# Syllabus 2025-26

**SUBJECT – ENGLISH CORE; Grade XII**
**Books Recommended – Course Book: Flamingo, Vistas**
**Grammar and Writing: Integrated Grammar Practice & CBSE Formats**

| Module | Months | No. of Days | Chapters and Topics to be Taught | Learning Objectives | Activity Planned / Integration of Art/SDGs |
|---|---|---|---|---|---|
| I | April | 18 | Tenses (Revision)<br>Notice Writing<br>Article Writing<br>Letter to Editor<br>Reading Comprehension Flamingo: Ch 1 – The Last Lesson, Poem – My Mother at Sixty-Six<br>Vistas: Ch 1 – The Third Level<br>Ch 2 – Lost Spring<br>Invitation (Formal & Informal)<br>Job Application<br>Comprehension Practice | Enhance writing and reading skills through structured formats and comprehension strategies<br>Understand and appreciate themes of language identity, aging, social injustice, and escapism.<br>Develop empathy and express ideas using formal written formats. | Prepare Notices & Articles for school board/assembly.<br>Assignment on comprehension practice<br>Poster Making: 'Importance of Language'<br>Writing a formal/informal invitation<br>SDG 4 – Quality Education |

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| **II** | May | 25 | Vistas: Ch 2 – The Tiger King<br>Flamingo: Ch 3 – Deep Water<br>Invitation Reply (Formal & Informal)<br>Listening Worksheet 1<br>Comprehension Practice<br>Discussion of Project File<br>Periodic Test 1 | Analyze irony, fate, courage, and fear in narratives.<br>Build reflective writing and interpretation skills. | Activity: Discuss irony in The Tiger King<br>Journal Entry: Overcoming fear (Deep Water) |
| | June | - | Summer Break | - | - |
| **III** | July | 26 | Vistas: Ch 3 – Journey to the End of the Earth<br>Flamingo: Ch 4 – The Rattrap, Poem – Keeping Quiet<br>Comprehension Practice | Develop environmental awareness and human values.<br>Encourage introspection and understanding of human dignity. | Discussion on climate change<br>Reflective writing after silent minute<br>SDG 13 – Climate Action |
| **IV** | August | 23 | Flamingo: Ch 5 – Indigo, Ch 6 – Poets and Pancakes<br>Poem – A Thing of Beauty, Poem – Roadside Stand<br>Vistas: Ch 4 – The Enemy<br>Report Writing | Learn about social leadership, aesthetics, media industry, and war-time ethics.<br>Refine report writing skills. | Essay on Gandhi's role in freedom movement<br>Collage: What is Beauty?<br>SDG 16 – Peace, Justice & Strong Institutions |
| **V** | September | 25 | Flamingo: Ch 7 – The Interview, Poem – Aunt Jennifer's Tigers, Ch 8 – Going Places<br>Vistas: Ch 6 – On the Face of It, Ch 8 – | Explore ethics of media, gender roles, and social discrimination. | Dialogue Writing: Breaking stereotypes |

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| | | | Memories of Childhood<br>Comprehension Practice | Understand struggles of marginalized individuals and personal aspirations. | Quiz on authors & themes<br>SDG 5 – Gender Equality |
| | October | 21 | Preboard I Exams | - | - |
| | November | 20 | Revision through worksheets, oral/written tests, quiz, dialogue construction | Reinforce entire year's learning through practice and revision. | Dialogue building & Peer quizzes |
| | ~~December~~ | ~~21~~ | ~~Preboard II Exams~~ | - | - |
| | January | 24 | Preboard III Exams | - | - |
| | February | - | Final Examinations | - | - |

## SUBJECT: PHYSICS

| Module | Month | No. of Days | Chapters and Topics to be Taught | Learning Objectives | Activity Planned / Integration of Art/SDGs |
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| I. | **April** | 18 | Chapter 1 (Electric charges and fields)<br>Chapter-2: Electrostatic Potential and Capacitance | **Electric Charges and Fields**<br>Understand the concept of electric charge and its properties.<br>Apply Coulomb's law to calculate forces between charges. | Charging of a conductor through friction by using pieces of paper and scale<br><br>To assemble a household circuit comprising three bulbs, three |

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| | | | | Describe the electric field and calculate it for simple charge distributions.<br>Understand the concept of electric flux and Gauss's law and apply it to symmetric charge distributions.<br>**Electrostatic Potential and Capacitance**<br>Define electrostatic potential and potential difference.<br>Understand the relation between electric field and potential.<br>Calculate potential due to point charges and systems of charges.<br>Understand the concept of capacitance and derive expressions for capacitors.<br>Learn about energy stored in capacitors and combination of capacitors. | (on/off) switches, a fuse and a power source. |
| II. | **May** | 25 | Chapter-3: Current Electricity<br>Chapter-4: Moving Charges and Magnetism | **Current Electricity**<br>Understand the concept of electric current and drift velocity.<br>Apply Ohm's law and understand resistivity and conductivity.<br>Analyze circuits using Kirchhoff's laws and Wheatstone bridge.<br>Study the working and principle of potentiometer.<br>**Moving Charges and Magnetism** | To determine resistivity of two / three wires by plotting a graph for potential difference versus current.<br><br>To find resistance of a given wire / standard resistor using metre bridge. |

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| | | | | Understand magnetic effects of current and Biot-Savart law.<br>Analyze magnetic field due to current-carrying wires and loops.<br>Understand Ampere's circuital law and its applications.<br>Learn about Lorentz force and motion of charged particles in magnetic fields.<br>Study the concept of cyclotron and force between current-carrying wires. | To verify the laws of combination (series) of resistances using a metre bridge |
| **Periodic Test -I (Based on the Syllabus covered in April)** | | | | | |
| **June - Summer Vacations** | | | | | |
| III. | **July** | 26 | Chapter-5: Magnetism and Matter<br>Chapter-6: Electromagnetic Induction<br>Chapter-7: Alternating Current | **Magnetism and Matter**<br>Understand the concept of magnetic dipole and Earth's magnetism.<br>Differentiate between dia-, para-, and ferromagnetic substances.<br>Study magnetic field lines and magnetic properties of materials.<br>Understand hysteresis and magnetic susceptibility.<br>**Electromagnetic Induction**<br>Understand Faraday's laws and Lenz's law of electromagnetic induction.<br>Analyze induced EMF and current in different situations.<br>Derive and use expressions for motional EMF and self/ mutual inductance. | To assemble the components of a given electrical circuit.<br><br>To convert the given galvanometer (of known resistance and figure of merit) into a voltmeter of desired range and to verify the same<br><br>To draw the diagram of a given open circuit comprising at least a battery, resistor/rheostat, key, ammeter and voltmeter. Mark the components that are not |

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| | | | | Study energy stored in inductors.<br>**Alternating Current**<br>Understand alternating current and its characteristics.<br>Analyze AC circuits containing resistors, capacitors, and inductors.<br>Derive expressions for power in AC circuits and power factor.<br>Study the working of transformers and LCR circuits. | connected in proper order and correct the circuit and also the circuit diagram. |
| IV. | **August** | 23 | Chapter-8: Electromagnetic Waves<br>Chapter -9: Ray Optics and Optical Instruments - Ray Optics:<br>Chapter – 10 Wave optics | **Electromagnetic Waves**<br>Understand displacement current and unification of electric and magnetic fields.<br>Study Maxwell's equations (qualitative) and EM wave propagation.<br>Know the properties and spectrum of electromagnetic waves.<br>Understand practical uses of different parts of the EM spectrum.<br>**Ray Optics and Optical Instruments**<br>Apply laws of reflection and refraction.<br>Use mirror and lens formulas to solve optical problems.<br>Understand total internal reflection and its applications.<br>Learn about optical instruments like microscopes and telescopes.<br>**Wave Optics**<br>Understand the principle of superposition of waves. | To find the value of v for different values of u in case of a concave mirror and to find the focal length.<br><br>To find the focal length of a convex lens by plotting graphs between u and v or between 1/u and 1/v.<br><br>To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation. |

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| | | | | Study interference, Young's double slit experiment, and its fringe pattern.<br>Learn about diffraction and resolving power.<br>Understand polarization and its applications. | |
| V. | **September** | **25** | Chapter-11: Dual Nature of Radiation and Matter<br>Chapter-12: Atoms<br>Chapter-13: Nuclei<br>Chapter-14: Electronic devices | **Dual Nature of Radiation and Matter**<br>Understand photoelectric effect and Einstein's equation.<br>Analyze experimental setup and graph of photoelectric effect.<br>Learn about de Broglie wavelength and its significance.<br>**Atoms**<br>Study Rutherford's and Bohr's models of the atom.<br>Derive expressions for energy levels and spectral lines of hydrogen.<br>Understand atomic spectra and their significance.<br>**Nuclei**<br>Understand nuclear composition and terms like mass defect and binding energy.<br>Study nuclear forces and radioactivity.<br>Learn about nuclear reactions and nuclear energy.<br>**Semiconductor Electronics: Materials, Devices and Simple Circuits**<br>Understand energy bands in solids and types of semiconductors.<br>Study the working of p-n junction, diodes, and their applications, Analyze rectifiers | To identify a diode, an LED, a resistor and a capacitor from a mixed collection of such items<br><br>To draw the I-V characteristic curve for a p-n junction diode in forward bias and reverse bias. |
| | **October** | 21 | **REVISION and PRE BOARD I** | | |

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| | **November** | 20 | **REVISION** |
| | **December** | 21 | **REVISION and PRE BOARD II** |
| | **January** | 24 | **REVISION and PRE BOARD III** |
| | **February** | - | **ANNUAL EXAMINATION** |

| Subject- Chemistry, Grade- XII<br>Book: N.C.E.R.T. | | | | | |
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| **Module** | **Months** | **No. of Days** | **Chapters and Topics to be Taught** | **Learning Objectives** | **Activity Planned / Integration of Art/SDGs** |
| I | **April** | 18 | Chapter-1<br>Solution<br>Chapter-2<br>Electro Chemistry<br>(up to Nernst Equation) | 1) Understand concentration terms i.e. Molarity, Molality and Mole fraction<br>2) Analyze factors affecting solubility and Henry's law<br>3) Differentiate between ideal and non-ideal solutions<br>4) Determination of molar mass of solute by using different colligative properties.<br>5) Study electrochemical cells and measurement of electrode potentials | To demonstrate the Volumetric analysis between $KMnO_4$ and Oxalic acid |
| II | **May** | 25 | Chapter-2<br>Electro Chemistry<br>(after Nernst Equation)<br>Chapter-6<br>Halo alkanes and halo arenes | 1) Apply Nernst equation to calculate standard e.m.f. of the cell<br>2) Calculation of maximum work done<br>3) Differentiate between primary and secondary cells<br>4) Study nomenclature, physical and chemical properties of halo compounds | To prepare Zinc Copper Electro Chemical Cell |
| **Periodic Test -I (Based on the Syllabus covered in April)** | | | | | |
| **June- Summer Break** | | | | | |
| III | **July** | 26 | Chapter-7<br>Alcohols, Phenols and Ether<br>Chapter-5<br>Coordination Compounds | 1) Know IUPAC nomenclature of alcohol, phenol and ether<br>2) Understand reactions of alcohols, phenols, and ethers<br>3) Learn about Werner's theory, isomerism and nomenclature of coordination compounds<br>4) Study hybridization and structure of different coordination compounds | To determine the presence of Functional group in the given organic compound (Alcohol and Phenol)<br><br>To prepare the crystals of Mohr's salt |

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| IV | **August** | 23 | Chapter-10<br>Bio molecules<br>Chapter-8<br>Aldehydes, Ketones and Carboxylic Acid | 1) Identify the structure and function of carbohydrates, proteins, vitamins, and nucleic acids<br>2) Differentiate between DNA and RNA<br>3) Know IUPAC nomenclature of aldehyde, ketone and carboxylic acid<br>4) Understand naming reactions of aldehyde and ketone<br>5) Study chemical reactions and tests of carbonyl compounds | To detect the presence of starch and proteins in different food stuffs<br>To determine the presence of Functional group in the given organic compound (Aldehydes, Ketones and Carboxylic Acid) |
| V | **September** | 25 | Chapter-9<br>Amines<br>Chapter-4<br>d and f Block Elements<br>Chapter-3<br>Chemical Kinetics | 1) Understand classification of amine<br>2) Know preparation and reactions of amines<br>3) Study properties of transition elements<br>4) Understand lanthanide contraction, its cause and consequences<br>5) Differentiate between Lanthanoids and Actinoids<br>6) Explore rate laws, order of reaction and activation energy<br>7) Know the concept of half life period<br>8) Derive integrated rate equations for zero and first order reaction | Color code periodic table highlighting d and f block<br>To calculate Average rate and Instantaneous rate of a reaction.<br>Drawing curves for Zero, First, Second and Third Order reactions |
| | **October** | 21 | **Pre Board –I** | | |
| | **November** | 20 | **Revision** | | |
| | **December** | 21 | **Pre Board –II** | | |
| | **January** | 24 | **Pre Board –III & Annual Board Practical** | | |
| | **February** | - | **Revision and Annual Board Examination** | | |

| Subject – BIOLOGY, Grade- XII<br>Book: N.C.E.R.T. | | | | | |
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| **Module** | **Month** | **Number of Working Days** | **Chapter Number and Chapter Name** | **Learning objectives** | **Practical's/ activity planned/ Integration of Art/SDGs** |
| 1. | April | 18 | Chapter-2: Sexual Reproduction in Flowering Plants.<br><br>Chapter-3: Human Reproduction.<br><br>Chapter-4: Reproductive Health. | ❖ Identify and describe the structure and function of floral parts involved in reproduction.<br>❖ Understand microsporogenesis and megasporogenesis.<br>❖ Explain pollination types and the role of agents (insects, wind, water).<br>❖ Describe double fertilization and post-fertilization changes leading to seed and fruit formation.<br>❖ Understand the structure and function of the seed and fruit.<br>❖ Describe male and female reproductive systems and their functions.<br>❖ Understand gametogenesis – spermatogenesis and oogenesis.<br>❖ Explain fertilization, implantation, and embryonic development.<br>❖ Understand the menstrual cycle and hormonal control.<br>❖ Learn about pregnancy, parturition, and lactation.<br>❖ Understand the concept and importance of reproductive health.<br>❖ Learn about birth control methods and population control. | • Dissection of a flower.<br>• Pollen germination experiment<br>• SDG 15 (Life on Land)<br>• T.S. of ovary (mammal), T.S. of testis (mammal).<br>• Flowers adapted to pollination.<br>• T.S. of blastula through permanent slides<br>• Controlled pollination - emasculation, tagging and bagging.<br>• SDG 5 (Gender Equality)<br>• SDG 3 – Good Health and Well-being.<br>• SDG 15 – Life on Land |

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| | | | | ❖ Discuss sexually transmitted diseases (STDs) – causes, prevention, and control.<br>❖ Understand infertility and assisted reproductive technologies (ART) like IVF, IUI, etc.<br>❖<br>❖ | |
| 2. | May | 25 | Chapter-5: Principles of Inheritance and Variation.<br>Periodic Test-1 | ❖ Understand **Mendel's Laws**:<br>❖ Dominance, Segregation, Independent Assortment.<br>❖ Perform and analyse **monohybrid** and **dihybrid crosses** using Punnett squares.<br>❖ Differentiate between **dominance, co-dominance, and incomplete dominance**.<br>❖ Understand **chromosomal basis of inheritance**.<br>❖ Comprehend **sex determination** systems (XX-XY, XO, ZW).<br>❖ Learn **pedigree analysis** and **Mendelian disorders** (e.g., Sickle cell anemia, hemophilia).<br>❖ Recognize **chromosomal disorders** (e.g., Down, Klinefelter, Turner syndromes).<br>❖ | • **Punnett square activity**: Use colored beads or flashcards to simulate monohybrid and dihybrid crosses.<br>• **Pedigree analysis practice**: Use family case studies to construct and analyse.<br>• |
| 3. | June | Summer Vacations | | | |
| 4. | July | 26 | Chapter-6: Molecular Basis of Inheritance.<br>Chapter-7: Evolution. | ❖ Understand the **structure and function of DNA and RNA**.<br>❖ Explain **DNA replication**, **transcription**, **translation**, and **gene expression**.<br>❖ Understand the **genetic code** and its universality.<br>❖ Learn about the **Human Genome Project** and | • **DNA extraction experiment**: Extract DNA from banana or onion using household items (ethanol, salt, detergent).<br>• **DNA model building**: Use craft supplies to model DNA double helix.<br>• pedigrees. |

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| | | | | **DNA fingerprinting**.<br>❖ Develop awareness about **genetic engineering and biotechnology** foundations.<br>❖ Understand **evolutionary theories**: Lamarckism, Darwinism, Neo-Darwinism.<br>❖ Learn about **fossils**, **evolution of life foms**, and **human evolution**.<br>❖ Explain the concepts of **variation, mutation, genetic drift, speciation**.<br>❖ Understand **Hardy-Weinberg Principle** and factors affecting genetic equilibrium.<br>❖ Appreciate the **interconnectedness of life** and biodiversity through evolution. | • Flash cards models showing examples of homologous and analogous organs.<br>• SDG 9 – Industry, Innovation and Infrastructure<br>• SDG 4 – Quality Education |
| 5. | August | 23 | Chapter-8: Human Health and Diseases.<br>Chapter-10: Microbes in Human Welfare.<br>Chapter-11: Biotechnology - Principles and Processes.<br>Chapter-12: Biotechnology and its Applications. | ❖ Understand the meaning of **health**, causes of **diseases** (infectious and non-infectious).<br>❖ Learn about **pathogens** (bacteria, viruses, parasites) and diseases caused by them (e.g., malaria, AIDS, cancer).<br>❖ Understand the role of the **immune system** (innate and acquired immunity).<br>❖ Learn about **vaccines, allergens**, and **immune disorders**.<br>❖ Discuss **drug and alcohol abuse**, their consequences, and prevention.<br>❖ Understand the role of **microbes in household products** (curd, cheese, beverages).<br>❖ Learn about industrial uses of microbes (e.g., production of antibiotics, alcohol, enzymes).<br>❖ Understand **sewage treatment**, **biogas** | • Common disease causing organisms like Ascaris, Entamoeba, Plasmodium, any fungus causing ringworm through, virtual images or specimens.<br>• Models specimen showing symbolic association in root modules of leguminous plants, lichens.<br>• SDG 3 – Good Health and Well-being.<br>• SDG 6 – Clean Water and Sanitation<br>• SDG 7 – Affordable and Clean Energy.<br>• SDG 9 – Industry, Innovation and Infrastructure<br>• **DNA Extraction Activity**: Extract DNA from banana or onion using household items (detergent, salt, alcohol).<br>• **Animated Videos or Simulations**: Show |

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| | | | | **production**, and **biocontrol agents** (e.g., *Trichoderma*, *Bacillus thuringiensis*).<br>❖ Appreciate the eco-friendly use of microbes in **organic farming and waste management**.<br>❖ Understand the **basic principles of biotechnology** – genetic engineering and bioprocess engineering.<br>❖ Describe tools of genetic engineering – **restriction enzymes**, **vectors**, **host organisms**, and **PCR**.<br>❖ Learn about the steps in **recombinant DNA technology**: isolation of DNA, cutting, ligating, inserting into host, and cloning.<br>❖ Understand how **bioreactors** work and their role in large-scale production of biologically important products.<br>❖ Gain insights into **transformation**, **selection markers**, and the role of **plasmids and bacteriophages**.<br>❖ learn about **applications of biotechnology** in agriculture (e.g., Bt cotton), medicine (e.g., insulin, gene therapy), and industry<br>❖ Understand the concept and role of **transgenic organisms**.<br>❖ Discuss **GM crops**, biofortification, and resistance to biotic/abiotic stresses.<br>❖ Understand the concept of **molecular diagnosis** and techniques like ELISA and PCR.<br>❖ Explore the **ethical, legal, and social issues** of biotechnology, including **biopiracy and** | step-by-step recombinant DNA technology or gel electrophoresis.<br>• **Poster making** Applications of biotechnology in agriculture, medicine, and environment.<br><br>• **SDG 2 – Zero Hunger**,<br>• **SDG 3 – Good Health**,<br>• **SDG 13 – Climate Action** |

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| | | | | ❖ **biosafety**. | |
| 6. | September | 25 | Chapter-13: Organisms and Populations.<br>Chapter-14: Ecosystem.<br>Chapter-15: Biodiversity and its Conservation. | ❖ Study **population attributes** – birth rate, death rate, age distribution, growth models (exponential, logistic).<br>❖ Understand **population interactions** – mutualism, competition, predation, parasitism.<br>❖ Understand **structure and function of ecosystems** – producers, consumers, decomposers.<br>❖ Comprehend **energy flow**, food chains, food webs, and ecological pyramids.<br>❖ Learn about **biodiversity levels** – genetic, species, ecosystem.<br>❖ Study the importance of biodiversity and causes of biodiversity loss.<br>❖ Understand strategies for **biodiversity conservation** – in-situ and ex-situ methods.<br>❖ Recognize the value of national parks, biosphere reserves, and gene banks. | • Study the plant population density by quadrat method.<br>• Study the plant population frequency by quadrat method.<br>• Graph plotting of population growth curves (logistic vs exponential).<br>• Poster Making: Endangered species, biodiversity hotspots, conservation methods.<br>• SDG 15 – Life on Land<br>• SDG 14 – Life Below Water,<br>• SDG 15 – Life on Land |
| **October** | 21 | • **Pre Board –I** | | | |
| **November** | 20 | • **Revision** | | | |
| **December** | 21 | • **Pre Board –II** | | | |
| **January** | 24 | • **Pre Board –III & Annual Board Practical** | | | |
| **February** | - | • **Revision and Annual Board Examination** | | | |
| **March** | • **Annual Board Examination** | | | | |

**Subject – MATHS, Grade- XII**
**Book: N.C.E.R.T.**

| Module | Month | No. of Days | Chapters and Topics to be Taught | Learning Objectives | Activity Planned / Integration of Art/SDGs |
|---|---|---|---|---|---|
| I | April | 18 | Ch-2 Inverse Trigonometric Functions<br>Ch-3 Matrices<br>Ch-4 Determinants | - Understand definitions and properties of inverse trigonometric functions.<br>- Learn basic operations on matrices and their applications.<br>- Understand the properties of determinants and their use in solving systems of linear equations. | -Draw trigonometric graphs .<br><br>- Solve real-life matrix operations.<br><br>- Sudoku-type determinant puzzles. |
| II | May | 25 | Ch-5 Continuity & Differentiability<br>Ch-7 Integration<br>Ch-8 Application of Integrals | - Learn about continuity and differentiability of functions.<br>- Integrate simple functions and apply them in problems( both definite & indefinite integral )<br>- Understand the calculation of area under curves using integrals. | - Plotting curves and calculating area using integration. |
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| Summer break | | | | | |
| III | July | 26 | Ch-9 Differential Equations<br>Ch-12 Linear Programming Problems<br>Ch-13 Probability | - Understand types and solutions of differential equations.<br>- Formulate and solve LPPs using graphical methods.<br>- Apply probability in practical situations and conditional probability,multiplicative law,bayes ,law of total probability. | -LPP Activity: Optimize food distribution within a budget.<br>- Probability game with dice/cards. |
| IV | August | 23 | Ch-10 Vectors<br>Ch-11 Three Dimensional Geometry | - Understand vector algebra, scalar and vector products.<br>- Learn about lines in 3D using vector and Cartesian forms. | - 3D modeling using paper straws or software.<br>- Intersecting lines & plane models. |
| V | September | 25 | Ch-1 Relations & Functions<br>Ch-6 Application of Derivatives | - Understand types of relations and functions.<br>- Apply derivatives in real-life problems like rate of change, ,increasing & decreasing function ,maxima & minima. | -To verify that the relation R in the set L of all lines in a plane ,defined by R=( l, m : l is perpendicular to m ) is symmetric but neither reflexive nor transitive . |
| VI | **October** | 21 | **REVISION and PRE BOARD I** | | |
| VII | **November** | 21 | **REVISION** | | |

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| VIII | **December** | 21 | **REVISION and PRE BOARD II** |
| IX | **January** | 24 | **REVISION and PRE BOARD III** |
| X | **February** | 23 | **ANNUAL EXAMINATION** |

| Subject – PHYSICAL EDUCATION, Grade- XII<br>Book: SP Publication | | | | | |
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| **Module** | **Month** | **Number of Working Days** | **Chapter Number and Chapter Name** | **Learning objectives** | **Practical's/ activity planned/ Integration of Art/SDGs** |
| **I** | April | 18 | - Unit I: Management of Sporting Events- Unit X: Training in Sports<br>- Unit II: Children & Women in Sports- Unit III: Yoga as a Preventive Measure for Lifestyle Diseases | Understand planning & conducting sporting events- Learn principles of training<br>- Recognize challenges in sports for children and women- Understand yoga's role in preventing lifestyle diseases | - Physical Fitness Test: SAI Khelo India Test, BPFT- Practice (Unit I)- Yoga Practice (Unit II) |
| **II** | May | 25 | - Unit IV: Physical Education & Sports for CWSN- Unit IX: Psychology & Sports | - Understand inclusivity and adaptive sports for CWSN- Learn psychological principles in sports | - Skill Practice (Unit III) |
| | | | Periodic Test-1 Syllabus: Unit I, II, & X | | |
| **III** | June | 10 | | | |
| **IV** | July | 26 | - Unit V: Sports & Nutrition- Unit VIII: Biomechanics & Sports<br>Unit V: Sports & Nutrition (Continued)- Unit VI: Test & Measurement in Sports | -- Understand balanced diet and nutrition for athletes- Learn biomechanics principles and techniques in sports<br>-- Continue understanding athlete nutrition- Learn various testing and measurement techniques | Physical Fitness Test: SAI Khelo India Test, BPFT- Practice- Yoga Practice- Skill Practice- Record File (Unit I)- Practical (Unit II) |

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| **V** | August | 23 | - Unit VI: Test & Measurement in Sports (Continued)- Unit VII: Physiology & Injuries in Sports | - Reinforce knowledge of sports testing- Learn human physiology and injury management | — |
| **VI** | September | 25 | - Unit VII: Physiology & Injuries in Sports (Continued) | - Continue understanding body functions during sports and injury recovery | - Record File – Practical 3 |
| | | | Half-Yearly Exam Syllabus: Unit I, II, IV, V, VI & VIII | | |
| **VII** | October | 21 | - Unit VIII: Biomechanics & Sports- Unit IX: Psychology & Sports | - Deepen biomechanical understanding- Apply sports psychology in real-life scenarios | - Physical Fitness Test: SAI Khelo India Test, BPFT- Practice- Yoga Practice- Skill Practice |
| | November | 20 | Revision | - Reinforce concepts for Pre-Board exams | — |
| | December | 21 | Revision | - Prepare for CBSE board pattern and question styles | — |
| | January | 23 | Revision | - Prepare for CBSE board pattern and question styles | — |

**Subject – MUSIC , Grade- XII**

**Books Recommended - Sangeet Aanand**

| Module | Month | Number of Working Days | Chapter Number and Chapter Name | Learning objectives | Practical's/ activity planned/ Integration of Art/SDGs |
|---|---|---|---|---|---|
| **I** | April | 18 | Definitions- Alankar,kann, Decription of Raag bhairav.<br><br>1)Definitions- meend, khataka, gram, murchana, Alap.<br><br>2) description of Taal Jhaptaal.<br><br>3) Biography - Bade Gulam ali Khan | Introduction of Swar Raag bhairav Chota Khayal.<br><br>Introduction of taal jhaptaal to learn notation system | Students will sing a Swar Raag bhairav only Aaroh - Avroh with Harmonium<br><br>Ability to recite the jhaptaal with ekgun, dogun keeping taal with hand beat. |
| **II** | May | 25 | 1) brief Study of sangeet Ratnakar Granth<br><br>2) brief study of Sadra - Dadra.<br><br>3) Raag bhairav Chota khayal Notation with Taans. | Raag bhairav bandish notations with taan 8 matra and 16 matra. | Students will sing a bandish notation with harmonium. |

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| | June | - | Summer Break | - | - |
| **III** | July | 26 | 1) life Sketch and contribution of Abdul Karim Khan, faiyaz Khan.<br>2)description of Raag Malkauns. | Introduction of Raag malkauns notations system as well as taans. | Students will sing a raag malkauns with harmonium. |
| **IV** | August | 23 | 1)Brief study of Sangeet parijat .<br>2) Introduction of taal rupak ekgun, dogun, tingun.<br>2) time theory of Raag | Introduction of Taal rupak and to learn Notation system | Ability to recite the Rupak with ekgun, dogun keeping taal with hand beat. |
| **V** | September | 25 | 1)Description of Raag bageshwari.<br>2)Introduction of taal Dhamar. | Introduction of raag bageshwari to learn notation System And taal dhamar taal notation system. . | Ability to recite the Dhamar with ekgun, dogun keeping taal with hand beat.<br>Students playing raag bageshwari with harmonium with taans. |

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| | | | 3) Vilampit Khayal of Raag bhairav. | | |
| | October | 21 | Preboard I Exams | - | - |
| | November | 20 | Revision through worksheets, | | Students will sing a raags with harmonium and hand beat taals. |
| | December | 21 | Preboard II Exams | - | - |
| | January | 24 | Preboard III Exams | - | - |
| | February | - | Final Examinations | - | - |

| Subject – PAINTING , Grade- XII<br>Books Recommended – PANORAMIC INDIAN | | | | | |
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| **Module** | **Month** | **Number of Working Days** | **Chapter Number and Chapter Name** | **Learning objectives** | **Practical's/ activity planned/ Integration of Art/SDGs** |
| | April | 18 | **Unit 1 (a) The Rajasthani School:**<br>1. Origin and Development<br>2. Sub-Schools-Mewar, Bundi, Jodhpur, Bikaner, Kishangarh and Jaipur<br>3. Main features of the Rajasthani School<br>4. Appreciation of the following Rajasthani paintings Title<br>5. Maru-Ragini chaugan players,Krishna on swing,Rada(Bani-Thani) | To understand how the Rajasthani School of painting started in the 16th century, influenced by Mughal art and supported by Rajput Kings. | Nature and Object study with two or three objects and two draperies (in different colours) for background and foreground. Exercises in pencil with light and shade and in full colour from fixed point of view. |
| | May | 25 | **(b) The Pahari School**<br>1. Origin and development<br>2. Sub-Schools-Basohli, Guler, Kangra, Chamba and Garhwal<br>3. Main features of the PahariSchool<br>4. Appreciation of the following Pahari paintings: Title<br>5. Krishna with Gopis Nand, Yashoda<br>6. Krishna with Kinsmen Going to | To understand that the Pahari School began in the Himalayan hills (17th–18th century), influenced by Rajput and Mughal styles, and supported by local rulers. | Nature and Object study with two or three objects and two draperies (in different colours) for background and foreground. Exercises in pencil with light and shade and in full colour from a fixed point of view |

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| | | | Vrindavana | | |
| | | | Periodic Assessment-1 | | |
| | June | | Summer Break | | |
| | July | 26 | **Unit 2 The Mughal and Deccan Schools of Miniature Painting**<br>(a) The Mughal School<br>1. Origin and development<br>2. Main features of the Mughal School<br>3. Appreciation of the following Mughal Paintings: Title<br>4. Krishna Lifting Mount Govardhana<br>5. Falcon on a Bird-Rest<br>6. Kabirand Raidas<br>7. Khan Marriage Procession of Dara Shukoh | To understand how the Mughal School started in the 16th century under Emperor Akbar, combining Indian and Persian art styles, and developed during the rule of Akbar, Jahangir, Shah Jahan, and Aurangzeb. | Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values |
| | August | 23 | **(b) The Deccan School**<br>1. Origin and development<br>2. Main features of the Deccan School<br>3. Appreciation of the following Deccan paintings: Title | To learn that the Deccan School developed in the southern part of India during the 16th century, mainly in the courts of Golconda, Ahmednagar, Bijapur, and Hyderabad, influenced by Persian art and local traditions. | Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values |

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| | | | 4. Hazrat Nizamuddin Auliya and Amir Khusro<br>5. Chand Bibi Playing Polo (Chaugan)<br>Revision for Exam | | |
| | September | 25 | **Unit 3: (a) The Bengal School of Painting and the Modern trends in Indian Art (About the beginning to mid of the 20th Centuary)**<br>(i) National Flag of India and the Symbolic significance of its forms andthe colours.<br>(ii) Introduction to the Bengal School of Painting<br>(a) Origin and development of the Bengal School of Painting<br>(b) Main features of the Bengal School of Painting 12 | To understand the **design** and **meaning** behind the **Indian National Flag**. | Nature and Object study with two or three objects and two draperies (in different colours) for background and foreground. Exercises in pencil with light and shade and in full colour from a fixed point of view |
| | | | Term-I Exams | | |
| | October | 21 | (iii) Appreciation of the following paintings of the Bengal school:<br>(i) Journey's End – Abanindranath Tagore<br>(ii) Shiv and Sati- Nandla Bose<br>(iii) Radhika - M.A.R.Chughtai<br>(iv) Meghdoot - Ram Gopal | To observe and understand the **style, theme, and emotions** in selected Bengal School paintings. | Nature and Object study with two or three objects and two draperies (in different colours) for background and foreground. Exercises in pencil with light and shade and in full colour from a fixed point of view. |

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| | | | Vijaivargiya<br>Contribution of Indian artists in the struggle for National<br>FreedomMovement. | | |
| | November | 20 | (i) Children – Somnath Hore<br>(ii) Devi – Jyoti Bhatt<br>(iii) Of Walls – AnupamSud<br>(IV ) Man, Woman and Tree - K. Laxma Goud | To appreciate Somnath Hore's graphic print capturing innocence and suffering through the image of children. | Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values. |
| | December | 21 | SCULPTURE<br>I. Triumph of labour – D.P. Roy chowdhury<br>II. Santhal family – Ramkinkar vaij<br>III. Caries un-heard – Amar nath Sehgal<br>IV. Ganesh – P.V. Janki ram | To appreciate D. P. Roychowdhury's sculpture<br>which represents the strength and dignity of labor | Imaginative painting based on subjects from life and nature in water and poster colours with colour values |
| | January | 24 | Revision of Unit-1,2,3 | | • Folk art<br>• Object study(still life)<br>• Nature study |

| Subject – COMPUTER SCIENCE , Grade- XII<br>Book: N.C.E.R.T. | | | | | |
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| **Module** | **Month** | **Number of Working Days** | **Chapter Number and Chapter Name** | **Learning objectives** | **Practical's/ activity planned/ Integration of Art/SDGs** |
| **I** | April | 18 | Unit 1: Computational Thinking and Programming – 2<br>Unit 2 of Class XI Recap:<br>1. Functions<br>2. Exception Handling<br>3. Introduction to files (Text, Binary, CSV, relative and absolute paths) | Understand modular programming and error handling.<br>Differentiate file types and apply read/write operations. | Python file reading exercises<br>Hands-on examples using different file types |
| **II** | May | 25 | File Handling in Python<br>Importing Modules | Apply advanced file operations using modules.<br>Understand modular coding practices. | Practical on importing built-in and user-defined modules |
| | June | - | - | - | - |
| **III** | July | 26 | Unit 2: Computer Networks<br>1. Data communication terminologies<br>2. Transmission media<br>3. Network topologies and types | Understand the basics of communication and networking.<br>Identify different transmission modes and topologies. | Network diagram drawing<br>Oral Quiz on terminologies |

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| | | | **Periodic Test 1** | | |
| **IV** | August | 23 | Real Time Network Problems<br>Data Structures:<br>- Stack (push & pop)<br>- Implementation using list | Analyze real-world networking issues.<br>Implement stack operations in Python. | Code exercises for stack implementation<br>Case studies on network failures |
| | September | 25 | **Half-Yearly Examination** | - | - |
| **V** | October | 21 | Unit 3: Database Management<br>1. Database Concepts<br>2. Relational Data Model<br>3. Structured Query Language<br>Final Project Work Begins | Understand the structure of relational databases.<br>Write and execute basic SQL queries. | Hands-on SQL commands using sample databases |
| **VI** | November | 20 | Python-SQL Connectivity<br>Final Project Completion | Integrate Python with SQL database for real-world applications.<br>Apply project development lifecycle. | Final Project Demo<br>Internal Assessment |

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| | December | 21 | Revision of whole syllabus |
| | January | 24 | Revision of whole syllabus |