empathetic understanding.

<p>disorders, Causes (biological, psychological, social)</p> <p><b>Chapter 5: Therapeutic Approaches</b></p> <p><b>Subtopics:</b> Nature and process of psychotherapy, Types of therapies: Behaviour therapy, Cognitive therapy, Humanistic therapy, Alternative therapies, Bio-medical therapy, Rehabilitation of the mentally ill</p>	10 hrs	To understand types of therapies and compare biomedical & psychotherapies	Skit on counseling session• Flowchart on therapies	Students will be able to compare therapeutic approaches and explain their effectiveness.
<b>AUGUST</b>				
<p><b>Chapter 6: Attitude and Social Cognition</b></p> <p><b>Subtopics:</b> Nature and components of attitudes, Formation and change of attitudes, Prejudice and discrimination, Stereotypes, Social cognition, Impression formation and attribution</p>	8 hrs	To define attitude & its components and understand prejudice & stereotypes	• Survey on social attitudes• Collage on social perception	Students will be able to evaluate attitude formation and its impact on behavior.
<b>OCTOBER</b>				
<p><b>Chapter 7: Social Influence and Group Processes</b></p> <p><b>Subtopics:</b> Nature of groups and types, Group formation and development, Social influence: Conformity, Obedience (e.g., Stanley Milgram), Compliance, Cooperation and competition, Group conflicts and resolution,</p>	10 hrs	To explain conformity & obedience and understand group dynamics	• Group experiment on conformity• Debate on peer pressure	Students will be able to analyze social influence in real-life contexts.

Leadership (styles and functions)				
-----------------------------------	--	--	--	--

<b>SYLLABUS FOR PRE MID TERM EXAMS- CH-1,2,3,</b>	
<b>MID TERM EXAMS-Ch-1,2,3,4,5, 6,7</b>	
<b>SCREENING-1- Full syllabus</b>	
<b>SCREENING-2 Full syllabus</b>	
<b>PRE BOARD-1- full syllabus</b>	
<b>PRE BOARD-2-full syllabus</b>	

• Practical File and Case Profile	10 Marks
• Viva Voce (Case Profile & Two psychological tests)	05 Marks
• Two tests (5 marks for conducting the tests and 10 marks for reporting)	15 Marks
<b>Total</b>	<b>30 Marks</b>

**Subject : Physical Education**

CHAPTER	SUB TOPICS	INSTRUCTIONAL HOURS	LEARNING OBJECTIVES / CURRICULUM GOALS	SUBJECT ENRICHMENT / PROJECT / ICT/ART INTEGRATED ACTIVITY	LEARNING OUTCOMES + LIFE SKILL  SWBAT
<b>APRIL</b>					
Unit 1 – Management of Sporting Events	Planning committees, responsibilities, fixtures, knock-out & league tournaments	6hours	Students will understand planning and organization of sports events.	Prepare a fixture for inter-house competition.	Students will learn how to organize a sports event.
Unit 2 – Children and Women in Sports	Motor development, exercise guidelines, women participation in sports	6hours	To create awareness about importance of sports for children and women.	Poster making on Women in Sports.	Students will understand participation and benefits of sports for women and children.
<b>MAY</b>					

Unit 3 – Yoga as Preventive Measure for Lifestyle Disease	Obesity, diabetes, asthma, hypertension, back pain and yoga practices	8hrs	To understand the role of yoga in maintaining health and preventing diseases.	Demonstration of yoga asanas.	Students will identify yoga practices for healthy living.
<b>JULY</b>					
Unit 4 – Physical Education & Sports for CWSN	Disability types, inclusion strategies, benefits of sports	6hrs	Students will understand inclusive physical education.	Case study of para-athletes.	Students will learn importance of adaptive sports.
Unit 5 – Sports & Nutrition	Balanced diet, nutrients, diet for athletes	6hrs	To understand importance of nutrition for sports performance.	Chart on balanced diet.	Students will plan proper diet for athletes.
<b>AUGUST</b>					
Unit 6 – Test and Measurement in Sports	Motor fitness test, fitness assessment methods	8hrs	Students will learn methods of measuring fitness and performance.	Conduct simple fitness test activity.	Students will perform and interpret fitness tests.
<b>OCTOBER</b>					
Unit 7 – Physiology & Injuries in Sports	Muscle fatigue, types of injuries, first aid	8hrs	Students will understand body responses to exercise and injury prevention.	Demonstration of first aid.	Students will explain injury management.
Unit 8 – Biomechanics and Sports	Newton’s laws, types of movement, center of gravity	8hrs	To understand biomechanical principles in sports activities.	Movement analysis activity.	Students will apply biomechanical concepts in sports.
<b>NOVEMBER</b>					
Unit 9 – Psychology and Sports	Motivation, stress management, personality development	6hrs	Students will understand psychological factors affecting performance.	Group discussion on sports motivation.	Students will identify psychological preparation methods.
Unit 10 – Training in Sports	Strength, endurance, speed and flexibility training methods	8hrs	Students will learn scientific methods of sports training.	Prepare weekly training schedule.	Students will design basic training plans.