

# Montfort School

Ashok Vihar, Delhi -110052



## Syllabus 2021-22

Class - XII


**CLASS XII**

**ENGLISH**

**SYLLABUS BREAKUP (APRIL – NOVEMBER)**

S. NO	DURATION	CHAPTER/TOPIC	NO. OF TEACHING DAYS	SYLLABUS COVERED	PEDAGOGY (LEARNER- CENTRED)	ART INTEGRATED ACTIVITIES/ OTHER ACTIVITIES	COMPETENCY BASED LEARNING
1.	APRIL 1- 15	<ul style="list-style-type: none"><li>• MY MOTHER AT SIXTY SIX</li><li>• THE LAST LESSON</li><li>• POSTER DESIGNING</li></ul>	7	DISCUSSION ABOUT THE HISTORY OF INDIA IN A GLIMPSE AND THE ADVENT OF MANY LANGUAGES IN INDIA WHICH IS AMALGAMATION OF PERSIAN AND HINDI  TEXTUAL QUESTIONS  REFERENCE TO CONTEXT  POSTERS  MIND MAPS	Introduction to the poem by making it interesting and relatable to the students  Learn about the poet prior to reading the poetry  Voice Modulation and emotions of the poet  Introducing them to figurative language, understanding the poetic devices  Survey of all the spoken languages of India and their dependability on each other to frame better society  Class Brainstorm on the topic how India got its system of Education and how English language became the common language of interaction  Collection of Main ideas ( Group Activity)  POSTER DESIGNING on their conceptual understanding of the topic	Debate  Group discussion  Collect posters and display Advertisements published in the Newspapers.	Design a poster on A4 size sheet on any of the two topic a) the exploitation of children working in the cracker factories. b) Clean City campaign

					<p>Problem Solving</p> <p>Assessment of knowledge by display of all the posters in the form of E- Exhibition and then a discussion about them as it will help in revising the chapters with the help of visual depiction of the same.</p>		c) Mother daughter relationship
2.	APRIL 16- 21	<ul style="list-style-type: none"> <li>• THE LOST SPRING</li> <li>• NOTICE WRITING</li> </ul>	2	<p>CHAPTER READING</p> <p>SELF GUIDED QUESTIONS</p> <p>TEXTUAL QUESTIONS</p> <p>HOTS</p> <p>WORKSHEET</p> <p>MIND MAP</p> <p>PRACTISE QUESTION OF NOTICE( TOPIC COVERED IN CLASS 11)</p>	<p><b>The theme</b> of lesson- Poverty , social stigma , hollow promises of the policy makers , family lineage will be discussed.</p> <p><b>Digital modules</b></p> <p><b>Youtube link-</b> documentary- life in a slum of India</p> <p><b>Sensitization towards sufferings of underprivileged children of the society</b></p> <p><b>Knowledge of Government policies</b> like Right to Education and preventive measures against child labour</p>	<p>Article on 'Broken dreams and aspirations of the underprivileged'</p> <p>Group discussions</p> <p>Poster on 1. <b>'Fun and Frolic of Childhood'</b></p> <p>2. <b>IT'S IMPORTANT TO HAVE A TWINKLE IN YOUR WRINKLE (OLD AGE)</b></p>	<p>Draft a notice to be displayed on the notice board of your society asking people to donate in cash or kind for the children of Slum to bring a smile on their face during Diwali.</p>


3.	JUNE 1 -15	<ul style="list-style-type: none"> <li>• THE THIRD LEVEL</li> <li>• THE TIGER KING</li> <li>• AN ELEMENTARY SCHOOL CLASS ROOM IN A SLUM</li> <li>• ARTICLE WRITING</li> </ul>	11	SELF READING  DISCUSSION  CHALK AND TALK  TEXTUAL QUESTIONS  INTERACTIVE LEARNING2	<p><b>Cross over teaching</b></p> <p><b>Teaching through Flipping classroom</b>          ( Students will receive the onus of learning on them, the teacher- relegate the role of resource provider: students – responsibility of gathering concepts)</p> <p><b>Teaching through collaboration</b>          (assigning group work)</p> <p><b>Technology and innovative methods of teaching</b>          (Teacher can play the scene from Harry Potter on how to get to the secret platform in the movie to make the students aware of inter dimensional travel)</p> <p><b>Video on history of Grand central station</b></p> <p>The poem can be introduced with showing the pictures of children in well educated institutions and children in slums. Students may be asked to draw the differences.</p> <p>The students can be asked to find out the reasons for their poverty and misery that prevails in slum</p> <p>This exercise can be performed in the class. This will turn out to be an <b>ice breaker exercise</b></p> 	<p>Group Activity- Comparative study of The lost Spring and The elementary school classroom in a slum</p> <p>Group Activity- Prepare a Ppt on life in slum and their education standards</p> <p>Article Writing On the topic assigned by the teacher.</p>	DEBATE - DID THE THIRD LEVEL EXIST OR NOT  MIND MAP
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4.	JUNE 16- 30	<ul style="list-style-type: none"> <li>• DEEP WATER</li> <li>• KEEPING QUIET</li> <li>• ADVERTIS EMENTS</li> </ul>	11	Power point presentation Text book content Group Discussion Book exercise HOTS Additional questions	CRITICAL THINKING THE STUDENTS WOULD INTERPRET THE TITLE OF THE LESSON  INTRODUCTION TO HYDROPHOBIA  CHALK AND TALK- THEME: 1. MEMORIES OF THE CHILDHOOD HAUNT ALL THROUGH ADULT LIFE 2. DETERMINATION 3. STRONG WILL POWER	Prepare a write up for the image shown in the class of different class rooms i.e slum areas and city	Prepare the mind map with the help of clues given in the poem

			<p>Reference to context</p> <p>Collaborative Learning</p> <p>Collage/ Brochure</p> <p>ICT</p> <p>YOUTUBE</p> <p>SELF PREPARED STUDY MATERIALS</p> <p>BRAINSTORMING</p>	<p>INTERACTIVE LEARNING</p> <p>Focus points:</p> <ol style="list-style-type: none"> <li>1. the value of fighting fear and over coming it</li> <li>2. Drawing inspiration from the real life examples to help the learners o deal with emotions psychologically</li> <li>3. Words and phrases expressing emotions of fear</li> <li>4. Discussion of the textual details</li> </ol> <p>“ ALL WE HAVE TO FEAR IS FEAR ITSELF”</p> 	<p>Prepare a brochure on various categories of Advertisement creatively along with the samples. Remember to include all the categories along with samples. Keep the hardcopy of the Brochure safe and intact.</p>	<p>Home assignment/ self practise question.</p>
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This CONSTRUCTIVE APPROACH is a while reading activity(

silent reading ) after the introduction about the poet followed by loud reading by the teacher and loud reading by two students

. This activity

1. promotes subconscious language acquisition.
- 2.helps learners to learn a culture, a new subject, reading in English.
3. helps learners to learners' own ideas, opinions, experiences about something.
4. helps learners to communicate with each other while finding solutions to a problem.

While the students read the poem silently for comprehension , a handout of parallel situation will be given to the students . They have to relate the situations given with the situations in the poem. Thus students will take initiative for their own learning experiences. It is learner-centred and supports

**I'M A SAFE KID!**

**MY WATER SAFETY CHECKLIST**

- I make sure a grown-up is watching me.
- I know and obey water safety rules.
- I always swim with a buddy.
- I only swim when my parents say it's okay.
- I don't swim under the diving board.
- If someone is in trouble, I tell the nearest grown-up.
- I do not trust air-filled water wings, toys, or inner tubes to keep me safe.

For more information, contact:

				<p>individualization of learning and autonomy. Action-oriented constructivist language learning is encouraged through collaboration, creation, projects and self-teaching. It develops awareness regarding learning. It is holistic with content-oriented perspective. For this poem we will the present situation of Lock down/ present situations. . Children experienced it and they can relate the situations/ their personal experiences to the situations / experiences in the poem. They can write relevant words/ phrases/ lines from the poem. Children will exploit the poem. The teacher should discuss each point elaborately after the activity is over. The teacher can use images/ videos to discuss each point .</p> <p>EXAMPLE</p> <p>COVID 19 LOCKDOWN/SITUATIONS-----</p> <p>-----POEM</p> <p>1. Indo – China stand off -----</p> <p>-----Wars</p> <p>2. People taking care of themselves during lockdown.</p> <p>3. Lighting the lamps at 9 PM for just nine minutes.</p> <p>4. Indians lighting the lamps at 9 p.m</p> <p>5. Ordinary activities going on</p> <p>6. Indo – China talks</p> <p>7. Modes of conveyance suspended</p> <p>8. Covid -19 impact on human psychology</p> <p>9. Work from home</p> <p>10. scientists constantly looking into ways to beat the virus, to develop a vaccine. Due to the reduced pollution in water, critically endangered, Dolphins have been spotted back in the Ganga river after 30 years. Lakhs of people died , the world came to a stand still . But the earth moves on .</p>	
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					<p>OPEN ENDED QUESTION AND GUIDED DISCUSSION  BREAK OUT ROOM DISCUSSION  ON LINE INTERACTIVE SESSION</p> <p>DIFFERENT E- LEARNING TASKS</p>		
5.	JULY 1- 15	<ul style="list-style-type: none"> <li>A THING OF BEAUTY</li> <li>BUSINESS LETTERS</li> </ul>	7	<p>Powerpoint Presentation</p> <p>Explanation</p> <p>Poetic Devices</p> <p>Reference to context</p> <p>Self guided questions</p> <p>HOTS</p> <p>DEBATE</p> <p>INTERACTIVE LEARNING</p> <p>PROBLEM SOLVING</p> <p>DIGITAL MODULES</p>	<ol style="list-style-type: none"> <li>POEM IS INTRODUCED WITH QUESTIONS ON OUTING AND SIGHT SEEING TRIPS</li> <li>QUESTIONS ASKED ABOUT BEAUTIFUL THINGS FOUND IN NATURE</li> <li>THEN, STUDENTS ARE ASKED TO LIST OUT SOME BEAUTIFUL THINGS WHICH THEY CONSIDER AS THE BEST IN NATURE.</li> <li>STUDENTS ARE ASKED TO SHARE THE BENEFITS OF GOING FOR A PICNIC.</li> <li>STUDENTS NATURALLY GIVE THE SOOTHING EFFECT OF BEAUTIFUL THINGS AND HOW THEY REFRESH OUR MIND.</li> <li>STUDENTS ARE ASKED WHY THEY NEED TO REFRESH THEIR MINDS.</li> <li>PUPILS WOULD LIST OUT FACTORS THAT MAKE MAN SAD AND DISPIRITED.</li> <li>THEN TEACHER INTRODUCES THE POEM, PRESENTING KEATS 'VIEWS ON THE PURPOSE OF BEAUTIFUL THINGS IN OUR LIFE.</li> <li>THE IMAGES USED BY KEATS ARE DISCUSSED WITH THE HELP OF A PPT PRESENTATION</li> <li>THE SPIRITUAL ASPECT OF THE POEM IS HIGHLIGHTED USING THE IMAGERY OF 'IMMORTAL DRINK OVER FLOWING FROM HEAVEN'S BRINK'</li> <li>THE METAPHOR IN THAT IMAGERY IS ALSO BROUGHT</li> </ol>	<p>Article on Impact of beautiful things in our real life</p> <p>Rapid fire question to check analytical skills of the students and doubts cleared</p> <p>Expression of their understanding of beautiful things and its impact either with the help</p>	<p>The students will write a paragraph on 'How does beauty leave an indelible imprint on our mind?'</p>

					<p>OUT FOR THE PUPILS.</p> <p><b>LETTER WRITING</b></p> <ol style="list-style-type: none"> <li>1. ASSIGN AN INITIAL LETTER WRITING EXERCISE</li> <li>2. DESCRIBE BASIC LETTER ORGANISATION</li> <li>3. INTRODUCTION TO DIFFERENT TYPES OF LETTERS</li> <li>4. GUIDE STUDENT THROUGH LETTER WRITING PROCESS</li> <li>5. ASSESS YOUR STUDENTS LETTER WRITING</li> </ol> <p>Categories of Business letters to be covered:</p> <ol style="list-style-type: none"> <li>1. placing the Order</li> <li>2. Cancellation of order</li> <li>3. Enquiry letter</li> <li>4. Complaint letter</li> </ol>	of picture or story or article	
6.	JULY 16- 31	<ul style="list-style-type: none"> <li>• THE RATTRAP</li> <li>• A ROAD SIDE STAND</li> <li>• REPORT WRITING</li> </ul>	10	<p>Reading</p> <p>Powerpoint presentation</p> <p>Video recorded by previous batches</p> <p>Textual questions</p> <p>Self guided questions</p> <p>Mind map</p> <p>Flash cards</p>	<p>Interaction on 'Temptations of life on the basis of the theme of the story'</p> <p>Group discussion / open house discussion on the title of the chapter</p> <p>Power point Presentation of the chapter along with the videos recorded by previous batch on this chapter</p> <p>Students can be asked to Create their own powerpoint presentation and videos on this chapter and the link can be shared with the teacher.</p> <p>Further the best videos can be shown fro recapitulation of the chapter</p>	<p>Debate on 'THE WHOLE WORLD IS NOTHING BUT A GREAT RATTRAP'.</p> <p>The students would be asked to give their own interpretation of the poem in the class. They may use flash card or self made ppt to make it more attractive and innovative.</p> <p>You are the editor of The Times of India, During the times of covid ,</p>	<p>The letter of the peddler address to edla is a fine eg of purification of soul through confession. He signs himself</p>

					<p><b>Road side stand</b></p> <p>The teacher, through sheer determination and dedication, explains the poem line by line which can be easily understood by the children. Their curiosity is kindled to know the callous attitude of the city dwellers. The teacher exhibits his facial emotions to express the mental state of the poet. The constant prayer of the poor people of the road side stand is laid emphasis through his teachings. The indifferent nature of the city folk and the desperate childish longing of the poor village rustics find enough explanation.</p>	<p>you happen to visit another city but while on the way, you saw such roadside stands and people running them. You decided to cover their stories and their plea towards government and general public as no person happens to pass by these spots and their income has turned null. As they do not have access to city, they are not even getting benefits from government. Write their experience in your own words as a report for the newspaper.</p>	<p>as Captain Von Stahle achieving the self esteem. Write an article on confession leads to self-esteem</p>
7.	AUGUST 1-15	<ul style="list-style-type: none"> <li>JOURNEY TO THE END OF THE EARTH</li> <li>JOB APPLICATION</li> <li>SPEECH WRITING</li> </ul>	10	<p>Links on youtube to show video programmes on the international expeditions called " Students on Ice"</p> <p>1. <a href="http://www.youtube.com/watch?v=o96XWdTZh9I">http://www.youtube.com/watch?v=o96XWdTZh9I</a></p> <p>2. <a href="http://www.youtube.com/watch?v=trNvYqAN-SM">http://www.youtube.com/watch?v=trNvYqAN-SM</a></p> <p>3. <a href="http://www.youtube.com/watch?v=YS3RXwPjA">http://www.youtube.com/watch?v=YS3RXwPjA</a></p>	<p>1. Normally the teacher is the focus of the class as she herself collects all information about the lesson and explains the contents to the students. The teacher is so careful that the students don't get the slightest chance to make mistakes. This shies children away from Risk taking.</p> <p>The strategy for this chapter is not to explain every detail. Only certain clues and hints are provided. Even the meaning of the unfamiliar vocabulary items too is not directly told by the teacher. The students are given the opportunity to discover them.</p>	<p>Conduct an interview for your imaginary firm . Ask your classmates to send you their CV along with cover letter. Choose the best</p>	<p>Imagine that the districts of Alsace Lorraine have been restored to earlier position .</p>

				<p>SPEECH BY Malala Yusuf to be played in the class</p> <p>Chain of all the possible jobs and qualifications desired for the same.</p>	<p>2. The teacher acts as a scaffolding which is removed/ disappears once the learning happens.</p> <p>3. The teacher here becomes a co-passenger in the students' ' Journey to the end of knowledge'. Both of the together explore all the possibilities. He/ she does'nt pose himself as the only source of knowledge " the master of all trades".</p> <p>4. The child is allowed to make mistakes. Mistakes and risk taking are always welcome. The stress is on learning from mistakes.</p> <p>Speech writing The teacher can i1`ntroduce the topic by playing an audio recording of a speech given by a student.</p> <p>Also the speech given by President of India and The Prime minister on the occasion of Republic Day can be played in the class for a better interest and understanding.</p>	<p>candidates for the post, interview them and then decide on the best person. Recorded video and CV received will be kept as a proof.</p>	<p>M.Hamel has rejoined the former school as the teacher of French. As Franz , express your feelings through a speech when you were denied the opportunity to use your mother tongue stressin g the importa nce of</p>
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							mother tongue on one's life.
8.	AUGUST 16-31	<ul style="list-style-type: none"> <li>• INDIGO</li> <li>• MEMORIES OF CHILDHOOD</li> </ul>	9	Digital Module Powerpoint Presentation Movie on Gandhi HOTS Interactive Learning Problem solving Debate	The movie Gandhi will be shown to students online <a href="http://youtu.be/6iVxZ3DpcGM">http://youtu.be/6iVxZ3DpcGM</a> Chalk and Talk method will be adopted in the class CLT Approach Student teacher Interaction Interaction Role play Discussion Collaborative learning Group discussion Debate Problem solving and independent practise	Role play on the chapter 'Memories of Childhood'  Draw a poster on Swadeshi movement	Write an article on Gandhi an Principles  Draw a poster on Swadeshi movement
9.	SEPTEMBER 1-15	<ul style="list-style-type: none"> <li>• THE ENEMY</li> </ul>	3	Ppt Discussion Textual questions	Audio- video tools Brain storming about the wars and services of some important professionals Stimulating classroom environment	Poster on Dilemma of Dr SADAO.	Individual opinion of the student would

				Interactive classroom	Discussion is the main tool  Real world learning  Embodied learning		be heard in the class and others would be asked to ponder over them
10	SEPTEMBER 16-30	<ul style="list-style-type: none"> <li>• AUNT JENNIFER'S TIGER</li> <li>• POETS AND PANCAKES</li> <li>• THE INTERVIEW</li> <li>• INVITATION</li> </ul>	9	Ppt  Open house discussion  Debate  Reference to context  Diksha Portal	<ol style="list-style-type: none"> <li>1. Motivate the students to have new perspectives , to refocus their points of view on life and society</li> <li>2. Activate the prior knowledge of the students regarding the literary devices used such as personification, simile, metaphor and so on.</li> <li>3. Establish the theme of the poem through a discussion on feminism and society</li> <li>4. Encourage to explore language by recalling the parts of speech or verb forms of different lexical items</li> <li>5. Encourage creative writing which portrays the students's reflections on the theme of the poem.</li> </ol> <p>Students will be shown two pictures contrasting: career woman and a woman harassed with household chores. They can be asked to describe their views on the picture.</p>	<ol style="list-style-type: none"> <li>1. Discussion in groups on: 1. Today's film technology compared with that of the early days of film making in India.</li> <li>2. Do actors take away much of the success as credits of film that they deserve.</li> </ol>	The students will be encouraged to write a creative piece in which they can be asked as to how they would react if they are put in Aunt





**Poets and Pancakes**

Students will find out at least three such films that are made on the theme of freedom movement. They will collect pictures and details of the personalities involved in the making of such films in their mother tongue as well as Hindi.

Students will do a short research on whether films are reflections of society or society follows what they see in

3. Record your Video while conducting an interview with local sarpanch/ President/MLA/MP and discuss the following points.

Collect all sorts of invitation-wedding, opening, exhibition, obituary, birthday party, farewell party and create a scrap file or a brochure of all those invitations. Present the same in the class and keep your

Jennifer's shoes.

Conduct imaginative interview on how lockdown during Covid has changed your life. You can include your friends or family members.

Ask each student what he

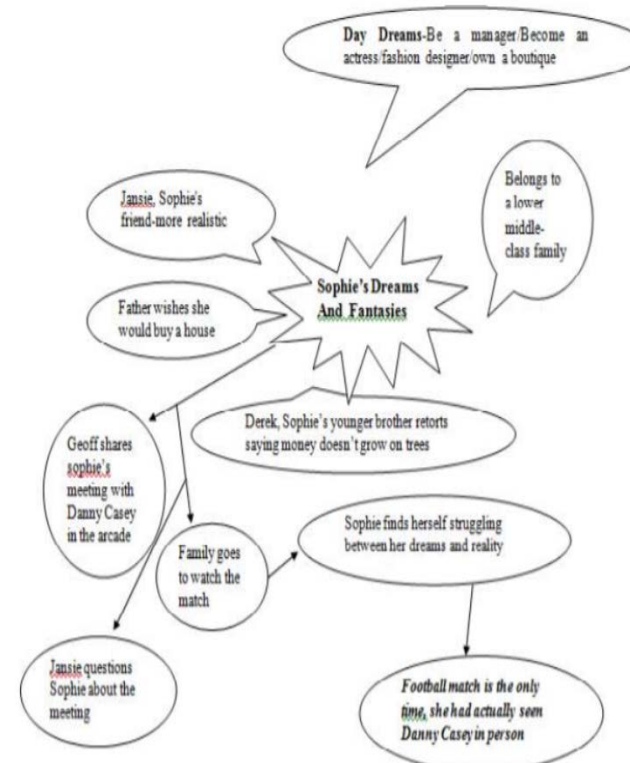
				<p>films.</p> <p>The story outline , theme style and literary devices will be discussed with the help of a powerpoint presentation.</p> <p><b>The Interview</b> Brainstorming during the Interview Interview is not a number game. It's purely based on talent. Method of teaching- Both Inductive and Deductive methods</p> <p><b>INVITATION</b> 1. Creative Teaching 2. Audio and Video tools 3. " Real world learning" 4. Brainstorm 5. Role play 6. Stimulating Environment</p>	<p>Collection safe to be submitted in the school</p>	<p>or she would say if an unpleasant person invited him or her to go to a party or the movies. Write answer on sheet</p>	
11	OCTOBER 1-15	<ul style="list-style-type: none"> <li>ON THE FACE OF IT</li> <li>REPLIES TO INVITATION</li> </ul>	7	<p>Power point presentation</p> <p>Textual questions</p> <p>Discussion</p> <p>Assignment</p> <p>Creative writing</p>	<p>1. Stimulating Multiple Intelligences - The use of ambiguous pictures caters to the visual spatial aspect, the vocabulary section along with the use of language in context appropriates the verbal linguistic ability, the description of Lamb's garden gratifies naturalistic intelligence, the transaction between Derry and Lamb accommodates the Interpersonal side, the description of Derry's complexes and transformation accounts for the intrapersonal facet and students unconsciously ponder on their strengths and weaknesses, the singing of bees and the occasional bird song deals with musical ability, assigning the task of searching information on famous differently abled personalities nurtures the ability to sift through and organise information which touches upon the</p>	<p>Poster on 'fund raising charity show by disabled section of people'</p>	<p>Conduct an interview session with Derek when he grew up as o how his life was influencing by</p>

					<p>logical mathematical side. More over information searching is also creative and proactive as they discover new information.</p> <p>2. Emotional intelligence. Engaging students in the activity of describing a device they would like to invent for the differently abled, fosters and fortifies empathy that would ultimately promote emotional intelligence and the ability to connect. Analysing the emotions chart is also a step in this direction.</p> <p>3. Trust and Openness - Character study of Lamb and Derry would engender trust and openness in students.</p> <p>4. Sensitivity – The handling of the lesson would make students more sensitive to the world and people around them.</p> <p>5. Enjoy reading – Linking the lesson to real life would create interest in students and as they discover new things, thereby making reading an enjoyable experience.</p> <p><b>REPLIES TO INVITATION</b></p> <ol style="list-style-type: none"> <li>1. Creative Teaching</li> <li>2. Audio and Video tools</li> <li>3. “ Real world learning”</li> <li>4. Brainstorm</li> <li>5. Role play</li> <li>6. Stimulating Environment</li> </ol>		Mr Lamb.
12	OCTOBER 16-31	<ul style="list-style-type: none"> <li>• SHOULD WIZARD HIT MOMMY</li> </ul>	7	<p>Narration</p> <p>Text book reading</p>	<p><b>Should wizard hit Mommy</b></p> <ol style="list-style-type: none"> <li>1. The teacher gives an exercise in vocabulary and asks</li> </ol>	Take a stance on the topic either for or against and	Based on the story, attempt

		<ul style="list-style-type: none"> <li>• GOING PLACES</li> <li>• DEBATE WRITING</li> </ul>	<p>Discussion and explanation</p> <p>Chalk and talk</p> <p>Debate</p> <p>Article Writing</p> <p>Brainstorming</p> <p>Rapid fire</p>	<p>children to work out the meanings to arrive at different usages of the word 'spell'</p> <p>2. The teacher initiates a discussion on 'bed time stories' by showing two clippings on bed time stories.</p> <p>3. The advantages of 'bed time stories' will be enumerated through a slide on the advantages of 'bed time stories' and their relevance in the development of child's personality.</p> <p>4. The students are asked to ponder over the view point of the child as well as the view point of parents on the topic 'Parents know what is best for their children'.</p> <p>5. The students are asked to write a dialogue between the characters in the story and act it out.</p> <p>6. The teacher initiates a debate writing exercise on the topic, 'Is mommy right in hitting the wizard'?</p> <p>7. Information about the background of the author is provided to familiarize the students about the milieu of the story in which it is written to comprehend the theme in a better manner.</p>	<p>write a debate on, 'Roger Skunk's mom was not right in changing the smell of baby Skunk'.</p> <p>Write an article in the newspaper about the suitability of fairy tales and bedtime stories in the development of child's personality.</p>	<p>a character sketch of Sophie as a woman who lives in her world of fantasy.</p> <p>The students will write a paragraph on 'Fantasies of teenage' and also answer the question: What do you</p>
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Going Places

MIND MAP



Students would be able to familiarize themselves with specific

background information of adolescents and adolescent fantasizing. They would identify and make connections between similar situations in

think was the reason behind Sophie's fantasy of meeting Danny Casey ?

					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.		
13	NOVEMBER 1-3	<ul style="list-style-type: none"> <li>EVANS TRIES AN-O-LEVEL</li> </ul>	3	Power point presentation Role play Mind map Videos of previous students	Discussion and introduction to term 'KLEPTOMANIAC' Role play Story writing- theme- keen intelligence	Group discussion on 'Would education in the jails help in refining the prisoners?'	Mind map

**NOTE:**

**ASL WILL BE CONDUCTED TWICE IN A YEAR**

**ALONG WITH THE ACTIVITIES MENTIONED IN THE SYLLABUS, THERE MAY BE OTHER ACTIVITIES WHICH THE TEACHER CAN TAKE UP SUITING THE REQUIREMENT OF THE STUDENTS.**

**READING COMPREHENSION- 20 MARKS**

**WRITING SKILLS- 16 MARKS**

**LITERATURE- 44 MARKS**

**ASL- 20 MARKS**

**TOTAL- 100 MARKS**

UT 1- 1 JULY 2021- 6 JULY 2021

1<sup>ST</sup> TEM EXAM- 6- 18 SEPTEMBER 2021

PRE BOARD EXAM- 22 NOVEMBER ONWARDS

**SYLLABUS TO BE COVERED IN EXAMINATION**

<b>EXAM SCHEDULE</b>	<b>CHAPTERS TO BE COVERED</b>	<b>WRITING SECTION</b>
<b>UT-1- 25 MARKS (MARCH- MAY)</b>	<ul style="list-style-type: none"><li>• THE LAST LESSON</li><li>• MY MOTHER AT SIXTY-SIX</li><li>• LOST SPRING</li><li>• THE THIRD LEVEL</li><li>• AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM</li><li>• DEEP WATER</li><li>• KEEPING QUIET</li></ul>	<ul style="list-style-type: none"><li>• NOTICE WRITING</li><li>• POSTER MAKING</li><li>• ADVERTISEMENTS</li><li>• ARTICLE WRITING</li></ul>
<b>TERM 1 40 MARKS (JULY-AUGUST)</b>	<ul style="list-style-type: none"><li>• A THING OF BEAUTY</li><li>• THE RATTRAP</li><li>• A ROAD SIDE STAND</li><li>• JOURNEY TO THE END OF THE EARTH</li><li>• INDIGO</li><li>• MEMORIES OF CHILDHOOD</li></ul>	<ul style="list-style-type: none"><li>• ADVERTISEMENTS</li><li>• ARTICLE WRITING</li><li>• LETTER WRITING (JOB APPLICATION)</li><li>• SPEECH WRITING</li><li>• LETTER WRITING (BUSINESS LETTERS)</li><li>• REPORT WRITING</li></ul>
<b>ANNUAL EXAMINATION</b>	<ul style="list-style-type: none"><li>• COMPLETE SYLLABUS</li></ul>	

## Yearly Plan for XII Mathematics (2021-22)

### I Semester

Sno	Date	Topic	No. of periods	Covered	Pedagogy	Activities
1	1-4-21 to 15-4-21	Probability	10	i) introduction ii) conditional probability iii) Independent events iv) Baye's theorem	e-learning, digital mode, problem solving method	Tossing coins, rolling dice, selecting balls from a bag, playing cards game
2	16-4-21 to 25-4-21	Probability	5	i) random variable ii) probability distribution iii) binomial distribution	e-learning, digital mode, problem solving method	Selecting objects with or without replacement, <b>Pictorial presentation of the concept of this topic</b>
3	26-4-21 to 30-4-21	Linear programming problem	4	i) introduction ii) formation of LPP iii) solving by using graph	Problem solving method	*Identify the feasible region by using graph  *understand the concept by using daly life examples
4	1-6-21 to 15-6-21	Vector	10	i) introduction ii) types of vectors iii) addition of vectors (triangle law , parallelogram law) iv) components of vetors v) produvt of vectors (dot product, vector product)	E-learnig digital mode problem solving method	Making 3D space by using cardboard sheets
5	16-6-21 to 30-6-21	Three dimentional geometry	12	i) direction ratio, direction cosines of a vector ii) find the equation of straight line in space iii) plane concept	E-learnig digital mode problem solving method	practical experiance of line in space by using rope. Understanding plane by joining many ropes



6	8-7-21 to 20-7-21	Matrices	10	<ul style="list-style-type: none"> <li>* introduction</li> <li>* definition of matrix</li> <li>* types of matrices</li> <li>* basic operations</li> <li>* symmetric and skew symmetric matrices</li> <li>* application of matrices</li> </ul>	E-learnig digital mode problem solving method	<ul style="list-style-type: none"> <li>* Apply the concept in daily life</li> <li><b>*product of matrices can be shown in pictorial form</b></li> </ul>
7	21-7-21 to 30-7-21	Determinants	7	<ul style="list-style-type: none"> <li>* definition</li> <li>* properties</li> <li>* inverse of a matrix</li> <li>* solving linear equations</li> </ul>	E-learnig digital mode problem solving method	Verification of linear equations solutions by solving simultaneously and matrix method
8	1-8-21 to 9-8-21	Relations and functions	6	<ul style="list-style-type: none"> <li>* types of relation and the method of proving</li> <li>* types of functions and the method of proving</li> </ul>	E-learnig digital mode problem solving method	<b>Pictorial presentation of types of functions</b>
9	10-8-21 to 15-8-21	Inverse trigonometric functions	5	<ul style="list-style-type: none"> <li>* Basic definition,</li> <li>* principal values</li> <li>* properties</li> <li>* simplifications</li> </ul>	E-learnig digital mode problem solving method	Presentation of inverse function by using graph
10	17-8-21 to 30-8-21	Continuity and differentiability	10	<ul style="list-style-type: none"> <li>* continuity at a point</li> <li>* differentiability at a point</li> <li>* different types of derivative</li> <li>* second order derivative</li> </ul>	E-learnig digital mode problem solving method	Derivative of a function at a point is the slope of tangent- understanding this concept by pictorial method

**UNIT TEST 1** : Probability, linear programming problem, Vectors, and Three dimensional geometry.

**FIRST SEMESTER** : Matrices, determinant, Relation and functions, Inverse trigonometry, derivative including continuity, probability, LPP, and vector , Three dimensional geometry

## II SEMESTER

S.No	Date	Topic	No. of periods	Covered	Pedagogy	Activities
1	20-9-21 to 30-9-21	Application of derivative	7	* Rate as measure * Apprximation * Tangent and normals * Increasing and decreasing	*E – learning * digital mode * Problem solving method	Problem soving method in group activity
2	3-10-21 to 7-10-21	Application of derivative	5	* Maxima and minima	*E – learning * digital mode * Problem solving method	<b>Origami activity to find max volume</b>
3	21-10-21 to 30-10-21	Integration	7	* basic definition * solving formula oriented problem *method of substitution * special cases	*E – learning * digital mode * Problem solving method	Soving the problem in group
4	1-11-21 to 15-11-21	Integration (contd)	10	* some more special * by parts * by partial fractions * definite integrals * properties of definite integral	*E – learning * digital mode * Problem solving method	Solving the problems in group * <b>Sketch a cartoon/ human face by using calculus formulas</b>
5	16-11-21 to 20-11 – 21	Appliction of integration	5	Area under the curve and above X - axis	Problem sovingmethod	Solving problem in group by using graph
6	21-11-21 to 4-12-21	Differential Equations	8	* definition * formation of differential equations * variable separable method to slve DE * solving DE by homogeneous equation and linar first order method	Problem solving method Degital mode	Solving problem in group

**NOTE : December -I preboard**

**( Full course - Syllabus for both preboard )**

**January 2022 – PRE BOARD 2**

**Every month one maths activity will be conducted as per NCERT instruction for internal.**

**PHYSICS SYLLABUS**  
**CLASS-XII (2021-22)**

**TERM-I**

<b>S. No.</b>	<b>Duration</b>	<b>Chapter/Topic</b>	<b>No. of Teaching Periods</b>	<b>Syllabus Covered</b>	<b>Pedagogy (learner centred)</b>	<b>Art Integrated/Other Activities</b>
1.	April 1 <sup>st</sup> – 22 <sup>nd</sup>	<b>Electric Charges and Field</b>	13	Chapter 1: Electric Charges and Field	E-Learning, Brainstorming, Discussion, Context based learning.	Make a concept map of the chapter.
2.	June 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Electrostatic Potential And Capacitance</b>	12	Chapter 2: Electrostatic Potential and capacitance	Learning Through Argumentation, Incidental Learning, Computational Thinking	
3.	June 16 <sup>th</sup> – 30 <sup>th</sup>	<b>Current Electricity</b>	12	Chapter 3: Current Electricity	E-Learning, Brainstorming, Discussion, Computational Thinking	Using O-labs find the resistance of a wire, verify the series and parallel laws of resistances, compare the emf of two cells
4.	July 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Periodic Test-1 + Moving charges and magnetism.</b>	6	Chapter 4: Moving Charges and Magnetism.	E- learning, Discussion, Concept based learning.	Iron Filings Activity.
5.	July 16 <sup>th</sup> – 31 <sup>st</sup>	<b>Moving charges and magnetism + Magnetism and matter.</b>	12	Chapter 4: Moving Charges and Magnetism Chapter 5: Magnetism and matter.	E - learning, Brainstorming, Learning Through Argumentation.	Make a concept map of the chapter.

6.	August 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Electromagnetic Induction and A.C. Circuits.</b>	12	Chapter6: Electromagnetic Induction Chapter 7: A.C. Circuits.	Demonstration, E-learning, Activity oriented	Activities based on solenoid explaining the concept of self induction and mutual induction.
7.	August 16 <sup>th</sup> – 31 <sup>st</sup>	<b>A.C. Circuits (Contd.)</b>	10	Chapter 7: A.C. Circuits.	Inductive Deductive, Brainstorming, e-learning	Perform activity through O-Labs to find the frequency of A.C.mains.
8.	Sept. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>EM Waves</b>	12	Chapter 8: EM Waves	E - learning, Brainstorming, Learning Through Argumentation.	Make PPT on properties and uses of em waves.

**Note:** Students will be asked to record the practicals in their practical file as per the cbse syllabus.

**Periodic Test 1:**

Chapter-1: Electric charges and fields

Chapter-2: Electrostatic potential and capacitance

Chapter-3: Current Electricity

**TERM-II**

S. No.	Duration	Chapter/Topic	No. of Teaching Periods	Syllabus Covered	Pedagogy (learner centred)	Art Integrated/Other Activities
1.	Sept. 16 <sup>th</sup> – 30 <sup>th</sup>	<b>Ray Optics</b>	8	Chapter 9: Ray Optics	Activity oriented, Use of Multimedia, Demonstration	Drawing of ray diagrams to study the image formation by spherical mirrors and lens.
2.	Oct. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Wave Optics</b>	12	Chapter10: Wave Optics	E - learning, Brainstorming, Learning Through Argumentation.	Perform activity through O-Labs to find the focal length of lens and convex mirror.

3.	Oct. 16 <sup>th</sup> – 31 <sup>st</sup>	<b>Wave Optics + Dual Nature Of Light</b>	12	Chapter10: Wave Optics + Chapter11: Dual Nature Of Light	Learning Through Argumentation, Incidental Learning, Computational Thinking	
4.	Nov. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Atoms + Nuclei</b>	8	Chapter12: Atoms Chapter13: Nuclei	E- learning, Discussion, Concept based learning.	
5.	Nov. 16 <sup>th</sup> – 30 <sup>th</sup>	<b>Semiconductor Electronics</b>	12	Chapter14: Semiconductor Electronics	Brainstorming, e-Learning, Discussion	

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## CHEMISTRY SYLLABUS

### CLASS XII (2021-22)

#### TERM-I

S. No.	Duration	Chapter / Topic	No. of Teaching Periods	Syllabus Covered	Pedagogy (learner centred)	Art Integrated / Other Activities
1.	April 1 <sup>st</sup> – 22 <sup>nd</sup>	Unit 10:- Haloalkanes and Haloarenes	9	Nomenclature, preparation, Properties, Stereochemistry of substitution reactions, Uses	Brainstorming, Critical Thinking, Incidental learning, Creativity, Collaboration.	3 D model for Stereochemistry for SN <sup>1</sup> and SN <sup>2</sup> reaction mechanism
2.	June 1 <sup>st</sup> – 15 <sup>th</sup>	Unit 11:- Alcohols, Phenols and Ethers  Unit 12:- Aldehydes, Ketones and carboxylic acids	7  5	Nomenclature, preparation, Properties, mechanism of dehydration, Uses  Nomenclature, preparation, Properties, mechanism of nucleophilic addition, Uses	Student-teacher interaction, Visualization, Inductive-deductive, Integrative approach, Compare- contrast matrix.	Concept map for preparation and reactions of alcohols and aldehydes.
3.	June 16 <sup>th</sup> – 30 <sup>th</sup>	Unit 13:- Organic compounds containing nitrogen  Unit 2:- Solutions	6  7	Nomenclature, preparation, Properties, Diazonium salts  Types of solutions, Raoult's law, colligative properties Van't Hoff factor.	Interactive and collaborative experience, Cross over Learning, Computational thinking, Context based learning, Interpersonal skills.	Activity for diazotization reaction using Olabs.  Group discussion for Colligative properties

4.	July 1 <sup>st</sup> – 15 <sup>th</sup>	UT-1 & Unit 3: Electrochemistry	7	- Specific & molar conductivity, Nernst equation, Kohlrausch's Law, law of electrolysis, batteries, corrosion.	- Brainstorming, E-learning, Argumentative, Incidental learning, Heuristic approach, Critical thinking.	- Activity to determine EMF of a cell using Olabs.
5.	July 16 <sup>th</sup> – 31 <sup>st</sup>	Unit 4:- Chemical Kinetics	6	Rate of a reaction, rate law, integrated rate equations, activation energy, Arrhenius equation.	Multimedia content, Interactive cum discussion method, Embodied learning, Interpersonal skills, Integrative approach, Activity oriented.	Activity to study the reaction of iodide ion with Hydrogen Peroxide using Olabs
		Unit 1:- Solid state	8	Classification of solids, Unit cells, calculation of density of unit cell, defects, electrical and magnetic properties.		Clay model/Ball and stick model for different types of unit cells  hcp and ccp arrangements using bangles/coins
6.	Aug. 1 <sup>st</sup> – 15 <sup>th</sup>	Unit 5:- Surface Chemistry	7	Adsorption, catalysis, lyophilic, lyophobic, multi-molecular and macromolecular colloids, properties of colloids, emulsions.	Questioning, Visualization, Inquiry based approach, Critical thinking, Reflective approach, E-learning.	PPT for classification of colloids/ properties of colloids
		Unit 6:- General principles and processes of isolation of elements	5	Principles and methods of extraction		

7.	Aug. 16 <sup>th</sup> – 31 <sup>st</sup>	Unit 7:- p-block elements	12	electronic configuration, oxidation states, oxoacids, physical and chemical properties of group 15, 16, 17 & 18 elements	Argumentative learning, Context based learning, Multimedia approach, Computational thinking, Collaboration	Mind map for group 15, 16,17 and 18 elements.
8.	Sept. 1 <sup>st</sup> – 18 <sup>th</sup>	Revision + Term-I Exam	4 -	- -	- -	- -

**NOTE:**

Students will be asked to perform and record the practicals in their practical file as per the CBSE syllabus.

EXAM	UNIT/CHAPTER
UT-1	Units 10, 11 and 12
Term-I	Units 1,2, 3, 4, 10, 11, 12, 13

**TERM-II**

S. No.	Duration	Chapter / Topic	No. of Teaching Periods	Syllabus Covered	Pedagogy (learner centred)	Art Integrated / Other Activities
9.	Sept. 19 <sup>th</sup> – 30 <sup>th</sup>	Unit 8:- d- and f- block elements  Unit 9: Coordination compounds	5  5	Properties of the 1 <sup>st</sup> row transition metals, K <sub>2</sub> Cr <sub>2</sub> O <sub>7</sub> and KMnO <sub>4</sub> , Lanthanoids, Actinoids  Ligands, coordination number, colour, magnetic properties, IUPAC nomenclature, Werner's theory, VBT, and CFT	Student – teacher interaction, Constructivist, collaborative learning, Independent practice, Demonstrations, Inquiry based approach.	To make an Infographic for comparison of d- and f- block elements



10.	Oct. 1 <sup>st</sup> – 15 <sup>th</sup>	Unit 14:- Biomolecules	6	Carbohydrates, Proteins, Hormones, Vitamins, Nucleic Acids	Questioning, Constructivist, Problem solving, Communication, Reflective and interdisciplinary approach.	Jewellery design for essential and non-essential amino acids
		Unit 15:- Polymers	4	Classification, methods of polymerization, some important polymers.		To draw flow chart for polymers
11.	Oct. 16 <sup>th</sup> – 31 <sup>st</sup>	Unit 16:- Chemistry in everyday life.	4	Chemicals in medicines, Chemicals in food, Cleansing agents.	Brain Storming, Peer learning, Character building, Collaboration.	Concept map of the chapter.
		Revision	6	-		-

**NOTE:**

Students will be asked to perform and record the practicals in their practical file as per the CBSE syllabus.

EXAM	UNIT/CHAPTER
Pre Board-I	Entire syllabus
Pre Board-II	Entire syllabus

**Computer Science SYLLABUS****CLASS-XII (2021-22)****TERM-I**

<b>S. No.</b>	<b>Duration</b>	<b>Chapter/Topic</b>	<b>No. of Teaching Periods</b>	<b>Syllabus Covered</b>	<b>Pedagogy (learner centred)</b>	<b>Art Integrated/Other Activities</b>
1.	April 1 <sup>st</sup> – 22 <sup>nd</sup>	<b>Database Concepts</b>	13	Database terminologies	E-Learning, Brainstorming, Discussion, Demonstrative.	Pictorial Representation of the tables and its parts.
2.	June 1 <sup>st</sup> – 15 <sup>th</sup>	<b>SQL</b>	12	DDL Commands	Online Quiz, Online Demo on SQL DDL commands and Group Discussion	Draw the pictorial chart on categories of SQL commands.
3.	June 16 <sup>th</sup> – 30 <sup>th</sup>	<b>SQL</b>	12	DML	E-Learning, Online Quiz, Online Demo on SQL DML Commands and Group Discussion	Open Discussion on DDL and DML commands.
4.	July 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Periodic Test-1 + Python-SQL interface</b>	6	Implement DDL commands in python	E- learning, Discussion, Learning by doing.	Draw the flowchart to show the flow of data in student management system.
5.	July 16 <sup>th</sup> – 31 <sup>st</sup>	<b>Python-SQL interface</b>	12	Implement DML commands in python	E- learning, Discussion, Learning by doing.	Draw the Data Flow Diagram of allotted projects.
6.	August 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Computer Networks</b>	12	1. Data communication terminologies. 2.Topologies 3.Protocol 4.Web services	E-learning, Think pair and share, Case studies discussion.	Prepare the collage on network topologies and network types.

7.	August 16 <sup>th</sup> – 31 <sup>st</sup>	<b>Review of Python</b>	10	1.Basics 2.loops 3.List	Learning by doing, trial and error methods, computational thinking	
8.	Sept. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Review of Python</b>	4	1.Tuple 2.Dictionary 3.Methods	Development of a structured program, a top-down design,	Make PPT on sequence data type.

**Note:** Students will be asked to record the practical in their practical file as per the CBSE syllabus.

**Periodic Test 1:**

- 1: Database concepts
- 2: SQL-DDL commands
- 3: SQL-DML commands

**Term 1:**

1. Database concepts
2. SQL
3. Computer networks
4. Review of Python

**TERM-II**

S. No.	Duration	Chapter/Topic	No. of Teaching Periods	Syllabus Covered	Pedagogy (learner centred)	Art Integrated/Other Activities
1.	Sept. 16 <sup>th</sup> – 30 <sup>th</sup>	<b>Files Handling</b>	4	1.CSV 2.Text	Collaborative learning, interactive approach through practical demo.	Draw a flowchart to show the read and write operation on Text and CSV files.
2.	Oct. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>File Handling</b>	12	Binary	First-hand experience of the various procedures.	Frame a MIND-MAP indicating the basic operations on binary file.

3.	Oct. 16 <sup>th</sup> – 31 <sup>st</sup>	<b>Recursion</b>	12	Recursion & Idea of efficiency	Computational Thinking, Constructionist Approach	Draw a diagram to show how the stack grows as main calls factorial and factorial then calls itself.
4.	Nov. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Data Structures</b>	8	1.Stack 2.Queue	E- Learning, Discussion, Concept based learning.	Pictorial representation of push and pop operation of Stack.

**PreBoard 1:**

Complete Syllabus

**PreBoard 1:**

Complete Syllabus

Reeta Sahoo

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**BIOLOGY SYLLABUS (2021-2022)****CLASS XII****TERM-I**

S.N	Duration	Chapter/Topic	No: of Teaching Periods	Syllabus Covered	Pedagogy	Art Activity/Other Activities
1.	April 1 <sup>st</sup> -15 <sup>th</sup>	<b>Sexual Reproduction in Flowering Plants</b>	9	(i)Pre- Fertilization events (ii)Micro megasporogenesis (iii)Pollination (iv)Pollen-Pistil Interaction	Creative diagrams  Flow Chart of the process  Pollen Germination using OLABS	Collection of any 2 Anemophilous and Entomophilous flowers  Slide Preparation of Pollen Germination
2.	April 16 <sup>th</sup> -21 <sup>st</sup>	<b>Sexual Reproduction in Flowering Plants</b>	4	(i)Artificial Hybridisation (ii)Post-Fertilization (iii)Apomixis	Video  Use of multimedia	Exit Cards of structure of fruit and seed Emasculation technique
3.	June 1 <sup>st</sup> -15 <sup>th</sup>	<b>Human Reproduction</b>	12	(i)Male and Female reproductive system (ii)Gametogenesis (iii)Fertilization (iv)Pregnancy	E-Learning  Brainstorming  Flow Chart	Word wall for difficult terms along with meaning Observation of slides of T.S of Testis/Ovary/Blastula
4.	June 16 <sup>th</sup> -30 <sup>th</sup>	<b>Reproductive Health</b>	12	(i)Birth control measures (ii)ARTs	Learning through argumentation  Recap with help of lolly lotto	Prepare a debate on gender equality
5.	July 1 <sup>st</sup> -15 <sup>th</sup>	<b>Principles of Inheritance and Variation</b>	6	(i)Mendel's law (ii)Linkage (iii)Mendelian Disorders (iv)Sex determination	Concept based learning  Punnett square	Using Rajma seeds, students will find monohybrid and dihybrid
6.	July 16 <sup>th</sup> -31 <sup>st</sup>	<b>Molecular Basis of Inheritance</b>	12	(i)DNA as genetic material (ii)Transcription and Translation	Flow chart of experiments  Demonstration	Extraction of DNA from Banana/tomato Find one Homologous and

		<b>Evolution</b>		(iii) Operon Concept (i) Evidences and mechanism of evolution	Use of multimedia E-learning	Analogous organ around you Study of pedigree charts
7	Aug 1 <sup>st</sup> -15 <sup>th</sup>	<b>Human Health and Diseases</b>  <b>Strategies for Food Production</b>	12	(i) Detailed study of various diseases  (i) Agriculture and Animal Husbandary	Showing slides of some pathogens  Brain storming, activity oriented	Make a concept map of the chapter  Observation of slides of Entamoeba, Plasmodium etc  Mind map on Plant breeding
8	Aug 16 <sup>th</sup> -31 <sup>st</sup>	<b>Microbes in Human Welfare</b>	10	(i) Application of Microbes	Recap with lolly lotto	Make a table of microbes and its uses
9	Sept 1 <sup>st</sup> -15 <sup>th</sup>	<b>Introduction to Biotechnology Semester Exam</b>	4	Meaning and utility  Revision for semester exam	Inductive-Deductive	Find 10 Recombinant protein used in medicine

### TERM-II

S.NO:	Duration	Chapter/Topic	No: of Teaching Periods	Syllabus Covered	Pedagogy	Art Activity/Other Activities
1.	Sept 16 <sup>th</sup> -30 <sup>th</sup>	<b>Biotechnology-Principles</b>	8	(i) rDNA Technology	Participatory technology	Find 5 Palindromic sequence and their R.E
2.	Oct 1 <sup>st</sup> -15 <sup>th</sup>	<b>Biotechnology-Principles</b>	12	(ii) Processes and tools	Reflective Practice, Diagram	Extraction of DNA
3.	Oct 16 <sup>th</sup> -31 <sup>st</sup>	<b>Biotechnology-Applications</b>	12	(i) Bt Cotton (ii) RNAi (iii) Gene Therapy	Recap with lolly lotto  Use of multimedia	Elocution-Speak for 1 min on role of microbes
4.	Nov 1 <sup>st</sup> -15 <sup>th</sup>	<b>Organisms and Populations</b>	8	(i) Population interactions	Learning through	Word wall of ecological terms

		<b>Ecosystem</b>		(i)Structure (ii)Ecological Succession (iii)Nutrient cycle	group discussion/in individual presentation  Recap with lolly lotto  Individual Presentation	with meaning  Soil study  To prepare a food chain
4.	Nov16 <sup>th</sup> -30 <sup>th</sup>	<b>Biodiversity and Conservation</b>  <b>Environmental Issues</b>	12	(i)Species diversity (ii)Insitu and Exsitu Conservation  (i)Pollution- Air, Soil, Water, Sound	Individual Presentation  Pie chart on patterns of biodiversity  Use of flow chart and graph to show sewage discharge	Find Population density and frequency of a given area  Draw diagram of precipitator  Water and Air sample study

#### EXAMINATION SCHEDULE

Examination	Max Marks	Month	Syllabus
Unit Test-1	25	July	Unit VI-Reproduction
First Semester	70	September	Unit VI-Reproduction Unit VII-Genetics
Pre Board I & II	70	December January	Entire Syllabus

**NOTE:** Students will be asked to record the practicals in their file as the respective topics and activity will be completed in the class as per CBSE curriculum.

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**BUSINESS STUDIES SYLLABUS****CLASS-XII (2021-22)****TERM-I**

<b>S. No.</b>	<b>Duration</b>	<b>Chapter/Topic</b>	<b>No. of Teaching Days</b>	<b>Syllabus Covered</b>	<b>Pedagogy (learnercentred)</b>	<b>Art Integrated/Other Activities</b>
1.	April 1 <sup>st</sup> – 22 <sup>nd</sup>	<b>Unit 1: Nature and Significance of Management</b>	8	Chapter 1: Management - concept, objectives, and importance Management as Science, Art and Profession Levels of Management, Management functions Coordination- concept and importance	E-Learning, Brainstorming, Discussion, Context based learning.	1. Make a concept map of the chapter. 2. Find names of managers at the top level in 5 companies
2.	June 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Unit 2: Principles of Management &amp;</b>  <b>Unit 3: Business Environment &amp;</b>	11	Ch 2: Concept and significance Fayol's principles of management Taylor's Scientific management- principles and techniques Ch 3: Concept and importance Dimensions of Business Environment- Demonetization - concept and features Impact of Government policy changes on business w.r.t. LPG in India	PPT, Incidental Learning, Experiential learning	1. Depict 14 principles of Fayol through cartoons or drawings. 2. Make a ppt on the impact of covid pandemic on the various dimensions of business.



3.	June 16 <sup>th</sup> – 30th	<b>Unit 11: Marketing</b>	10	Ch 11: Marketing – Concept, functions and philosophies Marketing Mix – Concept and elements Product, Price Physical Distribution,	E-Learning, Brainstorming, Discussion,	1. Do a role play on the elements of marketing mix 2. Make a 3 D model of an imaginary product
4.	July 1 <sup>st</sup> – 15th	<b>Periodic Test-1 + Marketing(contd.)&amp; Unit 4: Planning</b>	7	Ch 11:Promotion Ch 4:Planning- Concept, importance and limitations Planning process Single use and standing plans.	E- learning, Discussion, Concept based learning.	Explain the types of plans prepared when you organise a school fete.
5.	July 16 <sup>th</sup> – 31st	<b>Unit 5: Organising</b>	10	Ch 5: Concept and importance Organising Process, Structure of organization - functional and divisional concept. Formal and informal organization - concept Delegation, Decentralization:	E - learning, Brainstorming, Learning Through discussion	1.Make a concept map of the chapter. 2. Role play on Delegation Of authority and its importance
6.	August 1 <sup>st</sup> – 15th	<b>Unit 6: Staffing</b>	10	Ch6: Concept and importance. Staffing as a part of HRM– concept Staffing process Recruitment Selection process Training and Development – Concept & imp., Methods of training - on the job and off the job - vestibule, apprenticeship and internship training	Demonstration, E- learning, Activity oriented	Debate on effectiveness of Internal and External sources of recruitment
7.	August 16 <sup>th</sup> – 31 <sup>st</sup>	<b>Unit 7: Directing</b>	9	Ch7: Concept and importance, Elements of Directing Motivation - concept,	Inductive Deductive, Brainstorming, e- learning	1. Make a mind map 2. Create a crossword on terms used in directing

				Maslow's need hierarchy , Financial and non-financial incentives Leadership - concept, styles Communication - concept, formal and informal; barriers to effective communication,		
8.	Sept. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Unit 7: Directing (contd.)&amp; Revision</b>	3	How to overcome the barriers.	E - learning, Brainstorming, Learning Through Argumentation.	Make PPT on clippings of various barriers to communication seen in films.

**Note:** Students will be asked to prepare projects as per the CBSE syllabus.

**Syllabus For Periodic Test 1:**

Chapter-1: Nature and Significance of Management

Chapter-2: Principles of Management

Chapter-3: Business Environment

Chapter -11: Marketing

**Syllabus For Semester 1:**

Chapters 1, 2, 3, 4, 5, 6, 7, & 11

**TERM-II**

S. No.	Duration	Chapter/Topic	No. of Teaching Days	Syllabus Covered	Pedagogy (learnercentred)	Art Integrated/Other Activities
1.	Sept. 16 <sup>th</sup> – 30 <sup>th</sup>	<b>Unit 8: Controlling &amp;</b>  <b>Unit 9: Financial Management</b>	9	Ch 8: Concept & imp. Relation between planning & controlling. Process Ch 9: Concept, role & objective Financial decisions: investment, financing and	Use of PPT Discussion. E- Learning	1. Diagrammatically depict the relation between Planning and control. 2. Make an imaginary control process for a company manufacturing shirts.

				dividend- Meaning and factors affecting Financial Planning - concept and importance		
2.	Oct. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Unit 9: Financial Management (contd.)</b>	10	Capital Structure – concept and factors affecting capital structure Fixed and Working Capital - concept and factors affecting requirements	E - Learning, Brainstorming, Learning Through Argumentation.	Pick up the annual report of a company and analyse the fixed capital and working capital requirement.
3.	Oct. 16 <sup>th</sup> – 31 <sup>st</sup>	<b>Unit 10: Financial Markets contd.&amp;</b>	9	Ch10: Financial Market Concept, Functions, Types Money market - its instruments Capital market and its types (primary and secondary), methods of floatation in the primary market Stock Exchange – Functions, trading procedure SEBI objectives and functions	Learning Through Argumentation, Incidental Learning,	Collect information and make a PPT on the scams in the stock market in India in groups.
4.	Nov. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Unit 12: Consumer Protection &amp; Revision</b>	8	Ch 12: Concept and importance of consumer protection The Consumer Protection Act, 2019: Source: <a href="http://egazette.nic.in/WriteReadData/2019/210422.pdf">http://egazette.nic.in/WriteReadData/2019/210422.pdf</a>	E- Learning, Discussion, Concept based learning.	Collect information in groups and make a PPT on the work done by any one NGO on consumer protection

**Syllabus For Periodic Test 2 : Whole syllabus- Chapter 1 to 12**

**Syllabus For Pre Board Exams : Whole syllabus-Chapter 1 to 12**

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**ACCOUNTANCY SYLLABUS (2021-22)**

**CLASS XII**

**FIRST SEMESTER**

S.No.	Duration	Chapter/Topic	No. of Days	Syllabus to be covered	Pedagogy Learner Oriented	Art Integrated/ Other Class Activities
1.	<b>April</b> (1 <sup>st</sup> -15 <sup>th</sup> )	<b>Book 1</b> <b>Chp 1:</b> Accounts of Not for Profit Organisations	4	*Meaning and Features Of NPOs *Financial Statements of NPO *Fund Based Accounting	*Didactic Questioning * Visual Based Instructions	* <b>Crossword Puzzle</b> on the new terms learnt in the chapter
2.	<b>April</b> (16 <sup>th</sup> - 20 <sup>th</sup> )	Accounts of Not for Profit Organisations	3	*Treatment and Calculation of--- a)Subscriptions b)Consumable Items	*Enhanced Modified Lecture Method	* <b>Self Framing of questions</b> based on the topic and asking from the other group
3.	<b>June</b> (1 <sup>st</sup> -15 <sup>th</sup> )	Accounts of Not for Profit Organisations  <b>Chp 2:</b> Fundamentals of Partnership	11	*Preparation of Financial Statements of NPOs-Receipts and Payments Account; Income and Expenditure Account and Balance Sheet. *Meaning and Features of Partnership *Meaning and Provisions of Partnership Deed	*Visual Instructions *Modified Lecture Method  *Cooperative Learning  *Deductive Approach	*Develop a <b>Case Study</b> taking an imaginary NPO and then Classify there Revenue and Capital receipts and payments using <b>mind mapping technique</b>
4.	<b>June</b> (16 <sup>th</sup> -30 <sup>th</sup> )	Fundamentals of Partnership  <b>Chp 3:</b> Nature and Valuation of Goodwill  <b>Chp 4:</b> Change in Profit Sharing Ratio	11	*Profit and Loss Appropriation Account *Treatment of Interest on Capital and Interest on Drawings *Past Adjustments *Meaning and Features of Goodwill *Valuation of Goodwill (different methods)  *Calculation of gain or sacrifice *Adjustment Entries	*Lecture Method *Problem solving *Inductive Approach  *Inquiry Based	* Create a <b>Slideshow/ PPT</b> of different methods of Valuation of Goodwill

5.	<b>July</b> (1 <sup>st</sup> -15 <sup>th</sup> )	<b>Chp 5:</b> Admission of a Partner	7	<ul style="list-style-type: none"> <li>*Calculation of Sacrificing Ratio and New Ratio</li> <li>*Treatment of Premium for Goodwill as per AS 26</li> <li>*Treatment of Investment Fluctuation Reserve, Workmen Compensation Reserve etc.</li> <li>*Revaluation of Assets and Liabilities</li> <li>*Adjustment of Deferred Revenue Expenditure etc</li> <li>*Partners' Capital Accounts</li> </ul>	<ul style="list-style-type: none"> <li>*Deductive Approach</li> <li>*Problem Solving</li> <li>*Modified Lecture Method</li> </ul>	<ul style="list-style-type: none"> <li>*Preparation of <b>Flash Cards</b> on treatment of IFR and Deferred Revenue Expenditure (all cases). One flash for one case</li> </ul>
6.	<b>July</b> (16 <sup>th</sup> -31 <sup>st</sup> )	<b>Chp 6:</b> Retirement of a Partner  <b>Chp 7:</b> Death of a Partner	10	<ul style="list-style-type: none"> <li>*Meaning of Retirement</li> <li>*Calculation of Gaining ratio and New Ratio</li> <li>*Treatment of Goodwill</li> <li>*Treatment of Undistributed Reserves, accumulated and Losses etc</li> <li>* Revaluation of Assets and Liabilities</li> <li>*Partners' Capital Account</li>   <li>*Adjustments at the time of death of a Partner</li> <li>*Calculation of amount due to deceased partner's Executor</li> <li>*Preparation of Deceased Partner's Capital Account and Executor's Account</li> </ul>	<ul style="list-style-type: none"> <li>*Didactic Questioning</li> <li>*Group Interaction</li>   <li>*Inductive Approach</li> <li>*Preparation of Accounts at the time of death of a partner</li> </ul>	<ul style="list-style-type: none"> <li>*<b>G O</b> for different ways in which a partner can retire from a firm.</li> </ul>

7.	<b>August</b> (1 <sup>st</sup> -15 <sup>th</sup> )	<b>Chp 8:</b> Dissolution of a Partnership Firm  <b>Book 2</b> <b>Chp 1:</b> Issue of Shares	10	*Meaning of Dissolution of a firm *Modes of Dissolution *Settlement of Accounts *Accounting on Dissolution of Partnership Firm *Types of Shares *Issue of shares at par and premium *Issue of shares for cash and for consideration other than cash *Oversubscription & Undersubscription of shares	*Inquiry Based  *Deductive Approach  *Visual Based (showing share certificates of some companies)	* <b>Flow Chart</b> on order of Settlement of Accounts at the time of Dissolution of a Firm  *Journal entries related to Issue of Shares will be asked from the students.
8.	<b>August</b> (16 <sup>th</sup> -31 <sup>st</sup> )	Issue of Shares  <b>Chp 2:</b> Issue of Debentures	9	*Pro-rata Allotment *Forfeiture and Reissue of shares: Journal entries in all the cases *Meaning and Types of debentures *Issue of Debentures a)for Cash b)for consideration other than cash c)as a collateral security	*Lecture Method *Problem Solving in the class	* <b>Chart</b> , showing detailed classification of different categories of Debentures
9.	<b>September</b> (1 <sup>st</sup> -15 <sup>th</sup> )	Issue of Debentures	2	*issue of debentures considering the terms of redemption	*Inductive Approach	

**SYLLABUS FOR PERIODIC TEST AND FIRST SEMESTER EXAM**

**PERIODIC TEST I-** Chp 1 Accounts of Not for Profit Organisations

Chp 2 Fundamentals of Partnership

Chp 3 Nature and Valuation of Goodwill

**FIRST SEMESTER EXAMINATION:** Chp 1, Chp 2, Chp 3, Chp 4, Chp 5, Chp 6, Chp 7, Chp 8

**SECOND SEMESTER**

S.No.	Duration	Chapter/Topic	No. of Days	Syllabus to be covered	Pedagogy Learner Oriented	Art Integrated / Other Activities
1.	September (16 <sup>th</sup> -30 <sup>th</sup> )	<p><b>Book 3</b></p> <p><b>Chp 1:</b> Financial Statements of Companies</p> <p><b>Chp 2:</b> Analysis of Financial Statements</p> <p><b>Chp 3:</b> Comparative &amp; Common Size Statements</p>	9	<p>*Meaning of Financial Statements</p> <p>*Balance Sheet Format with Major Headings and Sub-headings</p> <p>*Statement of Profit and Loss with Major Headings and Sub-headings</p> <p>*Meaning of Analysis of Financial Statements</p> <p>*Types of Analysis</p> <p>*Advantages and Limitations</p> <p>*Meaning and</p> <p>*Preparation of Comparative and Common Size Statements</p>	<p>*Visual Based Learning (showing actual financial statements of companies)</p> <p>*Deductive Approach</p> <p>*Enhanced Lecture Method</p>	<p>*Preparation of <b>Flash Cards on each Major Head and Sub Head</b> of the Balance Sheet of a Company</p> <p>*Oral questioning</p> <p>*Problem Solving by students</p>
2.	October (1 <sup>st</sup> -15 <sup>th</sup> )	<b>Chp 4:</b> Ratio Analysis	8	<p>*Meaning of Accounting Ratio</p> <p>*Classification of Ratios:</p> <p>a)Liquidity Ratios b)Solvency Ratios c)Turnover Ratios d)Profitability Ratios</p>	<p>*Interactive Lecture Method</p> <p>*Visual Based Instruction (Showing Annual Report of some company)</p>	<p>*<b>Collection of Annual Report by each student of one real company</b> and use financial statements available in the report and calculate different ratios along with graphical presentation of each ratio</p>
3.	October (16 <sup>th</sup> -31 <sup>st</sup> )	<b>Chp 5:</b> Cash Flow Statement	7	<p>*Meaning of Cash Flow Statement as per AS 3</p> <p>*Meaning of</p>	<p>*Inductive Approach</p> <p>*Enhanced</p>	<p>* <b>Quiz</b> on</p>

				Operating, Investing and Financing Activities *Meaning of Cash and Cash Equivalents *Preparation of Cash Flow Statement as per AS 3(Revised) with adjustments	Lecture Method	identifying, whether a transaction is operating, investing or financing
4.	<b>November</b> (1 <sup>st</sup> -15 <sup>th</sup> )	Cash Flow Statement	3	*Treatment of Proposed Dividend	*Lecture Method	<b>*Oral Questioning &amp; Problem Solving</b>

**SYLLABUS FOR PREBOARD I and II: Entire Syllabus**

-----The End-----



**ECONOMICS**  
**SYLLABUS, CLASS XII, 2021-22**

S.No.	Month	Duration	Number Of Teaching Days	Syllabus Covered	Pedagogy	Art Integrated Activity	Activity
1	April	1.4.21 - 15.4.21	9	o Circular Flow of Income o National Income and Related Aggregates	o Teacher Interaction o Discussion o Explanation	o Diagrammatic Representation o Circular Flow of National Income	o Quiz o Classifying and solving different genres of problems including numericals
		16.4.21 - 30.4.21	10	o Measurement of National Income	o Detailed analysis of the different methods of calculating national income	o Making a grid to show the relationship among the different national income aggregates	o Extensive numerical solving
2	June	1.6.21 - 15.6.21	11	o Functions of Money o Credit Creation by Commercial Banks	o Teacher interaction through detailed cross questioning o E-newspapers	o Tabulation	o Visit to a bank nearby to gain real life exposure to its basic functioning
		16.6.21 - 30.6.21	11	o Functions of Central Bank	o Video on the functions of the Central Bank o Case Studies	o Collage of Monetary and Fiscal Policies to study economic imbalances	o Collect newspaper clippings on Monetary and Fiscal Policies o Chronological flow diagram of all the RBI Governors till date along with their contributions to the Indian Economy.
3	July	1.7.21 - 15.7.21	7	o Determination of Income, Output and Employment	o Screen Sharing o Digital Whiteboard	o Power Point Presentations	o Group Discussion
		1.6.21 - 31.7.21	10	o Excess Demand / Deficient Demand	o Observations o Questioning o Exploration Techniques	o Diagrammatic Representations	o Debate on 'Are Fiscal Policy and Monetary Policy effective to combat deflation?'
4	August	1.8.21 - 15.8.21	10	o Structure of Government Budget o Budget Deficits	o Videos and screen sharing	o Scrap Files o Collection of clippings through E-newspapers	o Group Discussion on 'Possible ways to combat budget deficits'
		16.8.21 - 31.8.21	10	o Determination of Foreign Exchange Rate o Balance Of Payments (BOP)	o Diagrammatic Representations o Graphic Order (GO)	o Tabular Comparisons	o Group Discussion on 'Possible ways to combat BOP deficits'
5	September	1.9.21 - 15.9.21	3	o State of Indian Economy on the Eve of Independence	o Videos	o Designing the cover page of a newspaper published as on 15th August, 1947	o Simulation of a Talk Show environment to get students' opinions on the deindustrialization of the Indian Economy
		16.9.21 - 30.9.21	9	o Indian Economy: 1950-1990	o Videos and screen sharing	o Poster making on 'State of the Indian Economy before the introduction of Economic Reforms'	o Creating awareness among students about Economic Policies before 1991
6	October	1.10.21 - 15.10.21	10	o Economic Reforms	o Lecture Method	o Graphic Order (GO) of the different reforms in each sector	o Critical evaluation of the impact radius of the Economic Reforms
		16.10.21 - 31.10.21	9	o Current Challenges Facing Indian Economy: - Poverty - Human Capital Formation	o Discussion and Brain Storming Sessions	o Poster making on 'Increasing Farmer Suicides due to Poverty'	o Report making on 'Global HDI Index - Peer Analysis'
7	November	1.11.21 - 15.11.21	8	o Rural Development o Employment, Informalisation of Workforce o Infrastructure	o Discussion and Debates	o Chart making on 'Statewise Distribution of Workforce in the different sectors'	o Analysis of Pie Diagrams and Tables on 'Male, Female and Rural, Urban Composition of Workforce in India'
		16.11.21 - 30.11.21	10	o Environment and Sustainable Development o Comparative Development Experience of India and Its Neighbours	o Analysis of the problem of: - Environment Crisis - Growth Trajectories of India, China and Pakistan	o Visual Analysis of the Development Trajectories of India, China and Pakistan	o Tabular Comparisons of the Growth Rate of India, China and Pakistan

**TEST SCHEDULE; ECONOMICS; CLASS XII; 2021-22**

Date	Unit	Topic
July	UT 1	Unit 1: Circular flow of National Income till calculation of NY using three approaches Unit 2: Money and Banking
September	I-Term Examination	Unit 1
		Unit 2
		Unit 3
		Unit 4: Structure of Govt. Budget
		Unit 5: BOP
		<b>The entire book on Macroeconomics ^</b>
December	I Preboard Examination	Macroeconomics Indian Economic Development
January	II Preboard Examination	The whole course

**Important:**

**Project (20 Marks) – on any topic from the syllabus OR from the world around us. Make a file.**

## HISTORY SULLABUS (2021-2022)

### CLASS-XII

S.No	Duration	Chapter/Topic	No. of Teaching Periods	Syllabus covered	Pedagogy (learner-centered)	Art Integrated/ Other Activities
1	April 1 <sup>st</sup> -15	<b>Bricks, buildings and bones</b>                      <b>Kings, Farmers and towns</b>	9	*Beginnings * Agricultural technologies *Mohenjodaro- A Planned Urban Centre. * tracking social differences *Finding out about craft production. * Materials from the sub continent and beyond. * Seals, scripts and weights * Discovering Harappan civilization.   *Princep and Piyadassi. *The earliest states. *First amongst the sixteen Mahajanpada- Magadha *Finding out about Mauryas.	Inquiry – method   Inductive method	Clay modeling of sculptures. Which depicts the social and economic conditions of Harappan culture.

2	Apr 16 <sup>th</sup> - 30	<b>Kings, farmers and towns</b>	2	<ul style="list-style-type: none"> <li>*A changing countryside differences in rural societies.</li> <li>*Trade in the sub continents and beyond cities.</li> <li>* Coins and Kings.</li> <li>*How inscriptions were deciphered.</li> </ul>	Inductive method	Try to decipher the languages.
3	June 1 <sup>st</sup> -15	<b>Kinship, caste and class</b>	13	<ul style="list-style-type: none"> <li>*The critical edition of the Mahabharat</li> <li>*Kinship and Marriage</li> <li>*Social differences within the and beyond the framework of caste.</li> <li>*Beyond Birth</li> <li>* Handling Texts.</li> </ul>	Inquiry – method	Clay modelling of clay tablets, inscriptions too.
4	June 16 <sup>th</sup> -30	<b>Thinkers, beliefs and buildings</b>	11	<ul style="list-style-type: none"> <li>*The glimpse of Sanchi</li> <li>*The background of sacrifices and debates.</li> <li>*The sacrificial traditions.</li> <li>* Beyond worldly pleasures: The message of Mahavira.</li> <li>*The Buddha and the Quest.</li> </ul>	Constructive method	<p>Ajanta paintings</p> <p>Sculpture Ellora</p> <p>Architectural style</p>

		<b>Through the eyes of travellers</b>		<ul style="list-style-type: none"> <li>* Why Stupas were built?</li> <li>* The story of stone.</li>   <li>*Al – Biruni and The Kitab- ul – Hind</li> <li>*Ibn Batuta’s Rihla</li> <li>* Making sense of alien world and the Sanskrit tradition.</li> <li>* Bernier and the degenerate “EAST”.</li> <li>* A more complex social reality.</li> </ul>		
5	July 1 <sup>st</sup> -15	<b>Bhakti – Sufi Traditions</b>	9	<ul style="list-style-type: none"> <li>*The integration of cult.</li> <li>*Poems of prayers : Early traditions of Bhakti.</li> <li>* The Virashaiva Tradition in Karnataka.</li> <li>* Religious Ferment in North India.</li> <li>* New strands in the Fabric Islamic Traditions.</li> <li>* The growth of Sufism.</li> </ul>	Integrated method	Few dohas and hymns will be asked to learn and then prepare a presentation.

				<ul style="list-style-type: none"> <li>* The Chistis in the Subcontinent.</li> <li>* New devotional paths</li> <li>Dialogue and Dissent in Northern India.</li> </ul>		
6	July 16 <sup>th</sup> -31	<b>An Imperial Capital - Vijayanagra</b>	12	<ul style="list-style-type: none"> <li>*The discovery of Hampi.</li> <li>*The apogee and decline of the empire.</li> <li>*The Sangha Dynasty,</li> <li>* The Saluva Dynasty,</li> <li>*The Taluva Dynasty.</li> <li>*The Aravidu Dynasty.</li> <li>*Fortification and roads.</li> <li>*Water sources.</li> <li>*Downfall of Vijayanagara Empire.</li> </ul>	Collaborative method	Fortification of a building with the help of some hypothetical situation.
7	Aug 1 <sup>st</sup> -15	<b>Peasants, Zamindars and state</b>	12	<ul style="list-style-type: none"> <li>*Peasants and Agriculture production.</li> <li>*Caste and rural milieu</li> <li>*Women in Agrarian Society.</li> <li>*Forests and Tribes</li> <li>*The Zamindars. Land revenue system.</li> <li>*The flow of silver.</li> </ul>	Inquiry-method	Role play of Zamindars , peasants and their conversation on increasing of taxes.

8	Aug 16 <sup>th</sup> -31	<b>Kings and chronicles</b>	11	<ul style="list-style-type: none"> <li>*The Mughals and their Empire.</li> <li>*The Production of chronicles</li> <li>*The Painted Image</li> <li>*The Akbarname and The Badshah nama.</li> <li>*The Ideal Kingdom.</li> <li>* Capitals and Courts.</li> <li>*The Imperial household.</li> <li>* Beyond the frontiers.</li> </ul>	Inquiry-method	Presentation on Prashastis and their centre target.
9	Sep 1 <sup>st</sup> -15	<b>Colonialism and the countryside</b>	5	<ul style="list-style-type: none"> <li>*Bengal And the Zamindars.</li> <li>* The Hough And THE Plough.</li> <li>* A Revolt in the countryside the Bombay Deccan.</li> <li>* The Deccan Riots Commission.</li> </ul>	Constructive method	Research Proposal by half class.
10	Sep 16 <sup>th</sup> -30	Rebels and raj	11	<ul style="list-style-type: none"> <li>*Pattern of rebellion</li> <li>* Awadh in Revolt</li> <li>* What the Rebels wanted.</li> <li>*Repression</li> <li>*Images of revolt.</li> </ul>	Integrated method	Role of women will be highlighted like Rani Lakshmi bai, Jindan kaur and again a role play will be hold.
11	Oct 1 <sup>st</sup> -15	<b>Colonial cities</b>	9	*Towns and cities in Pre – Colonial Times.	Inquiry-method	Research Proposal by rest of the students.

				<ul style="list-style-type: none"> <li>* Finding out about Colonial cities</li> <li>* Ports , forts and centres for services.</li> <li>*</li> <li>Segregation , town planning and architecture.</li> <li>* What Buildings and architectural style tell us.</li> </ul>		
12	Oct 16 <sup>th</sup> -31	<b>Mahatma Gandhi and the National Movement</b>	9	<ul style="list-style-type: none"> <li>* A leader announces himself.</li> <li>* The making and unmaking of Non-Cooperation.</li> <li>* The Salt satyagraha – The Case study.</li> <li>* Quit india.</li> <li>* The Last Heroic days.</li> <li>* Knowing Gandhi ji.</li> </ul>	Inquiry-method	Poster making on “simon go back” and other important slogans
13	Nov 1 <sup>st</sup> -15	<b>Understanding partition</b>	7	<ul style="list-style-type: none"> <li>* Some partition Experiences</li> <li>* A Momentous marker</li> <li>* Why and How Partition happen?</li> <li>* The withdrawal of law and order.</li> <li>* Gendering partition.</li> </ul>	Constructive method	Debate on “partition was inevitable or not”

				Regional variation. *oral Testimonies and History.		
14	Nov 16 <sup>th</sup> -30	<b>Framing the constitution</b>	9	*A tumultuous time. *The vision of the constitution. * Defining Rights. *The Powers of the state. *The language and the nation.	Collaborative method	Drafting committee will be made up.

## ASSESSMENT

### Allocation of Marks (20)

The marks will be allocated under the following heads:

<b>1</b>	<b>Project Synopsis</b>	<b>2 Marks</b>
<b>2</b>	<b>Data/ Statical analysis / Map work</b>	<b>3 Marks</b>
<b>3</b>	<b>Visual/ Overall presentation</b>	<b>5 Marks</b>
<b>4</b>	<b>Analysis / Explanation and interpretation</b>	<b>5 Marks</b>
<b>5</b>	<b>Bibliography</b>	<b>1 Marks</b>
<b>6</b>	<b>Viva</b>	<b>4 Marks</b>



**TOTAL**

**20 MARKS**

**TEST SCHEDULE –**

<b>EXAM SCHEDULE</b>	<b>CHAPTERS TO BE COVERED</b>	<b>MARKS</b>
<b>UT-1</b>	<ul style="list-style-type: none"><li>• Bricks, bones, buildings</li><li>• Kings, Farmers and Towns</li><li>• Kinship, Caste and Class</li></ul>	<b>25</b>
<b>TERM - 1</b>	<ul style="list-style-type: none"><li>• Kings, farmers and towns</li><li>• Thinkers, beliefs and buildings</li><li>• Through the eyes of travelers</li><li>• Bhakti – sufi movements</li><li>• An imperial Capital – Vijayanagara</li><li>• Peasants, Zamindars and state</li></ul>	<b>80</b>
<b>ANNUAL EXAMINATION (PRE BOARD-1 &amp; 2)</b>	<b>Full course</b>	<b>80</b>

**Month Wise Syllabus**  
**Subject – Political Science**  
**Class – XII**  
**(2021-22)**  
**(Code No-208)**

S.no	Duration	Topic	No. of Teaching period	Syllabus Covered	Pedagogy	Art Integration/Subject Enrichment activity
1	1 <sup>st</sup> to 20 <sup>th</sup> April	Cold war era	15	<ul style="list-style-type: none"> <li>Emergence of two power blocs/Bipolarity, Non-aligned Movement</li> </ul>	<b>Inductive Method</b> (by discussing real fact and stories of World Politics) Like: ✓ <b>Lived Experience</b> ✓ <b>Comparative</b> ✓ <b>Current Issues</b> ✓ <b>Discussion</b>	<b>Debate on the topic :Capitalism v/s Communism</b>
2	1 <sup>th</sup> to 15 <sup>th</sup> June	End Of Bipolarity	13	<ul style="list-style-type: none"> <li>New entities in world politics: Russia, Balkan states and Central Asian states.</li> <li>Introduction of democratic politics and capitalism in post-communist regimes.</li> <li>India's relations with Russia and other post-communist countries</li> <li>Disintegration of Soviet Union</li> <li>Unipolar World Middle East Crisis – Afghanistan, Gulf War, Democratic</li> <li>Politics and Democratization – CIS and the 21<sup>st</sup> Century (Arab Spring).</li> </ul>	<b>Constructivist Approach</b> (based on the principle of learning which emphasizes constructing knowledge by linking with previous Knowledge)  <b>Inductive Method</b> (by discussing real fact and stories of World Politics) Like: ✓ <b>Lived Experience</b> ✓ <b>Comparative</b> ✓ <b>Current Issues</b> ✓ <b>Discussion</b>	<b>Collage on pictures depicting End of Cold War.</b>

3.	16 <sup>th</sup> to 30 <sup>th</sup> June	<b>New Centers of Power</b>	16	<ul style="list-style-type: none"> <li>Rise of China as an economic power in post-Mao era, creation and expansion of European Union, ASEAN. India's changing relations with China.</li> <li>Organizations: European Union, ASEAN, SAARC, BRICS. Nations: Russia, China, Israel, India.</li> </ul>	<b>Inductive Method</b> (by discussing real fact and stories of World Politics) Like: <ul style="list-style-type: none"> <li>✓ <b>Lived Experience</b></li> <li>✓ <b>Comparative</b></li> <li>✓ <b>Current Issues</b></li> <li>✓ <b>Discussion</b></li> </ul>	<b>Debate on the – China as a emerging next super power and Scope of India</b>
4.	1 <sup>st</sup> to 15 <sup>th</sup> July	South Asia and the Contemporary World	16	<ul style="list-style-type: none"> <li>Democratization in Pakistan and Nepal. Ethnic conflict in Sri Lanka, Impact of economic globalization on the region. Conflicts and efforts for peace in South Asia. India's relation with its neighbors</li> <li>Conflicts and efforts for Peace and Democratization in South Asia: Pakistan, Nepal, Bangladesh, Sri Lanka, Maldives</li> </ul>	<b>Constructivist Approach</b> (based on the principle of learning which emphasizes constructing knowledge by linking with previous Knowledge) Like: <ul style="list-style-type: none"> <li>✓ <b>Quiz</b></li> <li>✓ <b>Map Skill</b></li> <li>✓ <b>Group Discussion</b></li> </ul>	<b>Map skill- to fill the south Asian countries in political map of Asia.</b>
5.	16 <sup>th</sup> to 31 <sup>st</sup> July	United Nations and its Organizations	12	<ul style="list-style-type: none"> <li>Restructuring and the future of the UN. India's position in the restructured UN. Rise of new international actors: new international economic</li> </ul>	<b>Deductive Approach</b> ( to teaching-learning involves providing students with principles and generalizations and	<b>Mock Arrangement of General assembly- Debate on Role of member countries in maintaining environment</b>

		Security in Contemporary World	10	<p>organizations, NGOs. How democratic and accountable are the new institutions of global governance?</p> <ul style="list-style-type: none"> <li>• Principle Organs, Key Agencies: UNESCO, UNICEF, WHO, ILO, Security Council and the Need for its Expansion.</li> <li>• Traditional concerns of security and politics of disarmament. Non-traditional or human security: global poverty, health and education. Issues of human rights and migration</li> </ul>	<p>asking them to verify these with the help of particular examples.) like</p> <ul style="list-style-type: none"> <li>✓ <b>Community Resource</b></li> <li>✓ <b>Current Events</b></li> <li>✓ <b>Reflective Enquiry</b></li> </ul>	<p><b>Extempore- The meaning of security in contemporary world</b></p>
6.	1 <sup>st</sup> to 15 <sup>th</sup> August	Environment and Natural Resources	10	<ul style="list-style-type: none"> <li>• Environment and Natural Resources Environment movement and evolution of global environmental norms.</li> <li>• Conflicts over traditional and common property resources. Rights of indigenous people. India's stand in global environmental debates</li> <li>• Economic, cultural and political</li> </ul>	<p><b>(Interdisciplinary Approach)</b> to teaching-learning aims at creating connections between the subject of political science with other disciplines. Like:</p> <ul style="list-style-type: none"> <li>✓ <b>Debate</b></li> <li>✓ <b>Current Events</b></li> <li>✓ <b>Story-Telling</b></li> </ul>	<p><b>Poster making- On Global Concerns</b></p> <p><b>PPT – presentation</b></p>

		Globalization	10	<p>manifestations. Debates on the nature of consequences of globalization. Anti-globalization movements. India as an arena of globalization and struggle against it.</p>	<p><b>Constructivist Approach</b>(based on the principle of learning which emphasizes constructing knowledge by linking with previous Knowledge)</p>	<p><b>on globalization and its effects on our society</b></p>
7.	16 <sup>th</sup> to 31 <sup>st</sup> August	Challenges of Nation-Building	15	<ul style="list-style-type: none"> <li>Nation and Nation Building, Sardar Vallabh Bhai Patel and Integration of States, Legacy of Partition: Challenge of Refugee, Resettlement, Kashmir Issue, Nehru's Approach to Nation – Building, Political Conflicts over Language and Linguistic Organization of States</li> <li>Changing nature of India's Economic Development, Planning Commission and Fiveyear Plans, National Development Council, NITI Aayog</li> </ul>	<p><b>Constructivist Approach</b>(based on the principle of learning which emphasizes constructing knowledge by linking with previous Knowledge) Like:</p> <ul style="list-style-type: none"> <li>✓ <b>Debate</b></li> <li>✓ <b>Current Events</b></li> <li>✓ <b>Story-Telling</b></li> </ul>	<p><b>Discussion of timeline of Indian political events took place during Independence.</b></p> <p><b>Quiz on major dignitaries attached with early phase of congress.</b></p>
		Planning and Development	10			

8.	1st to 15th October	India's Foreign Policy	10	<ul style="list-style-type: none"> <li>Principles of Foreign Policy; India's Changing Relations with Other Nations: US, Russia, China, Israel; India's Relations with its Neighbours: Pakistan, Bangladesh, Nepal, Sri Lanka and Myanmar; India's Nuclear Programme</li> <li>Congress System, Bi-party System, Multi-party Coalition System.</li> </ul>	<p><b>Inductive Method</b>(by discussing real fact and stories of Indian Politics)</p> <p>Like:</p> <ul style="list-style-type: none"> <li>✓ <b>Current Issues</b></li> <li>✓ <b>Facts Discussion</b></li> <li>✓ <b>Case Study</b></li> </ul>	<p><b>Debate on –First Five year plan V/S Second Five year plan</b></p> <p><b>List of Prime Minister with year since Independence.</b></p>
9.	16th to 31st October	Democratic Resurgence	15	<ul style="list-style-type: none"> <li>Jaya Prakash Narayan and Total Revolution, Ram Manohar Lohia and Socialism, Pandit Deendayal Upadhyaya and Integral Humanism, National Emergency, Democratic Upsurges – Participation of the Adults, Backwards and Youth.</li> <li>Social vs. New Social</li> </ul>	<p><b>Inductive Method</b>(by discussing real fact and stories of Indian Politics)</p>	<p><b>Report on Current Movements in country against government Policy.</b></p> <p><b>Quiz- Congress party (1947 to 1980)</b></p>
		Parties and the Party Systems in India	10			
		Social and New Social	10			

		Movements in India		Movements, Farmer's movements, Worker's Movements, Women's Movements, Ecological Movements.		
10.	1 <sup>st</sup> to 15 <sup>th</sup> November	Regional Aspirations	10	<ul style="list-style-type: none"> <li>Rise of Regional Parties, Punjab Crisis, The Kashmir issue, Movements for Autonomy</li> </ul>	<p><b>(Interdisciplinary Approach)</b> to teaching-learning aims at creating connections between the subject of political science with other disciplines)</p> <p>Like:</p> <ul style="list-style-type: none"> <li>✓ <b>Debate</b></li> <li>✓ <b>Discussion</b></li> <li>✓ <b>Current issues</b></li> </ul>	<b>Online Presentation on Regional aspiration from different states in India</b>
11.	16 <sup>th</sup> to 30 <sup>th</sup> November	Indian Politics: Trends and Developments	16	<ul style="list-style-type: none"> <li>Era of Coalitions: National Front, United Front, United Progressive Alliance [UPA] – I &amp; II, National Democratic Alliance [NDA] – I, II, III &amp; IV, Issues of Development and Governance.</li> </ul>	<p><b>Inductive Method</b>(by discussing real fact and stories of Indian Politics)</p> <p>Like:</p> <ul style="list-style-type: none"> <li>✓ <b>Current Issues</b></li> <li>✓ <b>Facts Discussion</b></li> <li>✓ <b>Case Study</b></li> </ul>	<b>Report of Recent Projects Of NDA in Current term from 2019 onwards</b>

**Prescribed Books:**

- 1. Contemporary World Politics, Class XII, Published by NCERT**
- 2. Politics in India since Independence, Class XII, Published by NCERT**
- 3. Uploaded Additional Study Materials**

- **Project work 20 marks**

#### **Details of Project Work**

1. The Project work will be implemented in class XII from the session i.e. 2021-22.
2. Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
3. For class XII, the evaluation for 20 marks project work should be done jointly by the internal as well as the external examiner.
4. The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class.
5. The suggestive list of activities for project work is as follows:- - Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
6. The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in Classroom

#### **Syllabus for Written Assessments:**

##### **UT-1 Syllabus:**

##### **Chapters:**

1. Cold War Era and Non-aligned Movement
2. The End of Bipolarity
3. New Centers of Power

##### **Mid Term Syllabus:**

##### **Book-1**

##### **Chapters:**

1. Cold War Era and Non-aligned Movement
2. The End of Bipolarity
3. New Centers of Power
4. South Asia and the Contemporary World
5. United Nations and its Organizations
6. Security in Contemporary World
7. Environment and Natural Resources
8. Globalization

##### **PRE-BOARD-1**

##### **Book-1**

##### **Chapters:**

1. Cold War Era and Non-aligned Movement
2. The End of Bipolarity
3. New Centers of Power



4. South Asia and the Contemporary World
5. United Nations and its Organizations
6. Security in Contemporary World
7. Environment and Natural Resources
8. Globalization

**Book-2**

**Chapters:**

1. Challenges of Nation-Building
2. Planning and Development
3. India's Foreign Policy
4. Parties and the Party Systems in India
5. Democratic Resurgence
6. Social and New Social Movements in India
7. Regional Aspirations
8. Indian Politics: Trends and Developments

**PRE-BOARD-2**

**Book-1**

**Book-2**



**PSYCHOLOGY SYLLABUS (2021-2022)**

**CLASS-XII**

S.No	Duration	Chapter/Topic	No. of Teaching Periods	Syllabus covered	Pedagogy (learner-centered)	Art Integrated/ Other Activities
1	April 1 <sup>st</sup> -20	Variations in Psychological Attributes	9	1.Introduction. 2. Individual differences in Human Functioning. 3.Assessment 4.Intelligence a) Theories 5. Individual differences in Intelligence.	Inquiry – method  Inductive method	Draw elements of Triarchic theory of intelligence
2	June 1 <sup>st</sup> -15	Variations in Psychological Attributes	11	6. Culture and Intelligence 7.Emotional Intelligence 8. Special Abilities 9. Creativity.		Administering SPM on self (intelligence test)
3	June 16 <sup>th</sup> -30	Self and Personality	11	1.Introduction 2.Self and Personality 3.Concept of self 4.Cognitive and behavioural Aspects of Self 5. Culture and Self. 6.Concept of Personality.	Inquiry method	Who is a Healthy Person?
4	July 1 <sup>st</sup> -15	Self and Personality	9	Half Chapter	Constructive method	Eyessenk's Personality test to be conducted
5	July 16 <sup>th</sup> -31	Meeting life challenges	12	Full Chapter	Integrated method	
6	Aug 1 <sup>st</sup> -15	Psychological disorders	12	Half Chapter	Collaborative method	Experiment proposals

7	Aug 16 <sup>th</sup> -31	Psychological disorders	11	Half Chapter	Inquiry-method	
8	Sep 1 <sup>st</sup> -15	Therapeutic Approaches	5	Introduce the Chapter	Constructive method	Research Proposal by students
9	Sep 16 <sup>th</sup> -30	Therapeutic Approaches	11	Full Chapter	Integrated method	
10	Oct 1 <sup>st</sup> -15	Attitude and Cognition	9	Full Chapter	Inquiry-method	.
11	Oct 16 <sup>th</sup> -31	Social Influence and Group Processes	9	Half Chapter	Inquiry-method	Poster making on and other important slogan making
12	Nov 1 <sup>st</sup> -15	Social Influence and Group Processes	7	Half Chapter	Constructive method	Same
13	Nov 16 <sup>th</sup> -30	Psychology and Life	9	Full Chapter	Collaborative method	
14	Dec 1-15	Developing Psychological Skills	11	Full chapter		

## ASSESSMENT

### Allocation of Marks (30)

The marks will be allocated under the following heads:

<b>1</b>	<b>Project Synopsis</b>	<b>5 Marks</b>
<b>2</b>	<b>Practical 1+2</b>	
	<b>File</b>	<b>5 Marks</b>
	<b>Viva</b>	<b>5 Marks</b>
	<b>Performance of experiment and write up</b>	<b>5+10 Marks</b>
	<b>TOTAL</b>	<b>30 MARKS</b>

### TEST SCHEDULE –

<b>EXAM SCHEDULE</b>	<b>CHAPTERS TO BE COVERED</b>	<b>MARKS</b>
<b>UT-1</b>	<ul style="list-style-type: none"><li>• <b>Variations in Psychological Attributes</b></li><li>• <b>Self and Personality</b></li></ul>	<b>25</b>
<b>TERM - 1</b>	<ul style="list-style-type: none"><li>• <b>Variations in Psychological Attributes</b></li><li>• <b>Self and Personality</b></li><li>• <b>Meeting Life Challenges</b></li><li>• <b>Psychological disorders</b></li><li>• <b>Therapeutic Approaches</b></li></ul>	<b>70</b>
<b>ANNUAL EXAMINATION (PRE BOARD-1 &amp; 2)</b>	<b>Full course</b>	<b>70</b>

**PHYSICAL EDUCATION SYLLABUS**

**CLASS-XII (2021-22)**

**TERM-I**

<b>S. No.</b>	<b>Duration</b>	<b>Chapter/Topic</b>	<b>No. of Teaching Periods</b>	<b>Syllabus Covered</b>	<b>Pedagogy (learner centred)</b>	<b>Art Integrated/Other Activities</b>
1.	April 1 <sup>st</sup> – 22 <sup>nd</sup>	<b>Planning In Sports</b>	7	Unit 1.1 Unit 1.2 Unit 1.3 (Knock-out tournament Fixture)	E-Learning, Discussion, Inductive-deductive, use of Multimedia	Write a report on the Inter School Basketball Tournament/ Annual Sports Day conducted in your school for school magazine.
2.	June 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Planning In Sports Cont...</b>	12	Unit 1.3 Unit 1.4 Unit 1.5		Prepare Mind Mapping.
3.	June 16 <sup>th</sup> – 30 <sup>th</sup>	<b>Sports &amp; Nutrition</b>	12	Unit 2.1 Unit 2.2 Unit 2.3	E-Learning, Brainstorming, Interactive cum Discussion method, video & screen sharing	Poster making competition on benefits of Healthy Eating and Health Lifestyle.
4.	July 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Yoga &amp; Lifestyle</b>	6	Unit 3.1 Unit 3.2 Unit 3.3 Unit 3.4 Unit 3.5 Unit 3.6	Use of Multimedia, Demonstration, Inquiry based approach.	Find Out: *Three factors that may cause increase or decrease blood pressure? *the reason why high blood pressure is called a "Silent Killer". <b>Share your answer in Poster Foam .</b>
5.	July 16 <sup>th</sup> – 31 <sup>st</sup>	<b>Physical Education &amp; Sports for CWSN</b>	12	Unit 4.1 Unit 4.2 Unit 4.3 Unit 4.4	Inductive- Deductive method	Working in groups: * Design a booklet on Disability Etiquette's.

				Unit 4.5 Unit 4.6		*Draw graphics to accompany Etiquette's.
6.	August 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Children and Women In Sports</b>	12	Unit 5.1 Unit 5.2 Unit 5.3 Unit 5.4 Unit 5.5 Unit 5.6	Demonstration, E-learning, Activity oriented	Design a <b>poster</b> to be put on the school notice board urging students to maintain good posture. You can also highlight the ill effects of bad posture. * Working in Groups.
7.	August 16 <sup>th</sup> – 31 <sup>st</sup>	<b>Test &amp; Measurement In Sports</b>	10	Unit 6.1 Unit 6.2 Unit 6.3	Inductive Deductive, Brainstorming, e-learning	Every Student will have to prepare their own <b>profile of Fitness testing</b> .
8.	Sept. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Cont....</b>	12	Unit 6.4		

**Periodic Test 1:**

Unit-1: Planning In Sports

Unit-2: Sports and Nutrition

Unit-3: Yoga and Lifestyle

**TERM-II**

S. No.	Duration	Chapter/Topic	No. of Teaching Periods	Syllabus Covered	Pedagogy (learner centred)	Art Integrated/Other Activities
1.	Sept. 16 <sup>th</sup> – 30 <sup>th</sup>	<b>Practical: Physical Fitness Tests &amp; Senior Citizen Fitness Test</b>	8		Activity oriented, Use of Multimedia, Demonstration	Administrate Senior Citizen Fitness test for 5 elderly family members.

		<b>administration</b>				
2.	Oct. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Physiology &amp; Injuries In Sports</b>	12	Unit 7.1 Unit 7.2 Unit 7.3 Unit 7.4 Unit 7.5 Unit 7.6	Activity oriented, Use of Multimedia, Demonstration .	Working in Groups and discuss”why should you warm up before playing a sport? What can happen if you don’t warm up?”
3.	Oct. 16 <sup>th</sup> – 31 <sup>st</sup>	<b>Biomechanics &amp; Sports</b>	12	Unit 8.1 Unit 8.2 Unit 8.3 Unit 8.4	Use of Multimedia,Interactive cum discussion method.	Design a Poster to show the importance of sports biomechanics for an athlete.
4.	Nov. 1 <sup>st</sup> – 15 <sup>th</sup>	<b>Psychology &amp; Sports</b>	8	Unit 9.1 Unit 9.2 Unit 9.3 Unit 9.4 Unit 9.5	E- learning, Discussion, Concept based learning.	
5.	Nov. 16 <sup>th</sup> – 30 <sup>th</sup>	<b>Training In Sports</b>	12	Unit 10.1 Unit 10.2 Unit 10.3 Unit 10.4 Unit 10.5 Unit 10.6	Activity oriented, Use of Multimedia, Demonstration, Inductive Deductive	Work in group, plan a video of exercise to improve strength/endurance.

\*Pre Board- I &II - Entire syllabus

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