

# BHARATIYA VIDYA BHAVAN VIDYASHRAM

K.M MUNSHI MARG, JAIPUR

SYLLABUS 2023-2024

Class: XII

Subject: English Core

Prescribed Books:1. Flamingo (NCERT)

2. Vistas (NCERT)

Month	Name of the topic	Learning Outcome
April	<p><b>Flamingo:</b></p> <p><b>Prose</b></p> <ul style="list-style-type: none"><li>• The Last Lesson</li></ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• My Mother at Sixty-six</li></ul> <p><b>Vistas:</b></p> <ul style="list-style-type: none"><li>• The Third Level</li></ul>	<p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"><li>• analyse in detail how a key individual, event or idea is introduced in the text.</li><li>• develop their optimistic attitude towards life amidst many struggles.</li><li>• familiarize themselves with specific background information of Alphonse Daudet / history of France</li><li>• make connections between similar situations in different storylines/life experiences like Indians under British imperialism.</li></ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"><li>• grasp the theme and meaning of the poem.</li><li>• read the poem with proper tone and rhyme and develop an interesting poetry.</li><li>• tostrengthened their vocabulary.</li><li>• develop their analyzing skills</li><li>• know more about Kamla Das, her writing style and her personal life.</li><li>• learn more about the diversity in literature across different lands and different subject matter used by authors.</li></ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"><li>• summarize the story in a gap-filling exercise.</li><li>• recall the important points of the story through a questionnaire, fill-in, reference to the context and MCQ quiz.</li><li>• learn more about the author's style of writing and the touch psychological complexity.</li><li>• learn more on how war and insecurities affect people and their psychology.</li></ul>

	<ul style="list-style-type: none"> <li>• The Tiger King</li> </ul> <p>Notice Writing, Letter to the Editor (giving suggestions or opinion on issues of public interest)</p>	<ul style="list-style-type: none"> <li>• infer the meaning of some important statements in the story writing a short note on them.</li> <li>• debate and express their views on Charlie’s visit to the Third level.</li> </ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• uncover motives, absorb didactics.</li> <li>• add more to their treasure of vocabulary, know more about South Indian Literature and its contribution.</li> <li>• learn about the then set of cultures spread across the realm</li> <li>• learn about the royal Indian background, information of the author/history of cruel in sensitive kings who found pleasure in hunting and killing innocent animals.</li> <li>• understand the importance of becoming sincere and trustworthy in thought and action.</li> <li>• develop an understanding, be responsible, tolerant and have respect for class identities – democratic citizenship.</li> </ul> <ul style="list-style-type: none"> <li>• analyze any NOTICE shown to them on the basis of the knowledge imparted.</li> <li>• Frame notice about any event.</li> <li>• identify important information in any given notice.</li> <li>• Use appropriate style and format to write a NOTICE effectively.</li> </ul>
<p><b>May</b></p>	<p><b>Flamingo:</b></p> <p><b>Prose</b></p> <ul style="list-style-type: none"> <li>• Lost Spring</li> </ul>	<p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• sensitize themselves with the problems of child labour.</li> <li>• integrate information as well as words to develop a coherent understanding of the topic.</li> <li>• sensitize and help themselves in identifying and making connections between experiences where one finds contrast between dreams and realities of life.</li> <li>• engage in independent reflection and enquiry.</li> </ul> <ul style="list-style-type: none"> <li>• express their ideas cohesively, completely, fluently and spontaneously with expressions, grammar usage and relevant vocabulary for a hospitable announcement of an event.</li> </ul>

	Invitation -Formal/Informal Invitation and Reply	
<b>July</b>	<p><b>Vistas:</b></p> <ul style="list-style-type: none"><li>• Journey to the End of the Earth</li></ul> <p><b>Flamingo:</b></p> <p><b>Prose</b></p> <ul style="list-style-type: none"><li>• Deep Water</li></ul>  <ul style="list-style-type: none"><li>• The Rattrap</li></ul>	<p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"><li>• learn appreciating, reasoning and justifying; Extracting relevant information; drawing comparisons with the help of contrasting images.</li><li>• Unfold their logical thinking skills.</li><li>• their vocabulary will be riched</li><li>• learn that the climate is changing drastically and it's time to be alarmed.</li><li>• learn more about the biodiversity and wildlife of Antarctica.</li><li>• know more about Tishani Doshi and her writing style.</li><li>• get inspiration to write travelogue in the similar fashion.</li></ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"><li>• enhance their creative writing and decision making skills</li><li>• develop their listening skills</li><li>• write formal reports for school magazines/events.</li><li>• know more about the author, human rights and campaigns.</li><li>• sensitize themselves about bullying and learn to speak against it.</li><li>• add more words to their treasure of vocabulary.</li></ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"><li>• effectively provide a synopsis of the story.</li><li>• Analyze the values and thought process of the story.</li><li>• develop an intellectual psychology about the functioning of the world.</li><li>• appreciate the significance of developing personal fears yet rising above them to savour real liberty.</li><li>• enrich their vocabulary.</li></ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"><li>• learn to appreciate poetry and read aloud with proper intonation.</li></ul>

	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Keeping Quiet</li> </ul> <p>• A Thing of Beauty</p> <p>Report Writing, Job Application- application for a job with bio data or resume</p>	<ul style="list-style-type: none"> <li>• prepare for poetic forms and adapt them with the figures of speech, rhyme and rhythm.</li> <li>• understand the idea that the moments of silence break shackles of discrimination, hatred, violence and create an exotic moment of togetherness.</li> <li>• understand that speech is silver and silence is gold. It's high time for self-introspection.</li> </ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• learn that a thing of beauty is a joy forever. It transcends time. It will never fade away. Beauty has the power to remove darkness and negativity and helps us survive the dearth of noble nature or when surrounded by evilness.</li> <li>• understand Keats' extraordinary sense-perception. Keats perceives beauty through his natural and spontaneous application of senses. He derives great aesthetic delight at the sight of objects of nature.</li> <li>• develop skills of creativity, imagination and aesthetic sense.</li> <li>• realise the social issue that there has been a degradation of aesthetic sense among people in their busy monotonous schedule of life The learners will be able to- <ul style="list-style-type: none"> <li>• discuss the purpose of various reports.</li> <li>• Describe the kind of information to be included in specific reports and identify tips for writing a clear, concise, and useful report.</li> <li>• to recognize and address patterns and trends and be able to explain how the tone of a report can affect worker morale and motivation.</li> </ul> </li> <li>• To organise their thoughts and express freely</li> <li>• develop an interest towards writing , thus enhance their writing skills</li> </ul>
<p><b>August</b></p>	<p><b>Flamingo:</b></p> <p><b>Prose</b></p> <ul style="list-style-type: none"> <li>• Indigo</li> </ul>	<p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• learn that the leadership qualities of Mahatma Gandhi secured justice for oppressed people by following the path of nonviolence.</li> <li>• learn that the exploitation of Indigo sharecroppers at the hands of cruel British planters highlights the unequal economic system that existed during British colonialism.</li> <li>• along with the political and economical solution Gandhi ji also brought social solution by making arrangements for education, health and hygiene of poor families and taught them a lesson of self-reliance.</li> </ul>

	<p><b>Vistas:</b></p> <ul style="list-style-type: none"> <li>• The Enemy</li> </ul> <p>Article</p>	<ul style="list-style-type: none"> <li>• understand and value the contribution made by ordinary people to the freedom movement.</li> </ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• familiarize themselves with specific background of political enmity.</li> <li>• identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</li> <li>• understand the significance of professional ethics and social obligation in sensitive times.</li> <li>• develop skills of creativity, imagination and aesthetic sense.</li> <li>• to develop an interest towards writing. To enhance their planning and organizing techniques</li> <li>• to research on any subject and derive information from facts and present them in the form of a written piece</li> <li>• the interpreting and evaluative skills would be strengthened</li> </ul>
<p><b>September</b></p>	<p><b>Flamingo:</b></p> <p><b>Prose</b></p> <ul style="list-style-type: none"> <li>• Poets and Pancakes</li> </ul> <p><b>Vistas:</b></p> <ul style="list-style-type: none"> <li>• On the Face of It</li> </ul> <p>Comprehension Passages</p> <p><b>Revision</b></p>	<p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• learn to document the main events, ideas.</li> <li>• identify the moral issues raised. Perceive the overall meaning and organization of the text</li> <li>• develop the skills of reasoning.</li> <li>• select and extract relevant information, using reading skills of skimming and scanning.</li> <li>• specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text.</li> </ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• fight out their loneliness, depression and disappointment.</li> <li>• accept the physically challenged people positively in their life and expand their social interaction</li> <li>• build up optimism and self-confidence</li> <li>• ascertain the kind of issues raised through someone's life and struggle</li> </ul>

<p><b>October</b></p>	<p><b>Flamingo:</b></p> <p><b>Prose</b></p> <ul style="list-style-type: none"> <li>• The Interview</li> <li>• Going Places</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• A Roadside Stand</li> <li>• Aunt Jennifer's Tigers</li> </ul>	<p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• ascertain the kind of issues raised through someone's life and struggle</li> <li>• identify women as marginalized community, the discrimination they face and their struggle against it</li> <li>• to figure out the complexities of human relationships, impact on impressionable minds.</li> <li>• identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English</li> </ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• familiarize themselves with specific background information of adolescents and adolescent fantasizing.</li> <li>• they would identify and make connections between similar situations in own life experiences where each of us suffers dreams are not rooted to the ground of common sense and tend to be exotic, glamorous and sophisticated.</li> <li>• sensitize themselves, help themselves in identifying and making connections between experiences where one finds contrast between dreams and realities of life.</li> </ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• understand the composing style and subject matter of Robert Frost.</li> <li>• dive deep into the philosophical and psychology aspect of life, which again will stimulate their intellectual curiosity.</li> <li>• enrich their treasure of vocabulary with more words.</li> <li>• learn new phrases.</li> <li>• learn to appreciate poetry and read aloud with proper intonation.</li> <li>• prepare for poetic forms and adept them with the figures of speech, rhyme and rhythm.</li> </ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• appreciate poetry and read aloud with proper intonation.</li> <li>• to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm.</li> <li>• realise the constraints of married life that a women experiences in a patriarchal society. Therefore, aunt</li> </ul>
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	<p><b>Vistas:</b></p> <ul style="list-style-type: none"> <li>• Memories of Childhood</li> </ul>	<p>builds an alternative world of freedom- a world that she longs for.</p> <ul style="list-style-type: none"> <li>• understand the form of the poem: 'Three Quatrains' (three four lined stanzas).</li> <li>• learning the 'Symbolism' technique used in poem where Aunt Tigers, ring, wedding band, and bright topaz have been used as symbols.</li> </ul> <p>By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> <li>• to sensitize themselves to the issues of estranged cultural ties.</li> <li>• make connections between similar situations in different storylines/life experiences.</li> <li>• to initiate the role of an ambassador in the world ridden with racial and class differences.</li> <li>• To recognize the universal/global theme of inequality.</li> </ul>
<b>November</b>	<b>Revision</b>	

<b>Syllabus for Unit Test</b>	<p><b>Flamingo:</b></p> <ul style="list-style-type: none"> <li>• The Last Lesson</li> <li>• My Mother at Sixty-six</li> </ul> <p><b>Vistas:</b></p> <ul style="list-style-type: none"> <li>• The Third Level</li> </ul> <p>Notice Writing</p>
<b>Syllabus for PT1</b>	<p><b>Flamingo:</b></p> <ul style="list-style-type: none"> <li>• The Last Lesson</li> <li>• Lost Spring</li> <li>• My Mother at Sixty-six</li> <li>• Keeping Quiet</li> </ul> <p><b>Vistas:</b></p> <ul style="list-style-type: none"> <li>• The Third Level</li> <li>• The Tiger King</li> </ul> <p>Notice Writing, Invitations, Letter to the Editor</p>
<b>Syllabus for Half Yearly/P T 2</b>	<p><b>Flamingo:</b></p> <ul style="list-style-type: none"> <li>• The Last Lesson</li> <li>• My Mother at Sixty-six</li> <li>• Lost Spring</li> <li>• Keeping Quiet</li> <li>• A Thing of Beauty</li> <li>• Deep Water</li> </ul>

	<ul style="list-style-type: none"> <li>• The Rattrap</li> <li>• Indigo</li> <li>• Poets and Pancakes</li> </ul> <p><b>Vistas:</b></p> <ul style="list-style-type: none"> <li>• The Third Level</li> <li>• The Tiger King</li> <li>• Journey to the End of the Earth</li> <li>• The Enemy</li> <li>• On the Face of It</li> </ul> <p>Reading Comprehension through Unseen Passages  Notice Writing, Invitation, Letter to the Editor, Report Writing, Article, Job Application  + Syllabus of PT1</p>
<b>Syllabus for Pre-Board 1</b>	<ul style="list-style-type: none"> <li>• The Interview</li> <li>• Going Places</li> <li>• A Roadside Stand</li> <li>• Aunt Jennifer's Tigers</li> <li>• Memories of Childhood + Syllabus of PT1 and PT2</li> </ul>
<b>Syllabus for Pre-Board 2</b>	<b>Entire Syllabus</b>



## Mathematics

Month	Chapter	Activity	Learning Outcome/ students will be able to
April	Matrices		define matrices. add, subtract and multiply the matrices. understand different type of matrices solve word problems based on matrix multiplication define symmetric and skew symmetric matrix
	Determinants		define determinants understand minor and cofactor find inverse using Matrix method understand the concept of consistency and inconsistency of system of linear equation solve system of linear equation using Matrix method
MAY	Inverse Trigonometry		range domain and principal value of inverse trigonometric functions
JULY	Continuity and differentiability	<ul style="list-style-type: none"> <li>To find analytically that if <math>f</math> is differentiable at <math>x=c</math> then it is also continuous at that point.</li> </ul>	understand the concept of continuity and differentiability differentiate implicit, logarithmic and parametric function solve problems based on second order derivatives
	Application of derivatives	<ul style="list-style-type: none"> <li>To understand the concepts of decreasing and increasing functions.</li> <li>To construct an open box of maximum volume from given rectangular sheet by cutting equal squares from each corner.</li> <li>To verify that amongst all the rectangles of same perimeter, the square has the maximum area.</li> </ul>	understand the concept of derivative as a rate measurer understand increasing and decreasing functions understand the concept of maxima and minima, first order derivative test and second order derivative test to solve simple word problems based on these test
AUGUST	Integration		understand the concept of substitution method integration of trigonometric functions partial fraction method, by parts integration understand definite integration properties of definite integration
	Application of integration	<ul style="list-style-type: none"> <li>To evaluate the area enclosed by the circle <math>x^2+y^2 = a^2</math> using integration and verify it.</li> </ul>	to calculate area under one curve and two curves

<b>September</b>	Differential equations	<ul style="list-style-type: none"> <li>Application of differential equations. In a bank Principal increases continuously at the rate 5% per year. In how many years Rs 1000 double itself?</li> </ul>	understand the concept of order and degree to solve differential equations by separation of variable method.
<b>October</b>	Diff equation continued		to solve homogeneous differential equation to solve linear differential equation
	Vectors	<ul style="list-style-type: none"> <li>Application of dot product of vectors - To verify that the angle in a semicircle is a right angle.</li> </ul>	to understand the concept of unit vector, section formula dot and cross product
	3-d geometry		to understand the concept of direction cosine and ratio equation of line, shortest distance between two skew lines
<b>November</b>	L.P.P.		to solve different linear inequality problems feasible solution under two or three inequalities
	Probability	<ul style="list-style-type: none"> <li>To explain the computation of conditional probability of given event A when event B has already occurred through an example of throwing a pair of dice.</li> </ul>	conditional probability independent events to understand the concept of Bay's theorem probability distribution of random variable and mean
	Relation and function	<ul style="list-style-type: none"> <li>To verify that the relation R in the set L of all lines in a plane, defined by <math>R = \{(l, m) : l \perp m\}</math> is symmetric but neither reflexive nor transitive</li> <li>2. To demonstrate that the function <math>f(x) = 2x</math> is one but not onto if <math>f: N \rightarrow N</math>, also <math>f(x) = 2x</math> is one-one and onto if <math>F: R \rightarrow R</math>.</li> </ul>	to understand the concept of reflexive symmetric and transitive relation one-one onto functions
<b>December</b>	Revision		

**UT: Matrices, determinants, inverse Trigonometry**

**PT-1: Matrices, determinants, inverse Trigonometry, continuity and differentiability, Application of derivatives**

**Term - 1 Exam: Matrices, determinants, inverse Trigonometry, continuity and differentiability, Application of derivatives, Integration, Application of integration**

**PRE-BOARD: Complete Syllabus**

## APPLIED MATHEMATICS

Month	Chapter	Activity	Learning Outcome (STUDENTS WILL BE ABLE TO)
APRIL	UNIT – ALGEBRA - MATRIX - DETERMINANTS  UNIT - CALCULUS - DIFFERENTIATION AND ITS APPLICATION - HIGHER ORDER THE DERIVATIVES - APPLICATOIN OF DERIVATIVES		DEFINE MATRIX IDENTIFY DIFFERENT KINDS OF MATRICES WRITE TRANSPOSE OF GIVEN MATRIX APPLY PROPERTIES OF INVERSE OF MATICES FORMULATE REAL LIFE PROBLEMS INTO SYSTEM OF SIMULTANEOUS LINEAR EQUATON AND SOLVED IT FIND DETERMINANTS OF SQUARE MATRIX DESCRIBE THE BASIC CONCEPT OF NUMERICAL INEQUALITIES UNDERSTAND AND WRITE NUMERICAL INEQUALITIES. DISTINGUISH BETWEEN UPSTREAM AND DOWNSTREAM. EXPRESS THE PROBLEM IN THE FORM OF AN EQUATION
MAY	- MARGINAL COST AND MARGINAL REVENUE USING DERIVATIVES - INCREASING AND DECREASING FUNCTIONS - MAXIMA AND MINIMA		DETERMINES THE TIME TAKEN BY TWO OR MORE PIPES TO FILL OR EMPTY THE TANK COMPARE THE PERFORMANCE OF TWO PLAYER W.R.T. TIME, DISTANCE. UNDERSTAND THE RULE OF ALLIGATIONTO PRODUCE A MIXTURES AT A GIVEN PRICE. APPLY RULE OF ALLIGATION. APPLY ARITHMETIC OPERATION USING MODULAR ARITHMETIC RULERS
JULY	INTEGRATION AND ITS APPLICATION - INDEFINATE INTEGRALS - DEFINE INTEGRALS AS AREA UNDER THE CURVE - APPLICATION OF INTEGRATION - DIFFERENTIAL EQUATION AND MODELING	PLOT THE GRAPHS OF FUNCTION ON AND STUDY THE GRAPH TO FIND OUT THE POINT OF MAXIMA/ MINIMA.	DETERMINE THE HIGHER AND SECOND ORDER DERIVATIVESUNDERSTAMD DEIFFERENTIATION OF PARAMATARIC AND IMPLICIT FUNCTIONS WRITE THE EQUATION TANGENT AND NORMAL TO A CURVE AT A GIVEN POINT FIND MARGINAL COST AND MARGINAL REVENUE DETERMINE WHEATHER A FUCNTION IS INCREASING OR DECREASING DERTERMINE CRITICAL POINT OF THE FUNCTION SOLVED APPLIED PROBLEMS UNDERSTAND AND DETERMINE INDEFINITE OF SIMPLE FUNCTION AS ANTI-DERIVATIVE EVALUATE INDEFINATE INTEGRALS OF

			SIMPLE ALGEBRAIC FUNCTION APPLY PROPERTIES OF DEFINITE INTEGRALS TO SOLVE THE PROBLEM IDENTIFY THE REGION REPRESENTING C.S. AND P.S GRAPHICALLY
AUGUST	UNIT – NUMBER, QUALIFICATION AND NUMERICAL APPLICATION - NUMERICAL INEQUALITIES - BOAT AND STREAM UNIT - NUMERICAL QUALIFICATION AND NUMERICAL APPLICATION - PIPES AND CISTERNE - RACES AND GAMES - ALLIGATION AND MIXTURE - MODULO		RECOGNIZE A DIFFERENTIAL EQUATION. FORMULAE DIFFERENTIAL EQUATION. APPLY THE DIFFERENTIAL EQUATION TO SOLVE GROWTH AND DECAY MODELS
SEPTEMBER	PROBABILITY DISTRIBUTION - PROBABILITY DISTRIBUTION - MATHEMATICAL EXPECTATION - VARIANCE - BINOMIAL DISTRIBUTION - POISSON DISTRIBUTION - NORMAL DISTRIBUTION	PROBABILITY AND RICE ROLL SIMULATION	UNDERSTAND THE CONCEPT OF RANDOM VARIABLES AND ITS PROBABILITY DISTRIBUTION. APPLY ARITHMETIC MEAN OF FREQUENCY DISTRIBUTION TO FIND THE EXPECTED VALUE OF A RANDOM VARIABLE CALCULATE THE VARIANCE AND S.D. OF A RANDOM VARIABLE. EVALUATE THE MEAN AND VARIANCE OF POISSON DISTRIBUTION. EVALUATE THE MEAN, VARIANCE AND S.D OF BINOMIAL DISTRIBUTION. EVALUATE VALUE OF STANDARD NORMAL VARIATE
OCTOBER	INFERENCE STATISTICS - POLLUTION AND SAMPLE - PARAMETER AND STATISTICS INTERFERENCE - T- TEST (ONE SAMPLE T- TEST AND TWO INDEPENDENT GROUPS T- TEST) INDEX NUMBER AND TIME BASE DATA - TIME SERIES - SECULAR TREND	COLLECT THE DATA ON WEATHER, PRICE, INFLATION, AND POLLUTION ANALYZE THE DATA AND MAKE MEANINGFUL INFERENCE. COLLECT DATA FROM NEWSPAPERS ON TRAFFIC, SPORTS ACTIVITIES AND MARKET TRENDS AND STUDY THE FUTURE TRENDS.	DRAW A REPRESENTATIVE SAMPLE USING AND SYSTEMATIC RANDOM SAMPLING. DIFFERENTIATE BETWEEN POLLUTION AND SAMPLING EXPLAIN THE RELATIONSHIP BETWEEN PARAMETERS AND STATISTICS INTERPRET THE CONCEPT OF STATISTICAL SIGNIFICANCE AND STATISTICS DIFFERENTIATE BETWEEN NULL AND ALTERNATE HYPOTHESIS TEST NULL HYPOTHESIS AND MAKE INFERENCE USING T - TEST STATISTIC FOR ONE GROUP/ TWO INDEPENDENT GROUPS IDENTIFY TIME SERIES AS CHRONOLOGICAL DATA.

			AOLVE PRATICAL PROBLEMS BASED ON STAATISTICAL DATA AND INTERPRET THE RESULT UNDERSTAND THE LONG TERM TENDENCY.
NOVEMBER	FINANCIAL MATHEMATICS - PERPETUITY, SINKING FUNDS - CALCULATION OF EMI LINEAR PROGAMNING - MATHEMATICAL FORMULATION - GRAPHICAL SOLUTION	CHECK OUT THE LOCAL NEWSPAPER AND CUT OUT EXAMPLES OF INFROMATION DEPICTED BY GRAPHS. DRAW YOUR OWN CONCLUSION FROM THE GRAPH AND COMPARE IT WITH THE ANALYSIS GIVEN IN THE REPOET. ANALYSIS OF POLUTION MIGRATION DATA - POSITIVE AND NEGATIVE INFLUENCE ON URBANIZATION	EXPLAIN THE CONCEPT OF PERPETUITY AND SINKING FUND.CALCULATE EMI USING VARIOUS METHOD. INTERPRET COST, RESIDUALAND USEFULLIFE AN ASSETFROM THE GIVEN INFORMATION  FORMULAELINEAR PROGRAMMING PROBLEM. IDENTITY AND FORMULATE DIFFERENT TYPES OF LPP.

<b><u>SYLLABUS</u></b>	
UT	MATRIX , DERTERMIANTS , DEFFERENTIATION AND ITS APPLICATION (Rate of Change of a Quantity)
PT 1	MATRIX, DERTERMIANTS, BOAT AND STREAM, NUMERICAL INEQUALITIES
TERM 1	MATRIX, DERTERMIANTS, NUMBER, QUALIFICATION AND NUMERICAL APPLICATION, DEFFERENTIATION AND ITS APPLICATION,INTEGRATION AND ITS APPLICATION, DIFFERENTIAL EQUATIONS AND MODELING
PT 2	PROBABILITY AND INTERENTIAL STATISTIC
PRE BOARD	COMPLETE SYLLABUS

## Political Science

Month	Book Name	Chapter Name	Learning Outcomes
April	Contemporary World Politics	1- The End of Bipolarity.	- will get aware about the causes and the consequences of the disintegration of the 'second world', and also discuss what happened to that part of the world after the collapse of communist regimes and how India relates to these countries now. will study about the Gulf war also.
May	Contemporary World Politics	2 – Contemporary Centres of Power	- we take a look at some of these emerging alternative centres of power and assess their possible role in the future, that how alternative centres of political and economic power could limit America's dominance. Thus, in Europe, the European Union (EU) and, in Asia, the Association of South East Asian Nations (ASEAN). The economic rise of China has made a dramatic impact on world politics.
July	Contemporary World Politics	2 – Contemporary Centres of Power (Continued)  3-Contemporary South Asia  4- International Organisations  5- Security in the Contemporary World	(Same as above)  - we try to understand the nature of conflict and cooperation among different countries of the region. Since much of this is rooted in or conditioned by the domestic politics of these countries, we first introduce the region and the domestic politics of some of the big countries in the region  - we also look at some other transnational organizations (United Nations, ILO,WHO, etc....) that are playing a crucial role, We then turn to India's involvement in the UN and its view of Security Council reforms  - Security seems to be something that is not the business of the ordinary citizen. As citizens of a democracy, students need to know more about the term security. And what are India's security concerns? It introduces two different ways of looking at security and highlights the importance of keeping in mind different contexts or situations which determine our view of security.

August	Contemporary World Politics.	6- Environment and Natural Resources  7- Globalisation	-the growing significance of environmental as well as resource issues in world politics, also in brief, the stand taken by India in more recent environmental debates, a brief account of the geopolitics of resource competition, including indigenous peoples' voices and concerns from the margins of contemporary world politics.  - we look at globalisation, by analysing the concept of globalisation and then examine its causes. We then discuss at length the political, economic and cultural consequences of globalisation. Our interest is also in studying the impact of globalisation on India as well as how India is affecting globalisation. We finally draw attention to resistance to globalisation and how social movements in India also form part of this resistance.
September	Politics Since Independence	1- Challenges of Nation-Building  2- Era of One -Party Dominance  3- Politics of Planned Development	(Same as above)  we look at the first decade of electoral politics in order to understand, • the establishment of a system of free and fair elections; • the domination of the Congress party in the years immediately after Independence(Congress System) • the emergence of opposition parties and their policies(bi-party system, multi-party system),• understand how the political transition took place after Nehru.  - students will study the story of political choices involved in some of the key questions of economic development. • What were the key choices and debates about development? •

		4- India's External Relations	<p>Which strategy was adopted by our leaders in the first two decades? And why? • What were the main achievements and limitations of this strategy? • Why was this development strategy abandoned in later years?</p> <p>- we study the story of this relationship between the external and the internal politics by focusing on • the international context that shaped India's external relations; • the operational principles that informed the country's foreign policy; • the history of India's relations with China and Pakistan; and • the evolution of India's nuclear policy.</p> <p>(REVISION)</p>
October	Politics Since Independence	<p>5-Challenges to and Restoration of the Congress System</p> <p>6- The Crises of Democratic Order</p>	<p>- describe how the opposition unity and the Congress split posed a challenge to Congress dominance; • analyze how new policies and ideologies facilitated the restoration of the Congress system.</p> <p>- Will learn about the developments led to the imposition of 'emergency' in June 1975. The Emergency ended as dramatically as it had begun, resulting in a defeat of the Congress in the Lok Sabha elections of 1977. In this chapter the focus is on this crucial phase in the history of democracy in India and ask some questions that have remained controversial after all these years. • Why was Emergency imposed? Was it necessary? • What did the imposition of Emergency mean in practice? • What were the consequences of Emergency on party politics? • What are the lessons of Emergency for Indian democracy?</p>
November	Politics Since Independence	7-Regional Aspirations	- students will get aware about long struggles and often aggressive and armed assertions by the people. Here we study these cases so as to ask some general questions. • Which factors contribute to the tensions arising out of regional aspirations? • How has the Indian state responded to these tensions and challenges? • What kind of difficulties are faced in balancing democratic rights and national unity? • What are the lessons here for achieving unity with diversity in a democracy?



	Politics Since Independence	8-Recent Developments in Indian Politics	- students will learn about some questions central to the political change in this period. • What are the implications of the rise of coalition politics for our democracy? • What is Mandalisation all about? In which ways will it change the nature of political representation? • What is the legacy of the Ramjanambhoomi movement and the Ayodhya demolition for the nature of political mobilisation? • What does the rise of a new policy consensus do to the nature of political choices? It simply gives you the necessary information how and what all happened.
December		(REVISION)  PRE – BOARD EXAMINATION	

### **Syllabus for Examination 2022-23**

Exams	Chapter Name
P1	Book -1- Ch- 1,2,3
P2/ Half-yearly	Book -1 ( Whole Ch-1 to Ch -7)  Book -2 Ch- 1,2
Pre Board -I	Full Course

\* Book - 1- Contemporary World Politics

\* Book -2 - Politics Since Independence

# HISTORY (027)

## MONTH WISE SPLIT

Month	Theme title	Learning outcomes
<b>April</b>	Theme- 1 Bricks, Beads, And Bones.  Theme- 2 Kings, Farmers And Towns.	State and deduce the multilateral aspects of the Harappan civilization.  Decode inscriptional evidence.
<b>May</b>	Theme-2 to be continued	
<b>July</b>	Theme -3 Kinship, Caste And Class  Theme-4 Thinkers, Beliefs And Buildings.  Theme-5 Through The Eyes Of Travelers.  Theme-6 Bhakti Sufi Traditions.	To examine, analyze the issues in the social history.  To compare the major religious developments in early India.  Compare and contrast the perspectives of Al Beruni, Ibn Battuta and Bernier towards Indian society.  Summarize the philosophies of different bhakti and sufi saints.
<b>August</b>	Theme-7 An Imperial Capital Vijayanagar Empire.  Theme-8 Peasants , Zamindars And The State.	Assess and appreciate the city planning, water management system and administration of the rulers.  Compare and contrast changes occurred during 16 <sup>th</sup> and 17 <sup>th</sup> century.
<b>September</b>	<b>REVISION</b>	
<b>October</b>	Theme-9 Colonialism And The Countryside	Evaluate the revenue system introduced by the British to understand the economic aspects of colonization in India.

	Theme-10 Rebels And The Raj	To examine the events of 1857.
<b>November</b>	Theme-11 Mahatma Gandhi And The Nationalist Movement.  Theme-12 Framing The Constitution	Understand the nationalist movement in chronological order.  Highlight the role of constituent assembly to understand functionaries in framing the constitution of India.
<b>SYLLABUS</b>		
UNIT TEST- CH-1,2		
PT-1- CH-1,2,3,4		
HALF YEARLY- CH-1,2,3,4,5,6,7&8		
PRE BOARD- ENTIRE SYLLABUS		

# Economics

Month	Name of the Topic		Learning Outcome
April	Unit 2  Unit -4	<b>SectionA– Introductory Macro Economic Theory</b> Money& Banking Money-meaning and supply of money Money creation by Commercial Banks Government Budget and the Economy ( To be Continued)	Meaning of money and money supply, process of credit creation by commercial banks Various functions of the central bank. Meaning, Objectives, components of government budget.
May	Unit-4 Unit-5	Government Budget and the Economy  Balance of Payment Foreign Exchange rate-Meaning' Types& determination of Foreign Exchange rate  Balance of Payments B.O.P Account and B.O.P Deficit ( To be Continued)	Meaning, Objectives, components of government budget.  B.O.P, B.O.T, components of B.O.P account. B.O.P deficit  Types of exchange rate, determination of exchange rate----
July	Unit-1.	National Income Methods of Calculating National Income Balance of Payment continue	Measurement of national income by three methods. Circular flow of income , basic concepts of Macro Economics
August	Unit-6.	<b>Section B: Indian Economic Development</b> Development Experience (19947-90) and Economic Reforms Since1991 Ch-1.Indian Economy on the eve of Independence Ch-2. Five years Plan in India- Goals achievements Ch-3. Agriculture, Industry & Trade (1950-1990) Ch-4. Economic Reforms since 1991:NewEconomic Policy..	Indian economy under British rule- Agriculture and industrial sector, foreign trade, occupational structure, demographic conditions, infrastructure Objectives of Indian planning  Features problems and policies of Indian Agriculture Industrial policy, types and programmes. importance of foreign trade, Need for economic reforms,
September	Unit-7	Current Challenges Facing Indian Economy Ch-5.Human Capital Formation in India	role of human capital formation in economic development
October	Unit-3	Determination of Income and Employment	AD and components, income determination and multiplier
	Ch-6.RuralDevelopment		Institutional sources of rural credit

November	Unit 7	Current Challenges Facing Indian Economy Ch-7. Employment & Unemployment Ch-8. Environment & Sustainable Development	Types and problems of employment strategies of sustainable development
	Unit 8	Ch-9. Development Experience of India, Pakistan & China—A comparative Study	Development strategies of India, China and Pakistan

Unit test : Section-A Unit 2  
Syllabus for P1 : Section-A: Unit-2&4  
Syllabus for Half yearly : Section-A Unit-1, 2, 4, 5 Section-B. Unit-6: Ch- 1 to 4  
Pre-Board : Complete Syllabus

## Optional Subject Informatics Practices

Month	Name of the Topics	Activity	Learning Outcome
April	<b>Unit 1</b> : Revision of Python done in class XI. Data Handling using Pandas I	Developing Python programs using Series and Data Frames.	Dealing with data structures of Python – Series and Data Frames
May	<b>Unit 1</b> : Data Visualization: Purpose of plotting, drawing and saving of plots using Matplotlib (lineplot, bar graph, histogram). Customizing plots: adding label, title, and legend in plots.Import/Export data between CSV Files &Pandas.	Generation of various types of graphs and their customization.  Python programs to facilitate connectivity between CSV Files and Python programs.  <i>Periodic Test I</i>	Visualize data using relevant graphs.  Ability to create proper back-end data structure for storing data.
July	<b>Unit 2</b> : Database Query using SQL: MySQL Revision of topics done in class XI.  Single row and aggregate functions.	Creation of a database and  Use of various DDL and DML commands.  Use of various DML commands with predefined SQL functions.	Able to create & manipulate data in relational database.
August	<b>Unit 2</b> : Querying using Group by, order by. Working with two tables using equi-join  Project	Accessing data from a table or 2 tables, arranging data in some sequence.  Data creation for project.	Accessing data from table(s) and printing it in some order.
Sept	Revision  <i>Term 1 Th. &amp; Prac. Exam.</i>	Questionnaires	Recall
October	<b>Unit 3</b> : Introduction to Computer Networks : Introduction, Types of network & Network Devices, Topology, Internet and its applications, websites and web browsers.  <b>Project</b>	Identification of computer network in computer lab and network devices used.  Setting of a web browser.	Categorization, identification and purpose of network & its devices.  Usage of various web applications.  Customization of a web browser as per one's needs.

<i>November</i>	<p><b>Unit 4: Societal Impacts:</b> 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.</p> <p>Project</p>	<p>Classification of software into OSS and proprietary category.</p> <p>Identification of e-waste and Minimization of e-waste</p> <p>Develop code for project</p>	<p>Identification of software categories.</p> <p>Awareness about health concerns while using technology.</p> <p>Ability to develop datasets and programs to analyse data.</p>
<i>Dec</i>	<p>Revision</p> <p>Preboard Exam.</p> <p>Project</p>	<p>Questionnaires</p> <p>Old CBSE Question papers</p>	<p>Recall</p> <p>Evaluation</p>
<i>Jan</i>	<p><i>Board Practical</i></p> <p>Revision</p>	<p>Questionnaires</p>	<p>Evaluation</p>

<b>Syllabus for P1</b>	<b>Unit 1 – CHAPTER 2</b>
<b>Syllabus for Term 1</b>	<b>Unit 1 &amp; 2 – CHAPTERS –1, 2, 4</b>
<b>Syllabus for Pre-Board I</b>	<b>Whole Syllabus – Unit 1, 2, 3&amp; 4 – CHAPTERS – 1,2,4,5,6</b>

**Text Book:** Informatics Practices – A Textbook for class XII published by NCERT.

**Reference Book:** Informatics Practices for class XII written by Preeti Arora, Published by Sultan Chand

# Artificial Intelligence

Text Book :

1. Employability Skill Recommended by NCERT
2. AI Material by CBSE

Month	Name of the Topics	Learning Outcome
<b>April</b>	Unit 1: Capstone Project	<b>Skill</b> – Understanding the problem and being able to express the same <b>Creativity</b> – To be able to develop/innovate from design a solution
	Unit 1: Communication Skills-II	Communication Skills will be enhanced
<b>May</b>	Unit 1: Capstone Project	<b>Skill</b> – Understanding the problem and being able to express the same <b>Creativity</b> – To be able to develop/innovate from design a solution
	Unit 2: Self Management Skills-II	Management Skills will be enhanced
<b>July</b>	Unit 1: Capstone Project	<b>Skill</b> – Understanding the problem and being able to express the same <b>Creativity</b> – To be able to develop/innovate from design a solution
	Unit 2: Model lifecycle (Knowledge)	Understand the stages involved in the AI project cycle
	Unit 2: Self Management Skills-II	Management Skills will be enhanced
	Unit 3: ICT Skills-II	ICT Skills will be enhanced
<b>August</b>	Unit 2: Model lifecycle (Knowledge)	Understand the stages involved in the AI project cycle
	Unit 3: ICT Skills-II	ICT Skills will be enhanced
<b>September</b>	Unit 2: Model lifecycle (Knowledge)	Understand the stages involved in the AI project cycle
	Revision	
<b>October</b>	Unit 3: Story- telling through data (Critical and Creative thinking Skills)	<b>Skill</b> – Imagination, mapping the plot into key events increasing memory retention. <b>Application</b> - Helping in creating blogs, videos, and other content.
	Unit 4: Entrepreneurial Skills-II	Entrepreneurial Skills will be enhanced
<b>November</b>	Unit 3: Story- telling through data (Critical and Creative thinking Skills)	<b>Skill</b> – Imagination, mapping the plot into key events increasing memory retention. <b>Application</b> - Helping in creating blogs, videos, and other content.
	Unit 4: Entrepreneurial Skills-II Unit 5: Green Skills -II	Entrepreneurial and Green Skills will be enhanced
<b>December</b>	Revision	



<b>January</b>	Revision	
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**Periodic Test 1 :** Part A- Unit 1: Communication Skills-IV  
Part B- Unit 1: Capstone Project (Till 6.2)

**Half Yearly Theory Examination**

Part A- Unit 1: Communication Skills-IV  
Unit 2 :Self Management Skills-IV  
Unit 3 : ICT Skills-IV  
Part B- Unit 1: Capstone Project  
Unit 2: Model lifecycle (Knowledge)

**Half Yearly Practical Examination**

Block Coding  
Chatbots  
Python  
Teachable Machine  
**Capstone Project**

**Preboard**

**Part A :**

Unit 1: Communication Skills-IV  
Unit 2 :Self Management Skills-IV  
Unit 3 : ICT Skills-IV  
Unit 4 :Entrepreneurial Skills-IV  
Unit 5 :Green Skills-IV

**PartB :-**

Unit 1: Capstone Project  
Unit 2: Model lifecycle (Knowledge)  
Unit 3: Storytelling through data (Critical and Creative thinking Skills)

**Student Capstone Project (PRACTICAL)**

Block Coding, Chatbots, Python, Teachable Machine  
Student AI project Development & Presentation  
Submission of Project Logbook and Video presentation

## Home Science

Month	Unit/Chapters	Activities	Learning Outcomes
April	<b>Chapter-1</b> <b>Work, Livelihood and Career</b>	1. The students will be asked to make a Presentation on Successful Entrepreneurs of India. 2. A Socratic quiz.	<b>Competencies and skills enhanced-</b> Understanding Critical skills Analytical skills. Credibility. Empathy Investigation. Application of the concept. Inter-Disciplinary- Use of History, political science and EP in understanding various traditional occupations of India, constitutional rights of women and concept of Entrepreneurship.
April	<b>Unit-I</b> <b>Chapter 2</b> <b>Clinical Nutrition and Dietetics</b>	<b>Practical-</b> To plan a family meal and modify it for an elderly person keeping in mind their nutritional requirements.	<b>Competencies and skills enhanced-</b> Inter Disciplinary- Use of Chemistry and Biology and dietetics in understanding the concepts of nutrition and therapeutic diets and their feeding routes.
May	<b>Chapter 3</b> <b>Public Nutrition And Health</b>	Explanation of the concept through examples and flow charts. 1. To visit different sites like WHO, UNICEF etc and find out about the different programmes for Women and Child welfare. 2. Socratic Quiz.	<b>Competencies and skills enhanced-</b> Understanding Analytical skills. Speaking and listening skills. Credibility. Empathy Investigation. Inter Disciplinary- Use of chemistry and Biology in understanding the various health problems and nutritional interventions and feeding strategies

<p><b>July</b></p>	<p><b>Chapter 5- Food Processing And Technology</b></p>	<p><b>AIL:</b></p> <p>1.A visit to a food processing unit.</p> <p>2.Collect information about various types of preserved food and present in the class with their merits and demerits.</p> <p><b>Practical:</b></p> <p>3. Prepare a label for the product.</p>	<p><b>Competencies and skills enhanced-</b></p> <p>Understanding Analytical skills Critical skills Credibility Empathy Investigation Learning by doing Inter Disciplinary: Use of concepts of Bio technology and history of food</p>
<p><b>July</b></p>	<p><b>Unit III Chapter-7 Early childhood care and Education</b></p>	<p>1.Group Discussion on Reasons of delinquency among children.</p> <p>2.Story telling by students-it gives students an opportunity to gain an understanding of other families ,cultures and communities.</p> <p>3.Socrative Quiz</p>	<p><b>Competencies and skills enhanced</b></p> <p>Understanding Analytical Critical skills Empathy Rational thinking/ Interpersonal and Intrapersonal skills. Learning by doing Inter Disciplinary- Use of child psychology in understanding the traits of pre-schoolers.</p>
<p><b>August</b></p>	<p><b>Chapter-10 Management of Support Services, Institutions and Programmes for Children, Youth and Elderly</b></p>	<p><b>AIL-</b></p> <p><b>Task:</b> To prepare a script and enact a play about dynamics in a large joint family</p> <p>3.Socrative quiz</p>	<p><b>Competencies and skills enhanced</b></p> <p>Understanding Analytical skills Critical skills Credibility Empathy Rational thinking</p>

<p><b>August</b></p>	<p><b>Unit-IV</b> <b>Chapter-12</b> <b>Design for Fabric and Apparel</b></p>	<p><b>AIL-</b></p> <p>1.Students to make colour wheel and understand different colour schemes</p> <p>2. To illustrate designs that will be suitable for persons with different types of personalities</p> <p><b>Practical:</b></p> <p>1.Preparation of articles using applied textile design(Tie and Dye)</p> <p>2. Preparation of articles using applied textile design(Block Printing)</p> <p>3.Batik</p> <p>4.Paste the samples in the file.</p>	<p><b>Competencies and skills enhanced</b></p> <p>Understanding :</p> <p>Analytical skills Critical skills. Credibility Rational thinking Learning by doing Artistic skills Inter Disciplinary- Use of concepts of Art and drawing in understanding and creating design.</p>
<p><b>September</b></p>	<p><b>Unit IV</b> <b>Chapter-13</b> <b>Fashion Design and Merchandising</b></p>	<p><b>AIL-</b></p> <p>1.Group Discussion on Major developments in Fashion.</p> <p>2.Socrative Quiz</p>	<p><b>Competencies and skills enhanced</b></p> <p>Understanding :</p> <p>Analytical skills Critical skills Credibility Rational thinking Learning by doing Artistic skills. Inter Disciplinary- Use of concepts of Fine Art and History and evolution of fashion industry.</p>

September	<b>Unit IV</b> <b>Chapter - 15</b> <b>Care and Maintenance of Fabrics in Institutions</b>	<b>AIL-</b> 1. Power point presentation for explanation of the differences between commercial laundries in hospitals and hotels. 2. Quiz.	<b>Competencies and skills enhanced-</b> Understanding Analytical skills Critical skills. Credibility. Rational thinking. Learning by doing. <b>Iner-disciplinary-</b> Use of fashion studies and chemistry to understand the concept of commercial laundry and maintenance of fabrics.
October	<b>Unit V</b> <b>Chapter 17</b>  <b>Hospitality Management</b>	<b>AIL-</b> 1.A video presentation of a hotel to give a over view of the functioning of a hotel. 2.A presentation on a hotel kitchen and its different parts.	Analytical skills Critical skills. Credibility. Rational thinking. Learning by doing. <b>Inter disciplinary-</b> Use of concepts of management from Business studies and Hospitality Management as part of resource management
November	<b>Unit V</b> <b>Chapter-20</b> <b>Consumer Education and Protection</b>	<b>Practical:</b> To develop a leaflet/pamphlet for Consumer Education and Protection on any of the given topics and paste in the file.	<b>Competencies and skills enhanced-</b> Understanding Analytical skills Critical skills. Credibility Rational thinking Investigation Speaking and listening skills Learning by doing. Communication skills.

<b>December</b>	<b>Unit VI</b> <b>Chapter-21</b> <b>Development Communication and Journalism</b>	<b>AIL-</b> 1.Quiz- Students to plan and conduct a quiz on programmes/jingles on different national and local channels which try to generate awareness among masses on social and environmental issues.	<b>Competencies and skills enhanced-</b> Understanding Analytical skills Critical skills. Credibility. Rational thinking. Creative thinking. Investigation. Communication skills. Learning by doing. <b>Inter Disciplinary-</b> Use of concepts of Mass media and communication as part of extension education.
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<b>Exam</b>	<b>Syllabus</b>
<b>Unit Test</b>	Chapter-1 Work, Livelihood and Career Chapter-2 Clinical Nutrition and Dietetics Chapter-3Public Nutrition and Health
<b>Periodic Test-1</b>	Chapter-5 Food Processing and Technology Chapter-6 Food Quality and Safety Chapter-7 Early Childhood care and Education
<b>Term -1</b>	Chapter-1 Work, Livelihood and Career Chapter-2 Clinical Nutrition and Dietetics Chapter-3Public Nutrition and Health Chapter-5 Food Processing and Technology Chapter-6 Food Quality and Safety Chapter-7 Early Childhood care and Education Chapter-10 Management of Support Services, Institutions and Programmes for Children, Youth and Elderly
<b>Pre Board Examination</b>	Chapter-12 Design for fabric and Apparel Chapter-13 Fashion Design and Merchandizing Chapter-15 Care and Maintenance of Fabrics in Institutions Chapter-17 Hospitality Management Chapter-20 Consumer Education and Protection Chapter-21 Development Communication and Journalism

# PSYCHOLOGY

Month	Chapter	Activity	Learning Outcome
April	Ch – 3. Meeting Life Challenges  TEST: DBDA	Activity on Stress	<ul style="list-style-type: none"> <li>Students would grasp the concept of stress and how to deal with it</li> </ul>
May	TEST: DBDA  Case Profile explained and given to work during the summer break		<ul style="list-style-type: none"> <li>Practical understanding of making a Psychological case profile and writing report for the Psychometric test for practical</li> </ul>
July	Ch – 1. Intelligence  Ch – 2. Self & Personality	Activity on Individual Differences  Activity on Self Perception	<ul style="list-style-type: none"> <li>The various factors influencing intelligence and its range will be clear</li> <li>Various theories of personality, as well as its assessment, will be learned</li> </ul>
August	Ch – 2. Self & Personality (continued)  Ch – 4. Psychological Disorders	Activity on Psychological Disorders	<ul style="list-style-type: none"> <li>Various psychological disorders and their symptoms would be clear to students</li> </ul>
September	Ch – 5. Therapeutic Approaches  Ch – 7. Social Influence (introduced)	Role Play as a Therapist /Mock interview Activity 1 on Social Influence	<ul style="list-style-type: none"> <li>Psychological therapies and the principles that govern them will be known</li> <li>Students will learn about the influence of others on their behavior.</li> </ul>
October	Ch – 7. Social Influence (continued)  <u>Test: Tests:</u> <u>(SPM and HSPQ)</u> <u>_( SAS and Practical File Work)</u>	Activity 2 on Social Influence	<ul style="list-style-type: none"> <li>Students will learn to conduct and interpret various psychometric tests to perfection.</li> </ul>
November	Ch – 6. Attitude and Social Cognition	Discussion and brainstorming session on Prejudice	<ul style="list-style-type: none"> <li>Students will learn how their attitudes are formed and changed</li> </ul>

**Syllabus for Unit Test 1**

: Chapter 3

**Syllabus for P1**

: Chapter No. 1 ,2, 3

**Syllabus for Half yearly Examination**

: Chapter Nos. 1 , 2 , 3 , 4 , 5

**Pre-Board – I**

: Complete Syllabus (1,2,3,4,5,6,7)

**Pre-Board – II**

: Complete Syllabus (1,2,3,4,5,6,7)

# Physical Education

## Class - XII

Month`	Name of the Topics	Activities	Learning Outcome
April	Unit – I Planning Sports	<ul style="list-style-type: none"> <li>• Physical Fitness (AAHPER)</li> <li>• 60 m</li> <li>• 600 m yard Run / Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and all types of tournament, Draw Fixture specific sports programme</li> </ul>
May	Unit-II Sports & Nutrition Unit – III Yoga & Lifestyle	<ul style="list-style-type: none"> <li>• Physical Fitness (AAHPER)</li> <li>• Standing broad jump</li> <li>• Shuttle run</li> </ul>	<ul style="list-style-type: none"> <li>• Asanas as preventive measure obesity all types of Yogasanas</li> </ul>
July	Unit IV. Physical Education & Sports for CWSN Unit – V Children & women in Sports	<ul style="list-style-type: none"> <li>• Physical Fitness (AAHPER)</li> <li>• 60 m</li> <li>• 600 m yard Run / Walk</li> <li>• Standing broad jump</li> <li>• Shuttle run</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of Disabilities and Disorder Advantage of Physical Education Activity for children with special needs.</li> </ul>
August	Unit-VI Test & Measurement in Sports	Skill of Athletics, Basketball	<ul style="list-style-type: none"> <li>• Postural Deformities</li> </ul>
September	Unit VII Physiology & Injury in Sports	Skill of Football, Handball	<ul style="list-style-type: none"> <li>• Effect on Body system</li> </ul>
October	Unit VIII, Biomechanics & Sports Unit IX Psychology & Sports	<ul style="list-style-type: none"> <li>• Skill of Hockey, Kho Kho,</li> </ul>	<ul style="list-style-type: none"> <li>• Types of movement</li> <li>• Newton's Law of motion</li> </ul>
November	Unit X Training in Sports	<ul style="list-style-type: none"> <li>• Skill of Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• Types of methods of improving strength</li> </ul>

Syllabus for P1	:	Unit – 1
Syllabus for P2	:	Unit – 1 , 2 , 3 , 4 , 5
Syllabus for Half yearly	:	Unit - 1 to 7
Syllabus for Pre-Board I & II	:	Unit – 1 to 10



# Painting

## Fine Arts-Painting (Theory)

Month	Name of the Topic	Activity	Learning Outcome
April Unit-1	The Rajasthani and Pahari Schools of Miniature Painting (16 <sup>th</sup> Century A.D. to 19 <sup>th</sup> Century A.D.) (1) The Origin and Development of Miniature Painting in India	<ul style="list-style-type: none"> <li>Identify the Colours and Make the Difference Charts</li> </ul>	<ul style="list-style-type: none"> <li>To familiarize students with various styles and modes of art expressions from different parts of India. This would enrich their vision and enable them to appreciate and develop an aesthetic sensibility to enjoy the beauty of nature and life.</li> </ul>
May	(2) The Rajasthani Schools of Miniature Painting (3) The Pahari Schools of Miniature Painting	<ul style="list-style-type: none"> <li>Identify the Picture of different Art Style</li> </ul>	
July Unit-2	The Mughal and Deccan Schools of Miniature Painting (16 <sup>th</sup> Century A.D. to 19 <sup>th</sup> Century A.D.) The Origin and Development of Mughal and Deccan Schools	<ul style="list-style-type: none"> <li>Develop PPT</li> </ul>	
August	(4) The Mughal School of Miniature Painting (5) The Deccan School of Miniature Painting	<ul style="list-style-type: none"> <li>To Document difference between Painting &amp; Sculpture</li> </ul>	
September Unit-3	The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20 <sup>th</sup> Century) National Flag of India and the Symbolic significance of its forms and the colours. (6) Introduction to the Bengal School of Painting (7) Study of the Painting of Bengal School	<ul style="list-style-type: none"> <li>Develop Charts</li> </ul>	<ul style="list-style-type: none"> <li>The students will also have an opportunity to observe and study the evolution of its mutations and synthesis with other style and the rise of an altogether new style. The students will be made aware of art as a human experience.</li> </ul>
October	(8) Contribution of Indian artists in the Struggle for National Freedom Movement (9) Evolution of the Indian National Flag	<ul style="list-style-type: none"> <li>Identify the Picture of Different Art Styles</li> </ul>	
November	(10) The Modern Trends in Indian Art (11) Paintings of the Contemporary (Modern) Indian Artists (12) Graphic prints of the Contemporary (Modern) Indian Artists (13) Sculptures of the Contemporary (Modern) Indian Artists	<ul style="list-style-type: none"> <li>Develop PPT</li> <li>Identify the Picture of different Art Style</li> </ul>	

## Term Wise Syllabus Painting Class 12

<b>Syllabus for P1:</b>	The Rajasthani and Pahari Schools of Miniature Painting
<b>Syllabus for P2:</b>	The Mughal and Deccan Schools of Miniature Painting
<b>Syllabus for Half Yearly:</b>	The Rajasthani and Pahari Schools of Miniature Painting The Mughal and Deccan Schools of Miniature Painting
<b>Syllabus for P3:</b>	The Indian National Flag and the Bengal School of Painting The Modern Trends in Indian Art
<b>Syllabus for Annual Exam</b>	Complete Syllabus

## FINE ARTS-PAINTING(PRACTICAL)

Month	Name of the Topic
April	Nature and Object Study
May	Nature and Object Study
July	Nature and Object Study
August	Painting-Composition
September	Painting-Composition
October	Painting-Composition
November	Painting-Composition
December	Portfolio Assessment
January	Portfolio Assessment
February	Portfolio Assessment