

BAL BHARATI PUBLIC SCHOOL, NTPC SIPAT

Syllabus Plan for the Session 2024-25

CLASS - XII

SUBJECT- English

RECOMMENDED BOOKS – Main Text Book- Flamingo
Supplementary Reader- Vistas

| MONTH | Days | COURSE CONTENT | LEARNING OUTCOMES | INTERDISCIPLINARY | TEACHING LEARNING STRATEGIES | ASSESSMENT TOOLS | RESOURCES USED |
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| April | 21 | <p><u>The Last lesson</u></p> <p>Topics covered: The Last Lesson by Alphonse Daudet is a poignant tale set against the backdrop of the Franco-Prussian War. It explores themes of loss, nostalgia, and the importance of language and culture.</p> | <p>Understand the historical context of the Franco-Prussian War and its impact on education.</p> <p>Analyze the themes and symbols used in the story.</p> <p>Develop critical thinking skills by examining the significance of language and cultural heritage.</p> <p>Enhance language proficiency through comprehension and analysis of literary text.</p> | <p>History: Explore the historical events of the Franco-Prussian War.</p> <p>Sociology: Discuss the impact of war on education and society.</p> <p>Language Studies: Examine the role of language in cultural identity.</p> | <p>Introduction: Brief historical overview of the Franco-Prussian War.</p> <p>Reading Activity: Close reading of The Last Lesson with guided questions.</p> <p>Discussion: Group discussions on themes, characters, and cultural preservation.</p> <p>Visual Aids: Maps, images, and videos related to the war for better understanding.</p> <p>Reflection: Writing assignments or presentations on personal responses to the story.</p> | <p>Questions: Multiple-choice and short answer questions based on the text.</p> <p>Reflection: reflective writing on the themes and significance of language.</p> <p>Class Participation: Group discussions on character motivations and story structure.</p> | <p>Textbook: Class 12 English Core book.</p> <p>Audio-visual aids (maps, videos)</p> <p>Google Classroom materials and Extramarks for historical context.</p> <p>Writing materials for assignments and reflections.</p> |

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| | <p><u>The Lost Spring</u></p> <p>Course Content:</p> <p>Examination of poverty and child labor in India</p> <p>Exploration of the struggles faced by underprivileged communities</p> <p>Analysis of societal attitudes towards poverty and its impact on individuals</p> <p><u>Deep Water</u></p> <p><u>Topics Covered</u></p> <p>Exploration of the theme of fear and anxiety</p> <p>Analysis of character</p> | <p>Develop empathy and understanding towards the challenges faced by marginalized groups.</p> <p>Analyze the themes of poverty, resilience, and hope depicted in the essay.</p> <p>Critically assess societal structures and their impact on individuals.</p> <p>Reflect on the author's purpose and message within the text.</p> <p>Develop a nuanced understanding of human emotions and psychological challenges.</p> <p>Analyze character motivations and interactions within the</p> | <p>Social Sciences: Understanding the socio-economic factors influencing child labor and poverty.</p> <p>Economics: Analyzing the consequences of poverty on human development and productivity.</p> <p>Psychology: Understanding fear, anxiety, and phobias depicted</p> | <p>Pre-Reading: Introduction to the topic of poverty and child labor in India.</p> <p>Discussion on the impact of poverty on education and opportunities.</p> <p>During Reading: Close reading of the essay with a focus on language and narrative techniques.</p> <p>Group discussions on the author's perspective and the experiences of the characters.</p> <p>Post-Reading: Role-play or debate on strategies to address child labor and poverty.</p> <p>Pre-Reading Activities:</p> <p>Introduce the theme of fear and anxiety; discuss common fears and phobias. Conduct a brainstorming session on societal expectations and their impact on individuals.</p> | <p>Questions: Multiple-choice and short answer questions based on the text.</p> <p>Reflection: reflective writing on the themes (lost childhood) and significance of language.</p> <p>Class Participation: Group discussions on characters (Saheb and Mukesh) story structure.</p> <p>Class participation in discussions and activities.</p> <p>Written reflections on</p> | <p>Textbook containing the essay "The Lost Spring."</p> <p>Statistical data and reports on child labor and poverty in India.</p> <p>Visual aids (Extramarks and Google classroom)(photo graphs, infographics) to illustrate the realities of poverty.</p> <p>Textbook containing the short story "Deep Water."</p> <p>Articles in Extramarks and Google</p> |
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| | <p>development and relationships</p> <p>Examination of societal expectations and personal identity</p> <p><u>My mother at sixty six (poem)</u></p> <p>Topics Covered:</p> <p>Exploration of familial relationships and aging</p> <p>Analysis of poetic devices and imagery</p> | <p>narrative.</p> <p>Reflect on the impact of societal pressures on individual behavior and self-perception.</p> <p>Explore themes of conformity, insecurity, and personal growth.</p> <p>Develop sensitivity towards the emotional nuances of family dynamics and aging.</p> <p>Analyze poetic techniques and their impact on conveying themes and emotions.</p> <p>Interpret and appreciate the depth of personal reflections through poetry.</p> | <p>in the story.</p> <p>Sociology: Examining societal norms and their influence on personal identity.</p> <p>Visual Arts: Using visual storytelling techniques to interpret character emotions and themes.</p> <p>Psychology: Understanding emotions and psychological aspects of aging and family relationships.</p> <p>Visual Arts: Exploring visual representations of themes and imagery from the</p> | <p>During Reading Activities:</p> <p>Close reading of the story with a focus on character development and plot progression. Group discussions on character motivations, conflicts, and resolutions.</p> <p>Post-Reading Activities:</p> <p>Analyze key passages and quotes that highlight themes of fear and personal growth. Conduct role-play or creative writing exercises exploring alternative endings or character perspectives.</p> <p>Pre-Reading Activities:</p> <p>Introduce the themes of aging and family relationships; discuss personal experiences and reflections. Analyze the title and predict the poem's content based on prior knowledge and imagery.</p> <p>During Reading Activities:</p> <p>Close reading of the poem</p> | <p>character analysis and thematic elements.</p> <p>Presentation on the psychological aspects of fear and anxiety depicted in the story.</p> <p>Creative project (such as a short film or artwork) illustrating key themes and character dynamics.</p> <p>Class participation in discussions and activities.</p> <p>Analysis of poetic devices and imagery in short responses or annotations.</p> <p>Article or</p> | <p>classrooms</p> <p>Visual aids (artwork, photographs) depicting emotional states and character relationships.</p> <p>Film adaptations or video clips for visual interpretation of themes.</p> <p>Poetry analysis guides and resources on poetic devices.(Google classroom)</p> <p>Visual aids (artwork, photographs) depicting themes related to aging</p> |
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| | <p>Interpretation of themes such as love, mortality, and introspection</p> <p><u>The Third Level</u></p> <p>Topics Covered:</p> <p>Exploration of the theme of escapism and alternate realities</p> <p>Analysis of character motivations and developments</p> <p>Interpretation of symbolism and narrative</p> | <p>Reflect on universal themes related to love, loss, and the passage of time.</p> <p>Develop an understanding of the psychological impact of escapism on individuals.</p> <p>Analyze characters' journeys and decisions within the narrative context.</p> <p>Interpret symbolism and literary devices used to convey deeper meanings.</p> <p>Reflect on the relevance of alternate realities in the</p> | <p>poem.</p> <p>Psychology: Discussing the concept of escapism and its psychological implications.</p> <p>Sociology: Exploring societal pressures and their influence on individual perceptions of</p> | <p>focusing on imagery, tone, and poetic devices (e.g., metaphor, symbolism). Group discussions on the speaker's emotions, themes, and interpretations.</p> <p>Post-Reading Activities: Writing reflections or personal responses to the poem, connecting it to their own experiences. Creative assignments such as composing a letter or poem inspired by the themes of the poem.</p> <p>Pre-Reading Activities: Introduce the theme of escapism; discuss different forms of escapism in literature and media. Conduct a group brainstorming session on the concept of alternate realities and their appeal.</p> <p>During Reading Activities: Guided reading of the story focusing on character analysis and plot development. Group</p> | <p>presentation analyzing the poem's themes, imagery, and emotional impact.</p> <p>Creative project demonstrating understanding and interpretation of the poem through a different medium (e.g., art, music, or performance).</p> <p>Class participation in discussions and activities related to character analysis and themes.</p> <p>Written reflections or journal entries on the concept of escapism.</p> | <p>and family relationships.(Extr amarks)</p> <p>Personal reflections or memoirs on aging and family dynamics.</p> <p>Audio or video recordings of poetry readings for auditory interpretation</p> <p>Textbook containing the short story "The Third Level."</p> <p>Visual aids (artwork, photographs) depicting themes of escape and imagination.</p> <p>Digital resources (Google</p> |
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| | | <p>techniques</p> <p><u>Notice Writing</u></p> <p>Content Covered: Format and structure of a notice .Purpose and types of notices (e.g., school notices, public notices) Language and tone appropriate for notices .</p> | <p>context of modern life.</p> <p>Understand the purpose of notice writing in different contexts. Learn the format and components of a well-structured notice. Develop proficiency in drafting clear and concise notices using appropriate language and tone. Enhance communication skills through notice writing.</p> | <p>reality.</p> <p>Business Studies: Relating notice writing to business communication and organizational announcements.</p> | <p>discussions on the symbolism of the "third level" and its significance in the story.</p> <p>Post-Reading Activities:</p> <p>Writing assignments exploring personal interpretations and connections to the themes. Role-play or creative writing exercises imagining alternate realities or escape routes.</p> <p>Review different types of notices and their purposes (e.g., academic, public service, event announcements).</p> | <p>presentation analyzing the use of symbolism and narrative techniques in the story.</p> <p>Creative project (such as a short film or artwork) interpreting the theme of escapism.</p> <p>Observation of students' participation in drafting exercises sessions.Evaluation of draft notices based on content, format, and language usage.</p> | <p>classroom and Extramarks)</p> <p>exploring virtual environments and their impact on perception.</p> <p>Writing prompts and creative exercises to stimulate critical thinking.</p> <p>Samples of different types of notices (school notices, public notices, event announcements). Notice writing guidelines and templates.Interactive exercises and worksheets for practice.</p> |
| June | 11 | <p><u>The Rattrap</u></p> <p>Topics Covered:</p> | <p>Understand the complexities of human</p> | <p>Psychology: Discussing psychological</p> | <p>Pre-Reading Activities: Introduce the themes of kindness and deception;</p> | <p>Class participation in discussions ,</p> | <p>Textbook containing the short story "The</p> |

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| | <p>Exploration of human nature and kindness. Analysis of character development and symbolism. Examination of themes such as deception and redemption</p> <p>The Tiger King Topics Covered: Examination of power and ambition. Analysis of character development and irony. Interpretation of themes such as fate and consequences</p> | <p>behavior and motivations.</p> <p>Analyze characters' transformations and the impact of kindness and empathy.</p> <p>Interpret symbolism and allegory used in the story.</p> <p>Reflect on universal themes of trust, redemption, and the power of compassion.</p> <p>Understand the dynamics of power and ambition in a narrative context.</p> <p>Analyze characters' motivations and actions within the story.</p> <p>Interpret irony and satire used to convey deeper meanings.</p> | <p>aspects of deception, trust, and human relationships.</p> <p>Economics: Exploring the theme of poverty and its impact on individuals' actions.</p> <p>History: Discussing the historical context of princely states and royal rule in India.</p> <p>Political Science: Exploring themes of governance and authority depicted in the</p> | <p>discuss real-life examples and personal experiences.</p> <p>During Reading Activities: Guided reading of the story focusing on character analysis and plot development. Group discussions on symbolism, allegory, and thematic elements.</p> <p>Post-Reading Activities: Writing assignments exploring personal interpretations and connections to the themes. Role-play or creative writing exercises imagining alternate endings or character perspectives.</p> <p>Pre-Reading Activities: Introduce the themes of power and ambition; discuss real-world examples and historical contexts. Analyze the title and predict the story's content based on prior knowledge and imagery.</p> <p>During Reading Activities: Guided reading of the story focusing on character analysis and plot development. Group</p> | <p>Quiz and MCQs related to character analysis and themes.</p> <p>Written reflections or journal entries on the concept of human nature and redemption.</p> <p>Class participation in discussions and activities related to character analysis and themes.</p> <p>Written reflections or journal entries on the concept</p> | <p>Rattrap."</p> <p>Audio/visual aids (Extramarks and Google classroom) depicting themes of trust and redemption.</p> <p>Writing prompts and creative exercises to stimulate critical thinking.</p> <p>Textbook containing the short story "The Tiger King."</p> <p>Historical documents or articles on princely states and royal governance in India.(Extrmarks and Google</p> |
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| | | <p>Letter Writing Content Covered: Format and structure of a notice .Purpose and types of letter writing (e.g., to the editor) Language and tone appropriate for letter.</p> | <p>Reflect on themes of fate, hubris, and the consequences of unchecked ambition.</p> <p>Understand the purpose of notice writing in different contexts. Learn the format and components of a well-structured letter. Develop proficiency in drafting clear and concise letter using appropriate language and tone. Enhance communication skills through letter writing.</p> | <p>story.</p> <p>Business Studies: Relating letter writing to business communication and organizational announcements.</p> | <p>discussions on irony, satire, and thematic elements.</p> <p>Post-Reading Activities: Writing assignments exploring personal interpretations and connections to the themes.</p> <p>Review letter to the editor and their purpose.</p> <p>Present the standard format of a letter</p> <p>Analyze sample letter , identifying key components and language usage.</p> | <p>of power and ambition.</p> <p>Observation of students' participation in drafting exercises sessions. Evaluation of draft letter based on content, format, and language usage.</p> | <p>Classroom)</p> <p>Visual aids (artwork, photographs) depicting themes of power and ambition.</p> <p>Samples of different types of letters. Letter writing guidelines and templates. Interactive exercises and worksheets for practice.</p> |
| July | 25 | <p>Indigo Topics Covered: Historical background of the indigo cultivation in India Analysis of colonial oppression and resistance</p> | <p>Understand the historical context of Indigo cultivation and colonial exploitation in India.</p> <p>Analyze the impact of colonial policies on local communities and economies.</p> <p>Interpret themes of resistance, solidarity, and</p> | <p>History: Exploring the history of British colonialism in India and its economic impact.</p> <p>Economics: Discussing agricultural practices and</p> | <p>Pre-Reading Activities: Introduce the historical background of British colonialism in India and its impact on agriculture.</p> <p>During Reading Activities: Guided reading of the story focusing on historical details and character motivations.</p> <p>Post-Reading Activities:</p> | <p>Class participation in discussions and activities related to historical context and themes.</p> <p>Written reflections or journal entries</p> | <p>Textbook containing the short story "Indigo."</p> <p>Video on British colonialism and indigo cultivation in India.</p> <p>Visual aids depicting</p> |

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| | <p>Exploration of themes such as exploitation, injustice, and rebellion</p> <p><u>Going Places</u> Topics Covered: Exploration of adolescent aspirations and realities</p> <p>Analysis of societal expectations and peer pressure. Interpretation of character motivations and consequences</p> | <p>social justice depicted in the story.</p> <p>Reflect on the relevance of historical narratives in contemporary contexts.</p> <p>Understand the complexities of adolescent dreams and societal pressures.</p> <p>Analyze characters' desires and actions within the narrative context.</p> <p>Interpret themes of ambition, conformity, and self-discovery.</p> <p>Reflect on the challenges of navigating personal aspirations in a competitive world.</p> | <p>trade policies during the colonial period.</p> <p>Psychology: Discussing adolescent development, identity formation, and peer influence.</p> <p>Sociology: Examining societal norms and cultural expectations related to success and ambition.</p> | <p>Writing assignments exploring personal responses to the story and its themes. Debate on the ethical dilemmas faced by characters in the narrative.</p> <p>Pre-Reading Activities: Introduce the theme of ambition and aspirations; discuss common dreams and goals among adolescents. Conduct a brainstorming session on the challenges and pressures faced by young people in pursuing their dreams.</p> <p>During Reading Activities: Guided reading of the story focusing on character analysis and plot development.</p> <p>Post-Reading Activities: Writing assignments exploring personal reflections and connections to the themes.</p> | <p>on the impact of colonialism and resistance.</p> <p>Class participation in discussions and activities related to character analysis and themes.</p> <p>Creative project (such as a collage or short film) illustrating themes of adolescent aspirations and realities.</p> | <p>historical settings and events.</p> <p>Textbook containing the short story "Going Places."</p> <p>Audio or video recordings (Extramarks)of discussions on youth aspirations and career choices. Writing prompts and creative exercises to stimulate critical thinking.</p> |
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| | <p>Keeping Quiet The poet wants to convey that stillness is necessary for reflection and quiet introspection. We can hear the voice of our conscience and thus withdraw ourselves from undesirable actions and contribute to create a society of peace and mutual understanding.</p> <p>Journey to the end of the earth Understanding the themes of adventure, exploration, and human endurance. Analysis of characters, plot development, and narrative techniques.</p> | <p>Students will be able to</p> <p>i) understand that introspection makes us find our flaws and give us the opportunity to rectify them</p> <p>ii) think critically, understand not to harm others, remain quiet and still be productive and active iv) appreciate the images and symbols.</p> <p>iii) understand the critical appreciation of the poem based on rhyme, content, theme, genre and literary elements</p> <p>Gain a deeper understanding of adventure literature and its significance.</p> <p>Develop analytical and critical thinking skills through the study of characters and themes. Improve language proficiency in terms of comprehension, vocabulary, and literary</p> | <p>Psychology: Exploring the psychological benefits of mindfulness and meditation.</p> <p>Environmental Studies: Examining themes of harmony and interconnectedness with nature.</p> <p>Connects with geography (study of geographical landscapes), history (exploration and discovery), and psychology (human resilience and motivation).</p> | <p>Pre-Reading Activities: Introduce the themes of silence, meditation, and inner peace. Conduct a mindfulness exercise or meditation session to set the mood for introspection.</p> <p>During Reading Activities: Guided reading of the poem focusing on imagery, symbolism, and poetic devices.</p> <p>Post-Reading Activities: Creative projects such as artwork or poetry inspired by the themes of the poem.</p> <p>Lecture: Introduction to the chapter and its historical context.</p> <p>Discussion: Encourage student participation in analyzing characters and plot dynamics.</p> <p>Visual Aids: Use maps, illustrations, and multimedia to enhance comprehension of geographical settings.</p> <p>Group Activities: Role-playing exercises to delve into character motivations and</p> | <p>1. Write a diary entry recording your thoughts on the importance of Introspection in the life of a student.</p> <p>2. Discussion/debate – ‘Peace of mind leads to success.</p> <p>3. Extract based questions</p> <p>Quizzes: Short quizzes to assess comprehension of reading assignments.</p> <p>Class Presentations: Students present analyses of characters or thematic</p> | <p>Articles on mindfulness, meditation, and philosophical concepts. Visual aids depicting themes of introspection and peace.</p> <p>Writing prompts and creative exercises to stimulate critical thinking.</p> <p>Maps and Visuals: Geographic maps, historical images of explorers and landscapes.(Extramarks)</p> <p>Supplementary Readings: Excerpts from related adventure literature or historical accounts.</p> |
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| | <p><u>The Enemy</u> Introduction to the short story "The Enemy" by Pearl S. Buck.</p> <p>Exploration of themes such as war, human empathy, and moral dilemmas.</p> <p>Analysis of character conflicts and ethical decisions.</p> <p><u>Article Writing</u></p> <p>Content Covered: Format and structure of an Article .Purpose and types of letter writing (e.g., to the editor) Language and tone appropriate for Article.</p> | <p>Understand the impact of war on individuals and societies.</p> <p>Develop empathy and critical thinking skills through the study of complex characters.</p> <p>Improve language proficiency in terms of comprehension, analysis, and expression.</p> <p>Understand the purpose of Article writing in different contexts. Learn the format and components of a well-structured Article. Develop proficiency in drafting clear and concise Article using appropriate language and tone. Enhance communication skills through Article writing.</p> | <p>Connects with history (study of wartime experiences), ethics (moral decision-making), and psychology (empathy and human behavior in adversity).</p> <p>Business Studies: Relating to Article writing to business communication and organizational announcements.</p> | <p>Reading and Discussion: Begin with a guided reading of the story followed by group discussions on key themes and character motivations.</p> <p>Role-playing: Encourage students to enact scenes to understand characters' perspectives and conflicts.</p> <p>Creative Projects: Assign creative projects like writing alternative endings or character diaries.</p> <p>Visual Presentations: Use multimedia to enhance understanding of historical contexts or war impacts.</p> <p>Review Articles and their purpose.</p> <p>Present the standard format of an Article</p> <p>Analyze sample Article, identifying key components and language usage.</p> | <p>Comprehension Quizzes: Assess understanding of the plot, themes, and characters.</p> <p>Debates and Discussions: Assess participation and critical thinking skills during debates and discussions.</p> <p>Observation of students' participation in drafting exercises sessions. Evaluation of Article based on content, format, and language usage.</p> | <p>Textbook: "The Enemy" by Pearl S. Buck.</p> <p>Digital platforms for assignments. related literature on war experiences or moral dilemmas. Multimedia: Videos, documentaries, or audio recordings related to wartime experiences or themes explored in the story.</p> <p>Samples of different types of Articles. Article writing guidelines and templates. Interactive exercises and worksheets for practice.</p> |
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| <p>August</p> | <p>23</p> | <p><u>A thing of beauty</u> Introduction to the poem "A Thing of Beauty" by John Keats.</p> <p>Exploration of Romantic poetry, focusing on themes of beauty, nature, and their significance.</p> <p>Analysis of poetic devices such as imagery, symbolism, and personification.</p> <p><u>Aunt Jennifer's Tiger</u> Introduction to the poem "Aunt Jennifer's Tigers" by Adrienne Rich. Analysis of themes including gender roles, oppression, and artistic expression. Exploration of poetic devices</p> | <p>Understand the Romantic ideals of beauty and their influence on literature.</p> <p>Identify and analyze poetic techniques used by John Keats.</p> <p>Develop critical thinking skills through interpretation and reflection on the poem.</p> <p>Understand the portrayal of gender dynamics and societal expectations in the poem.</p> <p>Identify and analyze poetic techniques used by Adrienne Rich. Develop critical thinking skills through interpretation and reflection on the poem's themes.</p> | <p>Environmental Studies: Appreciation of nature and its role in literature.</p> <p>Psychology: Exploration of emotional responses evoked by poetry.</p> <p>Sociology: Examination of societal pressures and constraints.</p> <p>Art and Aesthetics: Exploration of artistic expression as a form of resistance.</p> | <p>Close Reading: Guide students through a close reading of the poem, focusing on language, imagery, and symbolism. Discuss the central theme of beauty and its transformative power.</p> <p>Group Discussions: Facilitate discussions on Romanticism and its emphasis on emotion and nature.</p> <p>Poetry Analysis: Analyze specific poetic devices (e.g., metaphor, personification) used by Keats.</p> <p>Guided Discussion</p> <ul style="list-style-type: none"> • Problem solving based learning • Peer teaching • Inductive learning • Self-assessment | <p>Poetry Analysis Assignments</p> <p>Assess engagement in discussions and group activities.</p> <p>Reflective Writings</p> <p>Quizzes or Tests</p> <p>Poetry Analysis Assignments</p> <p>Assess engagement in discussions and group activities.</p> <p>Reflective Writings</p> <p>Quizzes or Tests</p> | <p>Text Book</p> <p>Nature-themed visuals: Photographs, paintings, or multimedia presentations.</p> <p>Multimedia Resources: Audio recordings of the poem, video lectures on Romantic poetry.</p> <p>Text Book</p> <p>Multimedia Resources: Audio recordings of the poem, video lectures on gender based poetry.</p> |

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| | | <p>Roadside Stand Introduction to the poem "Roadside Stand" by Robert Frost.</p> <p>Analysis of themes related to rural life, human interaction, and the passage of time.</p> <p>Exploration of poetic techniques including imagery, symbolism, and tone.</p> | <p>Understand the portrayal of rural life and its significance in the poem.</p> <p>Identify and analyze poetic devices used by Robert Frost.</p> <p>Develop critical thinking skills through interpretation and reflection on the poem's themes.</p> | <p>Geography: Discussion of rural landscapes and their depiction in literature.</p> <p>Economics: Examination of small businesses and entrepreneurship</p> <p>Sociology: Analysis of community dynamics and human relationships.</p> | <p>Close Reading: Facilitate discussions on the themes of resilience, nostalgia, and change in rural settings.</p> <p>Compare visual representations with Frost's poetic descriptions.</p> <p>Poetry Analysis: Analyze specific poetic devices (e.g., metaphor, symbolism) used by Robert Frost.</p> <p>Reflective Writing: Assign reflective writing tasks where students respond to the poem's themes and messages.</p> | <p>Poetry Analysis Assignments: Assess engagement in discussions and group activities.</p> <p>Reflective Writing: Evaluate students' critical thinking skills and ability to articulate personal interpretations of the poem.</p> | <p>Textbook: "Roadside Stand"</p> <p>multimedia presentations related to rural landscapes.</p> <p>Supplementary Readings: Excerpts on Robert Frost's poetry and rural literature.</p> <p>Multimedia Resources</p> |
| September | 21 | <p>On the face of it Introduction to the play "On the Face of It" by Susan Hill.</p> <p>Exploration of themes such as isolation, friendship, and overcoming adversity.</p> <p>Analysis of character development and</p> | <p>Understand the psychological and emotional impact of physical disability.</p> <p>Identify and analyze dramatic techniques used by Susan Hill in the play.</p> <p>Develop empathy and critical thinking skills through the study of complex characters.</p> | <p>Psychology: Examination of human emotions and coping mechanisms.</p> <p>Sociology: Analysis of societal attitudes towards disability and inclusion.</p> | <p>Dramatic Reading: Conduct a dramatic reading of key scenes from the play to introduce characters and plot.</p> <p>Character Analysis: Analyze main characters such as Mr. Lamb and Derry in terms of their personalities and motivations.</p> <p>Role-Playing: Assign roles to students for selected scenes and encourage them to act</p> | <p>Character Analysis Assignments: Performance Evaluation: Assess students' role-playing skills and interpretation of characters.</p> <p>Written Assignments:</p> | <p>Visual aids: Images or videos related to disability and inclusion.</p> <p>Multimedia Resources: Audio recordings of the play, video clips of dramatic interpretations.</p> |

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| | | <p>dramatic techniques.</p> <p>Report writing Purpose and types of reports (e.g., investigative, research, progress)</p> <p>Structure and format of a formal report</p> <p>Key elements to include in a report (title, introduction, methodology, findings, conclusions, recommendations)</p> | <p>Understand the purpose and importance of report writing in various contexts.</p> <p>Learn the structure and components of a well-organized formal report.</p> <p>Develop proficiency in writing clear, concise, and objective reports.</p> <p>Enhance communication skills through effective report writing techniques.</p> | <p>Business Studies: Discussing the role of reports in business communication and decision-making.</p> <p>Journalism: Examining investigative reporting techniques and journalistic writing styles.</p> | <p>out the dialogue.</p> <p>Introduction to Report Writing: Explain the purpose and types of reports; discuss real-world examples of reports in different fields.</p> <p>Present the structure and format of a formal report, highlighting key sections and their significance.</p> <p>Guided Writing Exercises: Conduct exercises on drafting report outlines and organizing information logically.</p> | <p>Evaluate critical thinking and analytical skills</p> <p>Evaluation of report outlines and preliminary drafts for content and organization.</p> <p>Final assessment of completed formal reports based on content, structure, and language.</p> | <p>Sample reports from various fields (business, science, social sciences) for analysis and reference.</p> <p>Writing guides and manuals on report writing techniques and best practices.(Google classroom and Extrmarks)</p> |
| October | 17 | <p><u>Poets and pancakes</u></p> <p>Exploration of the challenges and aspirations of aspiring writers</p> <p>Analysis of character development and</p> | <p>Understand the struggles and dreams of young writers in pursuit of literary success.</p> <p>Analyze character motivations and conflicts within the narrative context.</p> <p>Interpret themes of creativity, ambition, and</p> | <p>Sociology: Examining societal attitudes towards artists and unconventional professions.</p> | <p>Pre-Reading Activities: Introduce the theme of artistic ambition; discuss common challenges faced by aspiring writers.</p> <p>During Reading Activities: Guided reading of the story focusing on character analysis and plot development.</p> <p>Post-Reading Activities:</p> | <p>Class participation in discussions and activities related to character analysis and themes.</p> <p>Written reflections on the challenges</p> | <p>Text Book</p> <p>Visual aids: Images or videos related to artistic expression.</p> <p>Multimedia Resources: Audio recordings of the play, video clips of dramatic</p> |

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| | <p>narrative techniques</p> <p>Interpretation of themes related to art, ambition, and perseverance</p> <p>The interview Exploration of the dynamics and nuances of interviews</p> <p>Analysis of character interactions and dialogue</p> <p>Interpretation of themes related to communication and perception</p> | <p>societal expectations depicted in the story.</p> <p>Understand the structure and purpose of interviews in different contexts.</p> <p>Analyze character motivations and behaviors during interviews.</p> <p>Interpret themes of communication, identity, and societal expectations depicted in the story.</p> <p>Reflect on the importance of effective communication skills in professional settings.</p> | <p>Psychology: Exploring interpersonal dynamics and non-verbal communication cues.</p> <p>Business Studies: Examining job interviews and their role in recruitment and selection processes.</p> | <p>Writing assignments exploring personal reflections on pursuing creative passions.</p> <p>Pre-Reading Activities: Introduce the concept of interviews; discuss different types of interviews</p> <p>During Reading Activities: Guided reading of the story focusing on character interactions and dialogue.</p> <p>Post-Reading Activities: Role-play exercises simulating interview scenarios and interactions from the story. Writing assignments analyzing interview techniques and character motivations.</p> | <p>and rewards of artistic pursuits.</p> <p>Creative project (such as a short story or poem) inspired by the themes of artistic ambition.</p> <p>Class participation in discussions and mock interview activities.</p> <p>Writing presentation analyzing the themes and character dynamics in the story.</p> | <p>interpretations.</p> <p>Textbook</p> <p>Extramarks resources on interview techniques, communication skills, and professional behavior.</p> <p>Writing prompts and reflective exercises to enhance understanding of interview dynamics.</p> |
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| | | <p><u>Memories of childhood</u></p> <p>Reflection on childhood experiences and memories</p> <p>Analysis of autobiographical writing and narrative techniques</p> <p>Interpretation of themes related to growth, innocence, and nostalgia</p> | <p>Understand the significance of childhood memories in shaping personal identity.</p> <p>Analyze autobiographical writing and narrative techniques used to evoke nostalgia.</p> <p>Interpret themes of innocence, discovery, and growth depicted in the texts.</p> <p>Reflect on the universal nature of childhood experiences and their impact on adulthood.</p> | <p>Psychology: Discussing memory formation and the impact of childhood experiences on development.</p> <p>Sociology: Examining cultural and societal influences on childhood narratives.</p> | <p>Pre-Reading Activities: Share personal childhood memories through storytelling or written reflections.</p> <p>During Reading Activities: Guided reading of selected essays or excerpts focusing on narrative elements and thematic analysis.</p> <p>Post-Reading Activities: Writing assignments exploring personal childhood memories and their significance.</p> | <p>Class participation in discussions and activities related to childhood memories and narrative techniques.</p> <p>Personal memoir or reflective essay showcasing understanding of autobiographical writing.</p> | <p>Textbook</p> <p>Google classroom resources- Autobiographies or memoirs by renowned authors reflecting on childhood experiences.</p> |
| November | 23 | Revision | | | | | |
| December | 18 | Revision | | | | | |
| January | 24 | Revision | | | | | |
| February | 22 | Revision | | | | | |

BAL BHARATI PUBLIC SCHOOL, NTPC SIPAT
Syllabus Plan for the Session 2024-25
CLASS - XII

SUBJECT- ACCOUNTANCY

RECOMMENDED BOOKS –NCERT, T.S GREWAL

| MONTH | NUMBER OF WORKING DAYS | COURSE CONTENT | LEARNING OUTCOMES | INTER-DISCIPLINARY | TEACHING LEARNING STRATEGIES | ASSESSMENT TOOLS | RESOURCES USED |
|-------|------------------------|---|---|--|---|--|---|
| April | 23 | Unit 4: Analysis of Financial Statements Accounting Ratios: Meaning, Objectives, Advantages, classification and computation. Comparative statements, common size statements, | Discuss the meaning of different tools of 'financial statements analysis'. Develop the skill of preparation of preparation of comparative and common size statement, understand their uses and difference between the two. State the meaning, objectives and significance of different types of ratios. | -Business studies -Financial Market -Management Accounting | Active Learning Assessment-based Strategies problem-based learning and inquiry Tiered Instruction Retrieval Practice | Oral questions MCQ's Short Answer Case study based competency questions | -Educational Software -Interactive board |
| June | 11 | Unit 5: Cash Flow Statement Meaning, objectives Benefits, Cash and Cash Equivalents, Classification of Activities and preparation (as per AS 3 (Revised) (Indirect Method only) | Develop the understanding of preparation of cash flow statement using indirect method as per as 3 with given adjustment | Management Accounting Financial Management | Visualization Active Learning Assessment-based Strategies problem-based learning and inquiry Tiered Instruction Retrieval Practice | Oral questions MCQ's Short Answer Case study bases competency questions | Educational Software Interactive board |

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| July | 25 | <p>Fixed v/s fluctuating capital accounts.</p> <p>Preparation of Profit and Loss Appropriation account guarantee of profits.</p> <p>Past adjustments (relating to interest on capital, interest on drawing, salary and profit sharing ratio).</p> <p>Goodwill: meaning, nature, factors affecting and methods of valuation - average profit, super profit and capitalization. Admission of partner</p> | <ul style="list-style-type: none"> • develop the understanding and skill of preparation profit and loss appropriation account involving guarantee of profits. • develop the understanding and skill of making past adjustments. • state the meaning, nature and factors affecting goodwill • develop the understanding and skill of valuation of goodwill using different methods. • state the meaning of sacrificing ratio, gaining ratio and the change in profit sharing ratio among existing partners. • explain the effect of change in profit sharing ratio on admission of a new partner • develop the understanding of accounting treatment of goodwill, revaluation of assets and re-assessment of liabilities and adjustment of accumulated profits, losses and reserves on retirement / death of a partner and capital adjustment. | Law | <p>Visualization</p> <p>Active Learning</p> <p>Assessment-based Strategies</p> <p>problem-based learning and inquiry</p> <p>Tiered Instruction</p> <p>Retrieval Practice</p> | <p>Oral questions</p> <p>MCQ's</p> <p>Short Answer</p> <p>Case study</p> <p>bases</p> <p>competency questions</p> | <p>Educational</p> <p>Software</p> <p>Interactive board</p> |
| August | 23 | <p>Admission of partner</p> <p>Retirement and death of a partner</p> <p>Dissolution of a partnership firm</p> | <p>adjustment of accumulated profits, losses and reserves on retirement / death of a partner and capital adjustment.</p> <p>understand the situations under which a partnership firm can be dissolved.</p> <p>develop the understanding of preparation of realisation account and other related accounts.</p> | Law | <p>Visualization</p> <p>Active Learning</p> <p>Assessment-based Strategies</p> <p>problem-based learning and inquiry</p> <p>Tiered Instruction</p> <p>Retrieval Practice</p> | <p>Oral questions</p> <p>MCQ's</p> <p>Short Answer</p> <p>Case study</p> <p>bases</p> <p>competency questions</p> | <p>Educational</p> <p>Software</p> <p>Interactive board</p> |

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| September | 21 | Dissolution of a partnership firm | <p>understand the situations under which a partnership firm can be dissolved.</p> <p>develop the understanding of preparation of realisation account and other related accounts.</p> | Law | <p>Visualization</p> <p>Active Learning</p> <p>Assessment-based Strategies</p> <p>problem-based learning and inquiry</p> <p>Tiered Instruction</p> <p>Retrieval Practice</p> | <p>Oral questions</p> <p>MCQ's</p> <p>Short Answer</p> <p>Case study</p> <p>bases</p> <p>competency questions</p> | <p>Educational</p> <p>Software</p> <p>Interactive board</p> |
| October | 17 | <p>Accounting for share capital: issue and allotment of equity and preferences shares. Concept of Private Placement and Employee Stock Option Plan (ESOP), Sweat Equity.</p> <p>Accounting treatment of forfeiture and re issue of shares.</p> <p>Disclosure of share capital in the Balance Sheet of a company.</p> | <ul style="list-style-type: none"> explain the accounting treatment of share capital transactions regarding issue of shares. develop the understanding of accounting treatment of forfeiture and re-issue of forfeited shares. describe the presentation of share capital in the balance sheet of the company as per schedule III part I of the Companies Act 2013 | <p>Management</p> <p>Accounting</p> <p>Financial</p> <p>Management</p> | <p>Visualization</p> <p>Active Learning</p> <p>Assessment-based Strategies</p> <p>problem-based learning and inquiry</p> <p>Tiered Instruction</p> <p>Retrieval Practice</p> | <p>Oral questions</p> <p>MCQ's</p> <p>Short Answer</p> <p>Case study</p> <p>bases</p> <p>competency questions</p> | <p>Educational</p> <p>Software</p> <p>Interactive board</p> |
| November | 23 | <p>Debentures: Meaning, types, Issue of debentures at par, at a premium and at a discount. Issue of debentures for consideration other than cash; Issue of debentures with terms of redemption; debentures as</p> | <ul style="list-style-type: none"> explain the accounting treatment of different categories of transactions related to issue of debentures. develop the understanding and skill of writing of discount / loss on issue of debentures. understand the concept of collateral security and its presentation in balance sheet. develop the skill of calculating interest on debentures and its accounting treatment. | <p>Management</p> <p>Accounting</p> <p>Financial</p> <p>Management</p> | <p>Visualization</p> <p>Active Learning</p> <p>Assessment-based Strategies</p> <p>problem-based learning and inquiry</p> <p>Tiered Instruction</p> <p>Retrieval Practice</p> | <p>Oral questions</p> <p>MCQ's</p> <p>Short Answer</p> <p>Case study</p> <p>bases</p> <p>competency questions</p> | <p>Educational</p> <p>Software</p> <p>Interactive board</p> |

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| | | collateral security- concept, interest on debentures | | | | | |
| Decemb er | 18 | Revision- Pre board | | | | | |
| January | 24 | Revision- Pre board | | | | | |
| Februar y | 22 | Revision- Board | | | | | |
| March | 21 | | | | | | |

BAL BHARATI PUBLIC SCHOOL, NTPC SIPAT
Syllabus Plan for the Session 2024-25
CLASS - XII

SUBJECT- BUSINESS STUDIES

RECOMMENDED BOOKS –NCERT,VK PUBLICATIONS(POONAM GANDHI)

| MONTH | NUMBER OF WORKING DAYS | COURSE CONTENT | LEARNING OUTCOMES | INTER-DISCIPLINARY | TEACHING LEARNING STRATEGIES | ASSESSMENT TOOLS | RESOURCES USED |
|-------|------------------------|---|--|--------------------|--|---|---|
| April | 23 | Unit 12: Consumer Protection Unit 11: Marketing Management | <ul style="list-style-type: none"> • Understand the concept of consumer protection. Understand the concept of a consumer according to the Consumer Protection Act, 2019. • Explain the consumer rights • Understand the responsibilities of consumers • Understand who can file a complaint and against whom? • Discuss the legal redressal machinery under Consumer Protection Act, 2019. • Examine the remedies available to the consumer under Consumer Protection Act, 2019 Describe the role of consumer organizations and NGOs in protecting consumers' interests • Understand the concept of marketing. • Explain the features of marketing. • Discuss the functions of marketing. • Explain the marketing philosophies | Law Economics | Flipped Instruction Visualization Active Learning Assessment-based Strategies problem-based learning and inquiry Tiered Instruction Retrieval Practice | Oral questions MCQ's Short Answer Case study based competency questions | Educational Software Interactive board |

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|------|----|---|--|--|---|--|---|
| | | | <ul style="list-style-type: none"> • Understand the concept of marketing. • Explain the features of marketing. • Discuss the functions of marketing. • Explain the marketing philosophies <p>Understand the concept of promotion as an element of marketing mix.</p> <ul style="list-style-type: none"> • Describe the elements of promotion mix. • Understand the concept of advertising. • Understand the concept of sales promotion. • Discuss the concept of public relations. | | | | |
| June | 11 | Unit 10: Financial Markets Unit 9: Financial Management | <p>Understand the concept of financial market</p> <p>Distinguish between primary and secondary markets</p> <p>Explain the functions of a stock exchange</p> <p>Understand the concept of financial management.</p> <ul style="list-style-type: none"> • Explain the role of financial management in an organisation. • Discuss the objectives of financial management. | Economics Law Management Accounting | Visualization Active Learning Assessment-based Strategies problem-based learning and inquiry Tiered Instruction Retrieval Practice | Oral questions MCQ's Short Answer Case study bases competency questions | Educational Software Interactive board |
| July | 25 | Unit 9: Financial Management Unit 1: Nature and Significance of Management | <p>Understand the concept of capital structure.</p> <p>Describe the factors determining the choice of an appropriate capital structure of a company.</p> | Economics Law Management Accounting | Visualization Active Learning Assessment-based Strategies problem-based learning and inquiry | Oral questions MCQ's Short Answer Case study bases | Educational Software Interactive board |

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|-----------|----|--|--|--|--|--|---|
| | | Unit 2: principles of Management | <p>Understand the concept of management.</p> <p>Examine the nature of management as a science, art and profession</p> <p>Understand the role of top, middle and lower levels of management</p> <p>Understand the concept of principles of management.</p> <p>Explain the significance of management principles</p> <p>Explain the principles and techniques of 'Scientific Management'.</p> <p>Compare the contributions of Fayol and Taylor.</p> | | Tiered Instruction Retrieval Practice | competency questions | |
| August | 23 | Unit 3: Business Environment Unit 4: Planning | <p>Understand the concept of 'Business Environment'.</p> <p>Describe the various dimensions of 'Business Environment'.</p> <p>Understand the concept of demonetization.</p> <p>Understand the concept of planning</p> <p>Develop an understanding of single use and standing plans</p> <ul style="list-style-type: none"> Describe objectives, policies, strategy, procedure, method, rule, budget and programme as types of plans. | Economics Law Management Accounting | Flipped Instruction Visualization Active Learning Assessment-based Strategies problem-based learning and inquiry Tiered Instruction Retrieval Practice | Oral questions MCQ's Short Answer Case study bases competency questions | Educational Software Interactive board |
| September | 21 | Unit 5: Organising Unit 6: Staffing | <p>Understand the concept of organizing as a structure .</p> <p>Describe functional and divisional structures of organisation. • Explain the advantages, disadvantages and suitability of functional and divisional structure.</p> <p>Understand the concept of formal and informal organisation.</p> | -Law -Human resource Accounting | Visualization Active Learning Assessment-based Strategies problem-based learning and inquiry Tiered Instruction Retrieval Practice | Oral questions MCQ's Short Answer Case study bases competency questions | Educational Software Interactive board |

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| | | | <p>Discuss the advantages, disadvantages of formal and informal organisation</p> <p>Understand the concept of staffing.</p> <p>Explain the importance of staffing</p> <p>Understand the meaning of recruitment</p> <p>Understand the meaning of selection, training and development</p> | | | | |
| October | 17 | Unit 7: Directing | <p>Develop an understanding of Maslow's Hierarchy of needs</p> <p>Discuss the concept of formal and informal communication.</p> <p>Discuss the various barriers to effective communication.</p> <p>Understand the various styles of leadership.</p> | <p>-Law</p> <p>-psychology</p> <p>-English</p> | <p>Visualization</p> <p>Active Learning</p> <p>Assessment-based Strategies</p> <p>problem-based learning and inquiry</p> <p>Tiered Instruction</p> <p>Retrieval Practice</p> | <p>Oral questions</p> <p>MCQ's</p> <p>Short Answer</p> <p>Case study</p> <p>bases</p> <p>competency questions</p> | <p>Educational</p> <p>Software</p> <p>Interactive</p> <p>board</p> |
| November | 23 | Unit 8: Controlling Revision- Pre board | <p>Describe the relationship between planning and controlling</p> <p>Understand the concept of controlling.</p> <p>Explain the importance of controlling.</p> | <p>Corporate law</p> | <p>Visualization</p> <p>Active Learning</p> <p>Assessment-based Strategies</p> <p>problem-based learning and inquiry</p> <p>Tiered Instruction</p> <p>Retrieval Practice</p> | <p>Oral questions</p> <p>MCQ's</p> <p>Short Answer</p> <p>Case study</p> <p>bases</p> <p>competency questions</p> | <p>Educational</p> <p>Software</p> <p>Interactive</p> <p>board</p> |
| December | 18 | Revision- Pre board | | | | | |
| January | 24 | Revision- Pre board | | | | | |
| February | 22 | Revision- Board | | | | | |
| March | 21 | | | | | | |

BAL BHARATI PUBLIC SCHOOL, NTPC SIPAT

Syllabus Plan for the Session 2024-25

CLASS - XII

SUBJECT- ECONOMICS

RECOMMENDED BOOKS

1. Indian Economic Development, NCERT
2. Macroeconomics, NCERT
3. Indian Economic Development and Macro Economics
(Dhanpat Rai / S Chand / V K Publications)

| MONTH | WORKING DAY | COURSE CONTENT | LEARNING OUTCOME | INTERDISCIPLINARY | TEACHING METHOD | ASSESSMENT TOOLS | RESOURCES USED |
|-------|-------------|--|---|--|---|---|--|
| April | 23 | <p>Unit-2: Money and Banking</p> <p>Unit-4: Government Budget and the Economy</p> <p>Unit-5: Balance of Payments</p> | <p>The Learners will be able to Understand;-</p> <ol style="list-style-type: none"> 1. What is Money – meaning and functions, supply of money. 2. Money creation by the commercial banking system. 3. Central bank and its functions. Relationship with commercial bank. <p>1. To develop economic reasoning which the learners can apply in their day-to-day life to understand nature of government expenditure and revenue.</p> <p>To understand Balance of payments account - meaning and components; Balance of payments – Surplus and Deficit</p> <ol style="list-style-type: none"> 2. Foreign exchange rate - Determination 3. Exchange Appreciation and Depreciation. | <p>Connections with History</p> <p>Political Science</p> <p>Mathematics and Statistics</p> <p>Environmental Science</p> <p>Literature and Humanities</p> <p>Ethics and Philosophy</p> <p>Technology and Innovation</p> | <ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching • Interactive | <ul style="list-style-type: none"> • Quizzes and Tests • Case Studies • Projects • Debates • Concept Maps and Diagrams | <ul style="list-style-type: none"> • NCERT • Online resource • Extramarks |

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|---------------|----|---|--|---|---|---|---|
| June | 11 | Unit-5: Balance of Payments(Contd.) Unit-6: Development Experience(1947-90) and Economic Reforms since 1991; | 1.To understand status of Indian Economy on the eve of Independence. 2.Basic Objectives of Planning in India. 3. To find out about how India made policies in1991. | Connections with History Political Science Mathematics and Statistics Environmental Science Literature and Humanities Ethics and Philosophy Technology and Innovation | <ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching • Interactive | <ul style="list-style-type: none"> • Quizzes and Tests • Case Studies • Projects • Debates • Concept Maps and Diagrams | <ul style="list-style-type: none"> • NCERT • Online resource • Extramarks |
| July | 25 | Unit-7: Current Challenges facing Indian Economy. | 1. To understand and analyze various challenges facing Indian Economy during present crisis. 2. To develop sensitivity for the economic issues that the nation is facing today. | Connections with History Political Science Mathematics and Statistics Environmental Science Literature and Humanities Ethics and Philosophy Technology and Innovation | <ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching • Interactive | <ul style="list-style-type: none"> • Quizzes and Tests • Case Studies • Projects • Debates • Concept Maps and Diagrams | <ul style="list-style-type: none"> • NCERT • Online resource • Extra marks |
| August | 23 | Unit-7: Current Challenges facing Indian | | Connections with History | | <ul style="list-style-type: none"> • Quizzes and Tests • Case Studies | <ul style="list-style-type: none"> • NCERT • Online resource • Extra-marks |

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|------------------|----|--|--|---|---|---|---|
| | | Economy.(Contd...) Unit-8: Development Experience of India. Unit-3: Determination of Income and Employment. | 1. To understand and analyze various development strategies adopted by India, Pakistan and China. 1 To probe deeper into the determination of Equilibrium income. 2.Compute Multiplier and numerical analysis of Income and consumption function. 3.Problems of Income and Consumption functions. | Political Science Mathematics and Statistics Environmental Science Literature and Humanities Ethics and Philosophy Technology and Innovation | <ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching • Interactive <ul style="list-style-type: none"> • Demonstration cum lecture method • Activity based teaching • Numerical practice Method • Problem solving based learning | <ul style="list-style-type: none"> • Projects • Debates • Concept Maps and Diagrams | |
| September | 21 | Revision | | | | | |
| October | 17 | Unit-3: Determination of Income and Employment.(Contd...) Unit-1: National Income and Related Aggregates | 1. The learners will be introduced to the basic concepts of national income accounting. 2.Various methods of calculating National Income. | Connections with History Political Science Mathematics and Statistics Environmental Science Literature and Humanities Ethics and Philosophy Technology and Innovation | <ul style="list-style-type: none"> • Demonstration cum lecture method • Guided Discussion • Activity based teaching • Numerical practice Method • Problem solving based learning | <ul style="list-style-type: none"> • Quizzes and Tests • Case Studies • Projects • Debates • Concept Maps and Diagrams | <ul style="list-style-type: none"> • NCERT • Online resource • Extra-marks |

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| November | 23 | Revision | | | | | |
| December | 18 | Revision | | | | | |
| January | 24 | | | | | | |
| February | 22 | | | | | | |

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|-----------------|------------------|------------------------|
| SYLLABUS | UT-I | Unit-2,4,5 |
| | Half-yearly | Unit-2,4,5,6,7 |
| | PreBoard Exam | Whole Course |
| | <i>Mock Test</i> | Whole Course |
| | <i>Project</i> | As per CBSE Guidelines |

BAL BHARATI PUBLIC SCHOOL, NTPC SIPAT
Annual Syllabus for the Session 2024-25
CLASS - XII

SUBJECT- Informatics Practices

LEARNING OBJECTIVES-

1. Create Series, Data frames and apply various operations.
2. Visualize data using relevant graphs.
3. Design SQL queries using aggregate functions.
4. Import/Export data between SQL database and Pandas.
5. Learn terminology related to networking and the internet.
6. Identify internet security issues and configure browser settings.
7. Understand the impact of technology on society including gender and disability issues.

RECOMMENDED BOOKS -

Informatics Practices with Python TextBook for Class XII

Author:- Sumita Arora

| MONTH | NO. OF WORKING DAYS | COURSE CONTENT | LEARNING OUTCOME | INTERDISCIPLINARY | TEACHING STRATEGIES | ASSESSMENT TOOLS | RESOURCES USED |
|-------|---------------------|--|--|--|---|--|--|
| March | 14 | Revision of database concepts and SQL commands covered in class XI Math functions: POWER (), | <ul style="list-style-type: none"> ●To introduce database concepts and its need ●To understand SQL- Math functions | Emphasizing its role in organizing structured data effectively for various interdisciplinary | <ul style="list-style-type: none"> • Interactive lectures • Demonstration • PowerPoint Presentations • Real life examples | Class discussions, completion of exercises, and understanding demonstrated in the assignment | Study material from Python.mykvs.in, Self Presentations and videos prepared on the topic |

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|--------------|----|--|--|---|---|--|--|
| | | ROUND (), MOD (). | | applications in fields | | | |
| April | 23 | <p>Text functions: UCASE ()/ UPPER (), LCASE ()/ LOWER (), MID ()/ SUBSTRING () /SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM ().</p> <p>Date Functions: NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (), DAYNAME ().</p> <p>Aggregate Functions: MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT (*).</p> <p>Querying and manipulating data using Group by, Having, Order by.</p> | <ul style="list-style-type: none"> ●To understand SQL- Text functions ●To understand SQL- Date functions ●To understand SQL- aggregate functions ●Using group by clause Joining tables | Emphasizing its role in organizing structured data effectively for various interdisciplinary applications in fields | <ul style="list-style-type: none"> • Interactive lectures • Demonstration • PowerPoint Presentations • Real life examples | class discussions, completion of exercises, and understanding demonstrated in the assignment | Study material from Python.mykvs.in, Self Presentations and videos prepared on the topic |

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|-------------|----|---|--|---|--|---|--|
| | | Working with two tables using equi-join | | | | | |
| June | 11 | Data Handling using Pandas -I Introduction to Python libraries- Pandas, Matplotlib. Data structures in Pandas - Series and Data Frames. Series: Creation of Series from – ndarray, dictionary, scalar value; mathematical operations; Head and Tail functions; Selection, Indexing and Slicing. | <ul style="list-style-type: none"> ●To understand pandas library – data structure ●To understand pandas Series and DataFrame functions | Problem-solving using data analysis and connect it with programming concepts, emphasizing their interdisciplinary applications in various fields to foster critical thinking and creativity | <ul style="list-style-type: none"> • Interactive lectures • Demonstration • PowerPoint Presentations • Real life examples | class discussions, completion of exercises, and understanding demonstrated in the assignment | Study material from Python.mykvs.in, Self Presentations and videos prepared on the topic |
| July | 25 | Data Frames: creation - from dictionary of Series, list of dictionaries, Text/CSV files; display; iteration; Operations on rows and columns: add, select, delete, rename; | <ul style="list-style-type: none"> ●To understand pandas library – data structure ●To understand pandas Series and DataFrame functions ●Apply the concept of CSV file handling. | Problem-solving using data analysis and connect it with programming concepts, emphasizing their interdisciplinary applications in various fields to foster critical | <ul style="list-style-type: none"> • Project simulations • Real life examples • Demonstrations • Power point Presentations | Coding assignments with varying levels of complexity, algorithm design tasks, debugging exercises, peer code reviews. | Study material from Python.mykvs.in, Self Presentations and videos prepared on the topic |

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| | | Head and Tail functions; Indexing using Labels, Boolean Indexing; Importing/Exporting Data between CSV files and Data Frames. | | thinking and creativity | | | |
| August | 22 | Data Visualization Purpose of plotting; drawing and saving following types of plots using Matplotlib – line plot, bar graph, histogram Customizing plots: adding label, title, and legend in plots. | <ul style="list-style-type: none"> •To understand matplotlib library – data visualization | Problem-solving using data visualization and connect it with programming concepts, emphasizing their interdisciplinary applications in various fields to foster critical thinking and creativity | <ul style="list-style-type: none"> • Project simulations • Real life examples • Demonstrations • Power point Presentations | Coding assignments with varying levels of complexity, algorithm design tasks, debugging exercises, peer code reviews. | Study material from Python.mykvs.in, Self Presentations and videos prepared on the topic |
| September | 21 | Introduction to Computer Networks Introduction to networks, Types of network: PAN, LAN, MAN, WAN. Network Devices: modem, hub, | <ul style="list-style-type: none"> •To understand the basics of computer networks. | Applications in fields like telecommunication, cybersecurity, and IoT (Internet of Things), culminating in hands-on activities fostering problem-solving | <ul style="list-style-type: none"> • Guided Discussion • PowerPoint Presentations • Self-assessment | Case study-based assessments where students design and present network infrastructures for real-world scenarios | Study material from Python.mykvs.in, Self Presentations and videos prepared on the topic |

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| | | <p>switch, repeater, router, gateway</p> <p>Network Topologies: Star, Bus, Tree, Mesh.</p> <p>Introduction to Internet, URL, WWW, and its applications- Web, email, Chat, VoIP.</p> <p>Website: Introduction, difference between a website and webpage, static vs dynamic web page, web server and hosting of a website.</p> <p>Web Browsers: Introduction, commonly used browsers, browser settings, add-ons and plug-ins, cookies.</p> | | skills and understanding of interconnected systems | | | |
| October | 17 | <p>Societal Impacts</p> <p>Digital footprint, net and communication etiquettes, data</p> | <ul style="list-style-type: none"> ●To understand the impact of computer networks in society. | Applications in fields like digital footprint, data protection, cyber laws, Ewaste, culminating in | <ul style="list-style-type: none"> • Guided Discussion • PowerPoint Presentations • Self-assessment | Case study-based assessments where students design and present network infrastructures for | Study material from Python.mykvs.in, Self Presentations and videos |

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| | | <p>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.</p> <p>E-waste: hazards and management.</p> <p>Awareness about health concerns related to the usage of technology.</p> | | <p>hands-on activities fostering problem-solving skills and understanding of interconnected systems</p> | | <p>real-world scenarios</p> | <p>prepared on the topic</p> |
| November | 21 | Revision of Entire Syllabus | | | | | |
| December | 18 | Revision of Entire Syllabus | | | | | |
| January | 24 | Revision of Entire Syllabus | | | | | |
| February | 22 | Revision of Entire Syllabus | | | | | |

BAL BHARATI PUBLIC SCHOOL, NTPC SIPAT

Syllabus Plan for the Session 2024-25

CLASS - XII

SUBJECT- PHYSICAL EDUCATION

RECOMMENDED BOOKS- VISHVAS PUBLICATION

| MONTH | WORKING DAY | COURSE CONTENT | LEARNING OUTCOME | INTERDISCIPLINARY | TEACHING METHOD | ASSESSMENT TOOLS | RESOURCES USED |
|-------|-------------|------------------------------------|--|---|---|--|---------------------------|
| April | 23 | Unit I Management of Sports Events | Functions of Sports Events Management (Planning, Organizing, Staffing, Directing & Controlling) • Various Committees & their Responsibilities (pre; during & post) • Fixtures and their Procedures – Knock-Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments. Intramural & Extramural tournaments – Meaning, Objectives & Its Significance Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity) | History and Culture of Sports Psychology and Motivation Nutrition and Health Anatomy and Physiology Technology and Fitness Tracking Environmental Science and Outdoor Activities | Guided Discussion Problem solving based learning Peer Teaching Self-assessment | Class Test Physical Drill Mind -map Project | Books Online resources |
| June | 11 | Unit II Children & Women in Sports | 1. Exercise guidelines of WHO for different age groups. 2. Common postural deformities-knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective | History and Culture of Sports Psychology and Motivation Nutrition and Health | Guided Discussion Problem solving based learning Peer Teaching Self-assessment | Class Test Physical Drill Mind -map Project | Books Online resources |

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| | | | measures. 3. Women's participation in Sports – Physical, Psychological, and social benefits. 4. Special consideration (menarche and menstrual dysfunction) 5. Female athlete triad (osteoporosis, amenorrhea, eating disorders. | Anatomy and Physiology Technology and Fitness Tracking Environmental Science and Outdoor Activities | | | |
| July | 25 | Unit III Yoga as Preventive measure for lifestyle disease. | 1. Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama. 2. Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottanasana-a, Ardha-Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati. 3. Asthma: Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansana, UttanMandukasan-a, Bhujangasana, Dhanurasana, Ushtrasana, Vakrasana, Kapalabhati, Gomukhasana Matsyaasana, Anuloma-Viloma. 4. Hypertension: Procedure, Benefits & Contraindications for Tadasana, Katichakransan, Uttanpadasana, Ardha Halasana, Sarala Matyasana, | History and Culture of Sports Psychology and Motivation Nutrition and Health Anatomy and Physiology Technology and Fitness Tracking Environmental Science and Outdoor Activities | Guided Discussion Problem solving based learning Peer Teaching Self-assessment | Class Test Physical Drill Mind -map Project | Books Online resources |

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| | | Unit IV Physical Education & Sports for CWSN (Children With Special Needs - Divyang) | <p>Gomukhasana, UttanMandukasan-a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadishodhanapranayam, Sitlipranayam.</p> <p>5. Back Pain and Arthritis: Procedure, Benefits & Contraindications of Tadasan, Urdhawahastootansana, Ardh, Ushtrasana, Vakrasana, Sarala Maysyendrsana, Bhujandgasana, Gomukhasana, Bhadrasana, Makarasana, Nadi- Shodhana, pranayama.</p> <p>1. Organizations promoting Disability Sports (Special Olympics; Paralympics; 2. Deaflympics) Concept of Classification and Divisioning in Sports.</p> <p>3. Concept of Inclusion in sports, its need, and Implementation;</p> <p>4. Advantages of Physical Activities for children with special needs.</p> <p>5. Strategies to make Physical Activities assessable for children with special needs.</p> | | | | |
| August | 23 | Unit V Sports & Nutrition | <p>1. Concept of balanced diet and nutrition</p> <p>2. Macro and Micro Nutrients: Food sources & functions</p> <p>3. Nutritive & Non-Nutritive Components of Diet</p> <p>4. Eating for Weight control – A Healthy Weight, The Pit falls of Dieting, Food Intolerance, and Food Myths</p> <p>5. Importance of Diet in SportsPre, During and Post</p> | <p>History and Culture of Sports</p> <p>Psychology and Motivation</p> <p>Nutrition and Health</p> <p>Anatomy and Physiology</p> | <p>Guided Discussion</p> <p>Problem solving based learning</p> <p>Peer Teaching</p> <p>Self-assessment</p> | <p>Class Test</p> <p>Physical Drill</p> <p>Mind -map</p> <p>Project</p> | <p>Books</p> <p>Online resources</p> |

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| | | <p>Unit VI Test & Measurement in Sports</p> | <p>competition Requirement.</p> <p>Fitness Test- SAI Khelo India Fitness ,Test in school: Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).</p> <p>2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds x100/5.5 X Pulse count of 1-1.5 Min after Exercise.</p> <p>3. Computing Basal Metabolic Rate (BMR) 4. Riklis & Jones – Senior Citizen Fitness Test</p> <ul style="list-style-type: none"> • Chair Stand Test for lower body strength • Arm Curl Test for upper body strength • Chair Sit & Reach Test for lower body flexibility • Back Scratch Test for upper body flexibility • Eight Foot Up & Go Test for agility • Six-Minute Walk Test for Aerobic Endurance <p>5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping, Full- Turn.</p> | <p>Technology and Fitness Tracking</p> <p>Environmental Science and Outdoor Activities</p> | | | |
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| September | 21 | <p>Unit VII Physiology & Injuries in Sports</p> <p>Unit VIII Biomechanics & Sport</p> | <p>1. Physiological factors determining Components of physical fitness</p> <p>2. Effect of exercise on the Muscular System</p> <p>3. Effect of exercise on the Cardio Respiratory System</p> <p>4. Physiological changes due to aging</p> <p>5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain & Strain; Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted</p> <p>1. Newton’s Law of Motion & its application in sports</p> <p>2. Types of Levers and their application in Sports.</p> <p>3. Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports</p> <p>4. Friction & Sports</p> <p>5. Projectile in Sports</p> | <p>History and Culture of Sports</p> <p>Psychology and Motivation</p> <p>Nutrition and Health</p> <p>Anatomy and Physiology</p> <p>Technology and Fitness Tracking</p> <p>Environmental Science and Outdoor Activities</p> | <p>Guided Discussion</p> <p>Problem solving based learning</p> <p>Peer Teaching</p> <p>Self-assessment</p> | <p>Class Test</p> <p>Physical Drill</p> <p>Mind -map</p> <p>Project</p> | <p>Books</p> <p>Online resources</p> |
| October | 17 | Unit IX Psychology & Sports | <p>1. Personality; its definition& types (Jung Classification & Big Five Theory)</p> <p>2. 2. Motivation, its type & techniques.</p> <p>3. 3. Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it.</p> <p>4. Meaning, Concept & Types of Aggressions in Sports</p> | <p>History and Culture of Sports</p> <p>Psychology and Motivation</p> <p>Nutrition and Health</p> <p>Anatomy and</p> | <p>Guided Discussion</p> <p>Problem solving based learning</p> <p>Peer Teaching</p> <p>Self-assessment</p> | <p>Class Test</p> <p>Physical Drill</p> <p>Mind -map</p> <p>Project</p> | <p>Books</p> <p>Online resources</p> |

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| | | Unit X Training in Sports | <p>5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self talk, goal Setting</p> <p>1. Concept of Talent Identification and Talent Development in Sports Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle.</p> <p>3. Types & Methods to Develop – Strength, Endurance, and Speed.</p> <p>4. Types & Methods to Develop – Flexibility and Coordinative ability. Circuit Training -Introduction & its importance</p> | <p>Physiology</p> <p>Technology and Fitness Tracking</p> <p>Environmental Science and Outdoor Activities</p> | | | |
| November | 23 | | | | | | |
| December | 18 | | | | | | |
| January | 24 | | | | | | |
| February | 22 | | | | | | |
| UT-I | | | UT-1 and 2 | | | | |
| HALF-YEARLY | | | UT-1, 2,3 and 4 | | | | |
| Pre-Board | | | Whole syllabus | | | | |
| Mock -Test | | | Whole Syllabus | | | | |

BAL BHARATI PUBLIC SCHOOL, NTPC SIPAT
Syllabus Plan for the Session 2024-25
CLASS – XII

SUBJECT- Mathematics (041)

LEARNING OBJECTIVES

1. To enable the students to reinforce mathematical skills and reasoning through clear arguments.
2. To strengthen the concepts developed at the secondary stage to provide firm.

RECOMMENDED BOOKS : : MATHEMATICS- NCERT Together with mathematics, R.D. SHARMA

| MONTH | No. OF WORKING DAYS | COURSE CONTENT | LEARNING OUTCOMES | INTERDISCIPLINARY | TEACHING LEARNING STRATEGIES | ASSESSMENT TOOLS | RESOURCES USED |
|-------|---------------------|--|---|---|--|---|---|
| March | 15 | Chapter 1: Relations and Functions Chapter 2: Inverse Trigonometric Functions | *Students would be able to - define& recognize different types of Relations & functions -check the given relation for reflexivity, symmetry and transitivity - Equivalence relations -Equivalence Class -one one and onto functions. *Students would be able to - understand the Principal value branches of inverse trigonometric functions -apply their knowledge to use the properties of inverse trigonometric functions Graphs of inverse T- functions | Math and Art Integration: Have students create graphs of various functions (linear, quadratic, exponential) using art supplies like colored pencils, markers, or even digital tools. This helps them visualize how functions behave graphically. | Evaluate, analyze, recall, extrapolate, think critically Method : Demonstrative, Lecture Methods | Class Test, Quiz, Mcqs, Worksheets, Projects etc. | Reference Books, Smart class Module, Weblinks, worksheets and teaching aids available in the Maths lab. |
| April | 23 | Chapter 3: Matrices Chapter 4: Determinants | Students would be able to -Define a matrix -Classify a matrix Learn types of matrices -critically analyse | Explore the use of matrices in social network analysis, where nodes represent individuals or entities, and | * . Evaluate, analyze, extrapolate, | Class Test, Quiz, Mcqs, Worksheets, Projects etc. | Reference Books, Smart class Module, |

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| | | Chapter 5: Continuity and Differentiability | & evaluate the sum difference and product of matrices -apply their knowledge to evaluate a determinant Find minors and cofactors -evaluate inverse of a matrix using formula Students would be able to – Critically analyse & evaluate the Continuity & Differentiability of a function at a point | edges represent relationships between them. Students can analyze adjacency matrices to identify patterns in social networks or to study the spread of information or diseases. | think critically Exemplar NCERT/ Extra Marks Module of Matrices and Determinants | | Weblinks, worksheets and teaching aids available in the Maths lab. |
| June | 11 | Chapter: Application of Derivatives | Students will be able to understand the geometrical interpretation of derivatives, concepts of Maxima and Minima and their applications | Art and Creativity: Explore the role of calculus in art and design, particularly in the creation of curves and surfaces. Students can learn about parametric equations, polar coordinates, and implicit functions, and how they are used to represent artistic forms and shapes. | . Demonstration and Lecture Method **Inductive Deductive Reasoning, Inquiry based learning, Think , pair and share, Independent practice. | Class Test, Quiz, Mcqs, Work- sheets, Projec works etc. | Reference Books, Smart class Module, Weblinks, worksheets and teaching aids available in the Maths lab. |
| July | 25 | Chapter 7: Integrals Chapter 8: Application of Integrals Chapter 9: Differential Equations | Students would be able to -relate the concept of Differentiation with concept of Integration , -critically analyse & evaluate the Integration of different functions -describe various methods of integration - understand the Geometrical interpretation of definite integrals, memorize& critically analyse various Properties of Definite Integrals Students will be able to solve by different methods | Physics and Engineering: Explore the use of integrals in physics to calculate quantities such as displacement, velocity, acceleration, work, and energy. Students can solve problems related to motion, forces, and energy using integration techniques. | Demonstration and Lecture Method **Inductive Deductive Reasoning, Inquiry based learning, Think , pair and share, Independent practice. | Class Test, Quiz, Mcqs, Work- sheets, Projec works etc. | Reference Books, Smart class Module, Weblinks, worksheets and teaching aids available in the Maths lab. |
| August | 23 | Chapter 12: Three- Dimensional | Students would be able to - compare and contrast scalars & | Assign projects where students design and build scale models of buildings | Demonstration and Lecture Method | Class Test, Quiz, Mcqs, Work- | Reference Books, Smart class Module, |

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| | | Geometry Chapter 11: Vectors | vectors and classify the vectors - describe the Properties of product of two vectors(dot and cross) -understand& relate properties of a vectors. -find the direction ratio and direction cosines of a line joining two points-visualize the different conditions of a line in three dimensional geometry - shortest distance between skew lines -angle between two lines | or structures using geometric principles. They can apply concepts such as 3D shapes, symmetry, and transformations to create aesthetically pleasing and structurally sound designs. | **Inductive Deductive Reasoning, Inquiry based learning, Think , pair and share, Independent practice. | sheets, Project works etc. | Weblinks, worksheets and teaching aids available in the Maths lab. |
| Sept. | 21 | Half Yearly Examination Revision Ch. 1 to 12 | | | Sample Paper Practics. | Class Test, Quiz, Mcqs, Work-sheets, Project works etc. | Reference Books, Smart class Module, Weblinks, worksheets and teaching aids available in the Maths lab. |
| October | 17 | Chapter 13: Probability Chapter 12: Linear Programming | Students will be able to find : Conditional Probability, Apple Baye's theorem, and Random variable Minimise and maximize values of given constraints. | Assign projects where students analyze real-world business scenarios and formulate linear programming models to solve optimization problems. For example, they can optimize production schedules, inventory management, or advertising budgets for a fictional company. | **Conceptualise Evaluate Problem-solving Calculate Formulate Recognize structure Critical thinking Identify, visualize, draw Correlate. **Conceptualise Investigate | Class Tests, Quiz, MCQs, Work-sheets, projects work etc. | Reference Books, Smart class Module, Weblinks, worksheets and teaching aids available in the Maths lab. |

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| | | | | | Logical Thinking Extracting information Problem solving Interpretation | | |
| Nov. | 23 | Pre- Board | | | Sample-Paper Practice and PYQs Remedial Classes | | |
| Dec. | 18 | Preparation for II- Pre-Board | | | Sample-Paper Practice and PYQs Remedial Classes | | |
| Jan. | 24 | II -PreBoard | | | Sample-Paper Practice and PYQs Remedial Classes | | |
| Feb. | 22 | PL | | | | | |