

Shikshana Prasarak Mandali's
S.P.M Public English Medium School
Senior Secondary Section
Annual Syllabus
XII
2024-25

Shikshana Prasarak Mandali's
S.P.M. Public English Medium School
Syllabus for the academic year 2024-25
Std.XII
English

Month	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application Based)			
April	Flamingo-P-1- My Mother at 66- The poem reveals the fact that aging is a natural process close to the hearts of all humans the fear of losing a parent. It captures the complex subtleties of human relationships in a texture of symbols, images and poetic devices.	To enable the students to i) realize that aging is a natural process and is going to envelope one and all. ii) understand that the the compulsion of life where one has to forego one relation for another due to the demands and social and personal obligations. iii)comprehend the poem. iv) identify the figures of speech and enhance their vocabulary. v)appreciate the theme and the style of writing of the poet. vi) understand the complexities of human life.	To enable the studentsto i) imbibe values like care and concern, sharing loneliness, love and affection ii) understand the importance of near and dear ones iii) develop their views on inescapable aging, decay and ultimate death iv) realize and fulfill their duties towards the elders despite being busy in the fulfillment of their desires and aspirations of life.	1. Warm-up questions- -Ageing is a natural process. What do our What do parents want from us? -What should be our priorities in life? -Can we help our elders in keeping them away from loneliness? -Audio of the poem	Students will be able to read the poem with proper expressions, pauses, and voice modulation. comprehend the poem. iii)understand and find out the figures of speech in the poem. iv)understand and share theloneliness of the aged. v) understand the importance of our duties towards the elderly people.	Assignments Comprehension questions will be asked to test the understanding. -Why did the poet use the device of repetition in _and all I did was to smile, smile and smile'? 3. Textual exercises/ RTC/ Literary devices -Worksheet

	Flamingo- L-1- The Last Lesson— The story depicts the pathos of the whole situation about how people feel about not learning their language and losing an asset in M. Hamel, the French teacher. It also highlights linguistic chauvinism.	To enable the students to i) comprehend the story. ii) understand, enjoy, and appreciate a wide range of text (different genres) iii) understand the meaning and usage of phrases and statements iv) understand the need for preserving one’s language v) understand linguistic chauvinism and its effects vi) change lackadaisical attitude towards their mother tongue	To enable the students to -inculcate the values of concern, devotion, realization of truth, respect, and patriotism -understand that language is a key to prison -be sincere and serious in doing work as you never know when it will be the last opportunity to avail -respect and safeguard one’s mother tongue	Warm-up questions i)How would you react when you come to know that your mother tongue is snatched from you? ii) Would you repent for not being sincere towards learning your mother tongue? iii) War of any kind kills humanity but ironically on the other hand unites people to lend their helping hands and strengthen patriotic feelings. Justify -Audio of the lesson	Students will be able to i) Understand that language is a key to prison ii) know the meanings of new phrases iii) know the importance of mother tongue iv) understand the wastefulness of war v) enhance thinking, analytical, and literary skills vi) understand linguistic chauvinism.	i) Assignments ii) Comprehension questions Write a note on the character of M. Hamel as a teacher. Write a note on ‘Mother tongue is the language of one’s thoughts and ideas and Rejecting one’s mother tongue is denying one’s own culture and identity.’ -Recall one moment/ task/incident when you procrastinated learning and later felt sorry for your lackadaisical approach. Design methods plan / steps /to do away with this casual approach. -Worksheet iii) Textual questions/ Extra questions/ Assignments/Character sketches
June	Flamingo-L-2-Lost Spring The chapter is about the exploitation of children in hazardous conditions. It highlights abject poverty,	To enable the students to i) communicate their ideas with a lot of conviction. ii) appreciate the theme and the message conveyed.	To enable the students- i) to inculcate values like empathy, responsibility, care, and concern. ii) observation of the	Warm-up questions- Activity (to introduce the lesson) i) Discussion on- Classroom discussion on-	Students will be able to i) analyze that millions of children experience no spring in their lives, for their childhood is consumed in making a living	1. Assignments 2. Comprehension questions will be asked to test the

	thoughtless traditions, loss of innocence, the importance of education, back-breaking hard work, and dismal working conditions. The chapter is about the acceptance of poverty, exploitation as destiny, and a dire need to provide poverty-stricken people, especially children, a life of dignity and opportunities to dare, dream, and do. UN Sustainable Goals to be discussed: 4. Quality Education – Students will gain insight into the problems of slums and refugees where the children also work to support parents	iii) sensitizes the reader to the miserable plight of the poorest of the poor iv) understand the urgent need to end the vicious circle of exploitation through education, awareness, cooperative organization, and empowerment v) focus on the use of figures of speech in writing. vi) use appropriate vocabulary and expressions vii) realize that education, play, and pleasure are not for poor children.	paradoxes in the society we live in. iii) create social awareness iv) understand the plight of street children forced into labor early in life. v) know the importance of education and knowledge.	Dreams of the poor and the reality Problems of child labour, Education is the only weapon to better the lot. – the plight of street children forced into labor early in life and denied the opportunities of schooling -Video on rag pickers and hazards of working in the bangle industry -Audio of the lesson	ii) understand the miserable plight of street children forced into labor early in life iii) understand that they are denied the opportunity to go to school. iv) understand the vicious circle of social stigma, poverty, and exploitation v) analyze that there is a lack of compassion, empathy, and commitment to the upliftment of these children of the weaker society	understanding. -Would you agree that promises made to poor children are rarely kept? Why do you think this happens in the incidents narrated in the text? - Do you think Saheb is happy working at the tea stall? -Worksheet based on the lesson 3. Textual exercises/ RTC/ Literary devices
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June	Flamingo- L-3- Deep Water- A real-life personal account of experiencing fear and the steps to overcome it. The experience of fear and its conquest made him live intensely. He enjoyed every moment of his life.	To enable the students to i) Understand the first-person narrative style ii) understand phrases/catchy lines from the text iii) analyze the difficult situation and act accordingly and understand another person's experience (Decision Making) iv) know various kinds of water sports and their importance v) gain knowledge about various types of phobias	To enable the students to i) imbibe values like courage, optimism, self-confidence, patience ii) develop a positive attitude toward life iii) cope with the challenges and stand against all odds iv) share views on personal experience to overcome fear v) know the importance of decision-making and determination in adverse circumstances	1. Warm-up questions- Activity (to introduce the lesson) a) What adventurous activities have you performed? b) Narrate your personal experience of overcoming fear. c) Brief up about the author d) Name different types of phobias Activity(to support learning) 1. A clip on water sports will be shown to understand the lesson. 2. PowerPoint presentation narration 3. William Douglas did manage to overcome his fear of water but part of the credit also goes to his teacher who played an important part in making this happen. How can learning be made more effective?	Students will be able to i) Appreciate/comprehend the text ii) understand that most challenging situations can be overcome with immense courage and determination iii) know various types of water sports and phobias v) understand that there is terror only in the fear of death and at death there is peace v) understand the first-person narrative style	1. Assignments 2. Comprehension questions - Express your views on--There is terror only in the fear of death. -All we have to fear is fear itself. -Discuss- Determination, courage as well as honest efforts win over all terror.' 3. Textual exercises/ Extracts/ Value-based/ Character sketches/RTC
	Writing Skills- Invitations Revision					

July	Vistas-L- 2- The Enemy An American prisoner of war is washed ashore in a dying state and is found at the doorstep of a Japanese doctor. Dr. Sadao encounters the dilemma of living as a private individual whose moral ethical responsibility is to save the soldier or to let the prisoner die...	To enable the students to i)comprehend the chapter. and to enhance their vocabulary. ii) communicate their ideas with a lot of conviction. conveyed. iii) analyze the situations andcharacters of the chapter. iv) understand that there are moments in life when wehave to make a hard choicebetween our role as private individuals and as citizenswith a sense of national loyalty. v) understand the conflict between man’s inherent humaneness and the hatred and prejudices created by pseudo-nationalism and war. vi) understand the dilemma of a doctor to make a decision.	To enable the students to i) inculcate values like care and concern, fulfilling duties, compassion, humaneness in war, responsibility, patriotism, and equality. ii) focus on the importance of fulfilling duties. iii) understand the importance of being humane. iv) inculcate the feeling of patriotism. v) create a balance between personal choices and responsibilities. vi) recognize charactertraits vii) analyze the various situations to make appropriate decisions	1. Warm-up questions- i) Discussion on On-Shouldwe hate our enemy if heis in the death trap or should we save him? ii) Is it justifiable to hate an enemy during wartime?	Students will be able to i) conclude that people of the world are inherently the same despite the differences in color, culture, and nationalities. ii) realize that war and narrow – nationalism can shuffle human feelings of love and compassion andturn friends and fellow human beings into enemies.	1. Assignments 2. Comprehension questions. i) What explains the attitude of the General in the matter of the enemy soldier? Was it human consideration, lack of national loyalty, dereliction of duty, or simply self-absorption? 3. Textual exercises/ Character sketches/ RTC/ Value based questions
July	Vistas- L-2- The Tiger King- The story is a satire on the conceit of those inpower. The writer has used the literary devices of dramatic irony and humor to create this effect. The the story spans from the birth of	To enable the students to i)understand, enjoy, and appreciate a wide range of text (different genres) and ii)understand the use of literary devices to make the story humorous and interesting.	To enable the students to -inculcate the values of empathy, courage, kindness and sacrifice -understand that whimsical decisions may prove disastrous.	1. Warm-up questions-Activity (to introduce the lesson) a) How many of you believe in astrology? Would you prove or disprove astrology predictions? Why/Why	Students will be able to i) understand that there is a need for anew system for the age of ecology ie. a system which is embedded in the care of all people and also in the care of the Earth and all life upon it. ii) know the use of dramatic irony tocreate humor	1. Assignments 2. Comprehension questions - Would you run after fulfilling your whimsical vow at the cost of other living creatures?

	tiger king to death covering all the landmarks connected with his passion-tiger-hunt.	iii) understand the political scenario during the British rule. iv) understand the Science of astrology. v) sensitize people towards wildlife vi) gain insight into today's political order vii) understand the general attitude of human beings toward wild animal	- judge the consequences of sycophancy - understand that one should not be conceited especially those who are in power. - understand that subjecting innocent animals to the willfulness of human beings is an injustice.	not? b) How many of you follow the dictum _Live and let others live? c) If you become a king would you prefer ruling your state and discussing important issues or indulging in petty issues and feeling conceited? - Discussion about wildlife and the extinction of tigers - Video on Royal Bengal Tiger	iii) have insight into political order. iv) understand that it is inappropriate to prove or disprove astrological predictions	- Explanation of the story by focusing on dramatic irony and elements of humor. 3. Textual exercises/ Extracts/ Value-based/ Character sketches/ RTC
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August	Flamingo- P-3- Keeping Quiet-- The poet wants to convey that stillness is necessary for reflection and quiet introspection. We can hear the voice of our conscience and thus withdraw ourselves from undesirable actions and contribute to creating a society of peace and mutual understanding. UN Sustainable Goals-(to be discussed) Peace, Justice, and strong	To enable the students to i) evoke subjective responses to the language of poetry. ii) appreciate the images and symbols. iii) understand the critical appreciation of the poem based on rhyme, content, theme, genre, and literary elements iv) appreciate the beauty of language and understand the rhyme scheme v) know about the poet and his work/genre	To enable the students to -inculcate values like concern, care for each other, patience and responsibility -bring all evil thoughts to an end and bring in a new life of peace and tranquility. -think critically, understand not to harm others -remain quiet and still be productive and active	1. Warm-up questions-Activity (to introduce the lesson) -Importance of meditation Students will be asked to remain completely silent in meditation Then they will be asked how exotic this stillness was and what were they able to do. Activity(to supportlearning) Share the level of stress you (the students) go	Students will be able to i) Know about the poet and his work and understand the critical appreciation of the poem ii) understand that introspection makes us find our flaws and allow us to rectify them iii) think critically, understand not to harm others, remain quiet, and still be productive and active iv) appreciate the images and symbols. v) understand the critical appreciation of the poem based on rhyme, content, theme, genre and	1. Assignments 2. Comprehension questions -How does the poet distinguish ‘_stillness’ from ‘_total inactivity’? Explain. -I want no truck with death.¶ Explain -Where ‘_pun’ has been used in the poem?
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August	institutions- Students will develop a positive attitude towards life as everyone will try to be still for a moment and introspect.	vi) experience the moment of realization and peace. vii) learn from the earth when everything seems dead, the earth remains alive viii) understand life is an ongoing process and should not be associated with death. It is to be lived with a positive attitude.	-put away their evil thoughts, solve problems by introspecting	through the pressure from parents, teachers, school, and coaching classes. -Students will be shown videos of how during covid- threat when human activities stood still, the Earth began to heal and regenerate. This would make them understand what damage the technological advancement was leading to. https://www.youtube.com/watch?v=6falIraXCg0 https://www.youtube.com/watch?v=TEluXoaq4uQ	literary elements	3. Textual exercises/ Extracts/ Value-based/ Character sketches/ RTC
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September	Flamingo-L4.The Rattrap- The story has a universal theme that the essential goodness in a human being can be awakened through understanding and love.	To enable the students to i) understand, enjoy, and appreciate not only entertaining but also philosophical text ii)understand the use of literary devices to make the story humorous and interesting iii) understand everyone should get a second chance to improve themselves iv)understand that kindness and hospitality awaken	To enable the students to - values like generosity, love, understanding, trust, care concern, redemption, and confession -understand an Eye foran Eye will make the whole world blind.‘gain insight into life -show kindness as kindness is contagious t humor in life as boredom sets in with monotony	1.Warm-up questions-Activity(To introduce the lesson) -How many of you watch Tom and Jerry'sshow? Have you ever seen Tom caught in a rattrap? -Is loneliness good if you have a target in life? - Are you tempted by anything in life or have you fallen to any of the temptations which made	Students will be able to i) Understand that humor is the spice of life ii) become compassionate and help develop a flair for readinga different genre iii) understand everybody must get a chance to undo the wrong he did iv) understand not to be revengeful butrather have a different approach todeal with the persons and awaken him have a better understanding ofliterary devices	1. Assignments 2. Comprehension questions -How close do you find yourself to the protagonist of the story? -Do you find people like Edla in society? How could one play a pivotal role in awakening the essential goodness in a person?
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		conscience vi) know the meaning of phrases used in the lesson	-understand that sharing lightens the burden and helps in overcoming loneliness	you do even wrong? - Monologue on understanding your faults and its redemption		-How can you explain metaphor using the title of the story 3. Textual exercises/ Extracts/ Value-based/Character sketches/RTC
Sept	Flamingo- L- 5-Indigo The lesson is based on the leadership shown by Mahatma Gandhi to secure justice for oppressed people through convincing argumentation and negotiation. It also mentions the contributions made by anonymous Indians to the freedom movement.	To enable the students to i) Know the vocabulary used in legal procedures ii) understand the qualities of a leader and about role of Gandhiji in the freedom movement iii) know about different freedom fighters in the text. iv) know fundamental rights v) know the sacrifices and sufferings of people to gain freedom	To enable the students to i) imbibe empathy, confidence, self-respect, honesty, integrity, self-reliance, truthfulness, patience ii) the importance of decision-making in adverse circumstances understanding that freedom is priceless and one should respect it v) know the importance of health and hygiene	Warm-up questions Activity(To introduce the lesson) -List some characteristics of a leader. -What efforts do our leader stake to meet the challenges due to the deadly coronavirus? c) How were people motivated towards positivity during the outbreak of the virus in our country? 2. Brief up about other freedom fighters who had contributed to the freedom struggle. Activity(to support learning) i) Some people in America and Australia opposed the lockdown	Students will be able to ii) get acquainted with the legal vocabulary ii) understand the role of a leader iii) understand the importance of rights iv) know the sufferings and contributions of freedom fighters v) understand that freedom from fear is a prerequisite for justice vi) take initiative with a sense of responsibility and confidence	1. Assignments 2. Comprehension questions -Textual questions/ Extra questions/ RTC

				during the outbreak of the virus as they felt it was against their rights. Some thought of a n economic crisis. Do you think they were right? 2. A video of the lesson will be shown to the students.		
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Sept	Flamingo-L-6-Poet and Pancakes -the author talks about the Gemini studios which was set up in Chennai .It was one of the most influential film-producing organizations in India in the early days of Indian filmmaking. Its founder was SS Vasan...He talks about the pancakes which was the brand name of the makeup material that Gemini Studios bought in truckloads. He also talks of the poets who frequently visit Gemini Studios.	To enable the students to -comprehend the chapter - enhance their vocabulary and expressions - communicate their ideas regarding the Indian Film Industry. -enhance their knowledge of the events and personalities in a film company in the early days of Indian cinema. -know about the poets and writers in a film company environment. -gain knowledge of the famous Gemini Studio and its emblem. -get a better insight into the various characters working in the studio. - -understand the problems of human relationships in the studio. -analyse that in the studio the people from different regions	To enable the students to -arouses curiosity because there seems to be no connection between the two words - poets and pancakes. -appreciate the style of writing the chapter. -inculcate values like sincerity, dedication, andfocus. - make the best use of creativity and talent. -express effectively -understand that ambition leads to success	Warm-up questions- Activity (to introduce the lesson) A classroom discussion based on – Today’s film technology compared with that of the early days of Indian cinema. --Narrate a humorous piece about the idiosyncrasies of some interesting characters in your neighborhood or elsewhere. Activity(To support learning) _Humour creates interest and attraction brings out the hidden talent of the character through the writer’s creation‘ – Discuss. - The author has used gentle humor to pointout human foibles. Pick	Students will be able to -analyze the working conditions and people involved in the studios. -understand that there was a great deal of national integration. -understand the use of talent and creativity at its best. -analyze that good poetry and music are the deciding factor in the popularity of the film. -gain knowledge of Gemini Studios and the people from different regions and religions working together.	Assignments Comprehension questions i) Why was Kothamangalam considered No.2 in Gemini Studios? iii) Textual questions/ Extra questions/Value-based questions/ Character sketches
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		and religions working together presented a glimpse of national integration. -understand the humor and satire.		out instances of this to show how this serves to make the piece interesting. (Relational)-How does the author describe the incongruity of an English poet addressing the audience at Gemini Studios?		
Oct	Flamingo-L-7-The Interview The interview is a communication genre. The Interview‘ written by Christopher Sylvester briefs the new invention- Part I– Interview in the field of journalism. Part II -is an extract from an interview with Umberto Eco, author of the popular novel, ‘_Name of theRose‘ by Mukund Padmanabhan from The Hindu.’ This interview helps us know many aspects of his writing style and ideas.	To enable the students to i) Understand interview as a communication genre ii) enjoy an excerpt from an interview with an author iii)express personal opinion on the interview genre iv) know the opinions of eminent people about the interview v) understand that the interview holds a position of unprecedented power and influence.	To enable the students to i) Compare different media of communication ii) understand the conversation and the interview pattern iii) understand the art of questioning and answering skills iv) understand that confidence is one of the important ingredients of an interview v)understand the challenges faced by reporters and journalists	Activity (to introduce the lesson) 1. Warm-up activity How should one prepare for the interview? Activity (to support learning) -Discussion about the interviews of famous personalities watched by you. -What role did reporters/ journalists play during the outbreak of deadly coronavirus? What challenges did they face during the lockdown? . What impact does the interview of the renowned person create on others? -Excerpts from the interviews of famous personalities	Students will be able to i) express personal opinion on the interview genre ii) know the opinions of eminent people about the interview iii) understand that the interview holds a position of unprecedented power and influence. iv) learn the Analytical skills, Thinking skills, Observatory skills, Interviewing skills v) enjoy an excerpt from an interview with an author	i) Assignments ii)Comprehension questions iii) Textual questions

October	Flamingo- P-4 Thing of Beauty- A taste of classical poetry with universal appeal and eternal value. The natural bounties are all beautiful things which fill us with joy and remove the gloom in life	To enable the students to i)Understand the critical appreciation of the poem based on rhyme, content, theme, genre, literary elements ii) identify the figures of speech used in the poem iii) appreciate the beauty of language iv) know about the poet and his work/genre v) understand that the thing that gives us happiness is beauty vi) sensitize the learners toward the environment	To enable the students to i) inculcate values like peace, contentment, respect, care and concern ii) understand that beautiful things/moments are worth treasuring as they leave an everlasting impression on the minds of people iii) know that inner beauty is important rather than the outer one iv) understand that nature provides respite from sorrows v) understand the benefits of a nature walk	1. Warm-up questions- Activity (to introduce the lesson) a) What is beauty according to you? b) Brief up about the poet. Activity(to support learning) 1. Do we experience things of beauty only for short moments or do they make a lastingimpression on us? 2.What do you think - _Beauty dwells outside or within?‘ Skills- Creative/aesthetic skills, analytical skills, thinking skills, imaginative skills, reasoning / logical skills	Students will be able 1.to understand the critical appreciation of the poem 2. to understand that beauty dwells inside us and gives us happiness 3. to appreciate and admire the beauty of nature 4. to understand varied definitions of beauty 5. to learn from the stories of great people	1. Assignments 2. Comprehension questions - What do you think - _Beauty dwells outside or within?‘ 3. Textual exercises/ Extracts/ Value-based/Character sketches/RTC
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October	Flamingo-Poem- 5 -A Roadside Stand- Brief Description-Robert Frost presents the lives of poor deprived people with pitiless clarity and with the deepest sympathy and humanity. The poor people had constructed a roadside stand to sell their products and earn a living but the rich did not even bother to take a look at it. UN Sustainable Goals-Reduce inequalities – eradicate social injusticeand class inequalities (to be discussed)	To enable the students to i) read with proper voice intonation and pauses. ii) comprehend the poem and enhance the vocabulary iii) identify the figures of speech. iv) understand the problems of rural folks v) know about the sufferings of people managing the roadside stand	To enable the students to i) analyze that the poet has aroused his feelings of sympathy, disgust, andanger ii) contribute to the development of villages in terms of education, health, and sanitation iii) show the care and concern for the people who put up the roadside stand iv) understand the contrast between the lives of rich and poor	1. Warm-up questions Activity (to introduce the lesson) -Introduction about the poet - Have you ever stopped at the roadside stand while traveling? List your observations. The economic well-being of a country depends on a balanced development of the villages and the cities. Discuss. Activity (to support learning) -How do the government and other social service agencies help the poor rural people? Through this poem, Frost underlines his sympathy for the rural people in opposition to the uncaring capitalistic elite. Justify.	Students will be able to) understand the contrast between the lives of rich and poor ii)acquaint themselves with the world around them iii) learn not only from books but from the examples around them iv)comprehend the poem and enhance the vocabulary v) identify the figures of speech vi) understand that the economic well-being of a country depends on a balanced development of the villages and the cities	i) Assignments ii)Comprehension questions iii)Textual /RTC -Summary will be given
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	Flamingo-L-8- Going Places- The story of an incurable dreamer and an escapist who belongs to a lower-middle-class family and indulges in fantasizing and hero worship. It also focuses on the complexities of human relationships among different members of a family.	To enable the students i) to understand that hard work is required to dream ii) to differentiate between unrealistic and realistic dreams iii) to understand that fantasizing can lead to failure iv) to understand the complexities of human relationships among different members of a family	To enable the students to i) have respect for elders and family, patience and perseverance, truthfulness, faith ii) differentiate between realistic and unrealistic dreams iii) understand the strength of family bonds. iv) understand the relationships and financial problems in the family v) know the advantages and disadvantages of fantasizing and hero worship	1. Warm-up questions- (To introduce the lesson) i) Discuss your favorite game. ii) List the countries known for football fever. Activity (to support learning) i) Express your views _Dreams are extremely important, you cannot achieve them unless you imagine them.' ii) A video on football and football players (mentioned in the lesson) will be shown to create interest in the lesson.	Students will be able i) to analyze the difference between realistic and unrealistic dreams ii) to compare their world of fantasy and reality iii) to understand that there is no substitute for hard work iv) to accept the reality in life and responsibility in the family v) to understand relationships/bonding in the family	1. Assignments 2. Comprehension questions After reading the story, _Going Places', you were forced to compare your world of fantasy and reality. Recount your views to express yourself on _Fantasy World v/s Real World.' -Did Sophie meet Danny Casey? -Which was the only occasion when she got to see Danny Casey in person? 3. Textual exercises/ Extracts/ Value-based/Character sketches/RTC
	VISTAS- L.1- The Third Level-The story revolves around Charley, the protagonist, who claims to find himself on the third level at the Grand Central Station which the rail authorities swore doesn't	To enable the students to -understand how fantasy and reality can be interwoven -understand _waking dream wish fulfillment ' concept -understand split personality	To enable the students to -accept the realities of life -avoid living in a fantasy world and find respite in the real world -be practical and acquire	Warm-up questions- Activity (to introduce the lesson) -an interaction between fantasy and reality by giving examples of the movie Ra One and the reference of futuristic video games.	Students will be able to -identify and make connections between similar situations in own life experiences -understand the contrast between the fantasy world and the real world -acquire a realistic approach toward real-life challenges	Assessment: Based on Bloom's Taxonomy i) Assignments ii) Comprehension questions: -Imagination is a _temporary refuge

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	exist. The Third level refers to the world of fantasy which Charley used to visit as a temporary relief or a medium of escape from the world of harsh realities. Man achieves this by constantly moving between the past, the present, and the future	and how one wanders from one world to another if he is insecure, fearful, tensed, and worried -understand that one should not be an escapist but rather accept the challenges of real life	realistic approach towards real-life challenges -and acquire a realistic approach to real-life challenges	-the title of the lesson would be open for class interpretation. -Brief up about the author Activity (to support learning) -Share- how could we escape insecurity, worry, stress, and fear? Comment on the ending of the story. -Bring out the contrast between the world Charley lived in and the one that he strayed into.		from reality‘ Explain. - What differences did Charley observe at the third level of the Grand Central? iii)Textual questions/RTC
September 24	Vistas-L.3-Journey to the End of the Earth TishaniDoshi describes the journey to the coldest, driest,and windiest continent inthe world: Antarctica. Theworld’s geological history istrapped in Antarctica. GeoffGreen’s Students on Iceprogram aims to takehigh school students to theends of the world. Doshithinks that Antarctica is theplace to go and understandthe Earth’s present, past, andfuture. UN Sustainable Goal - 13. Climate Action —The students will understand the	To enable the students to -comprehend the chapter. enhance their vocabulary and expressions. - communicate their ideas regarding Antarctica. -understand that India and Antarctica at one point in time had been part of the same landmass. -understand that the breakupof Gondwana started theepisode of a continental drift. -understand the significance of Cordilleran folds and pre-Cambrian granite shields. -gain knowledge of the Students on Ice program for high school students.	To enable the studentsto -check and analyze the effect of the increase in human population and climate change. -foster a new understanding and respect for our planet Earth. -understand that they are the future generation of policymakers. -show care and concern for the increase in the average global temperature and other species on the planet.	Warm-up questions-Activity (to introduce the lesson): -Brief up about the author -Why do people go for expeditions? -The students will be shown a video on ‘Antarctica‘. Activity (to support learning): Q1: How does the writer, Tishani Doshi, create a sense of distance between the rest of the world and Antarctica? -What are Geoff Green’s reasons for including high school students in	Students will be able to -understand that millions of years ago humans hadn’t arrived and the climate was much warmer with a variety of flora and fauna. -know that the landmass disintegrated into countries shaping the globe. -understand that to study the Earth’s past, present, and future, Antarctica is the place – the World’s geological history is in Antarctica. -analyze and evaluate the effect of human population and climate change. -understand that students are the future generation of policymakers. -evaluate that little changes in the environment can have more adverse	Assignment Comprehension questions – Textual questions/ Extra questions/Value-based questions/ Character sketches

	current situation of the planet and study the factors responsible for it. They will also know the measures to be adopted to safeguard our planet. Their solutions and ideas towards these issues will be encouraged. (to be discussed)	-understand the threat of global warming. -understand that Antarctica is the place to study the repercussions of the change in the environment.		the Students on Ice expedition? -Take care of the small things and the big things will fall into place.‘ What is the relevance of this statement in the context of the Antarctica environment? - How is Antarctica untouched as compared to the rest of the world?	effects. -analyze that further depletion in the ozone layer affects life on Earth. -understand that if the small things are taken care then the big things will fall into place. -analyze that the young generation still has the idealism to save the world. -understand that the entire creation is knitted despite geographical distances.	
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	Vistas- L-6-Memories of Childhood -The story presents autobiographical episodes from the lives of two women and is an insight into humiliations suffered by the marginalized communities and their relationship with the mainstream culture. UN Sustainable Goals: 10. Reduced Inequality 4. Quality Education- Students will learn that education overcomes all evils to make the world a better place to live	To enable the students to i) Have a profound and detailed understanding of the text. ii) express the ideas of the passage orally and in writing. iii) understand the meaning of new words and grammar structure pay attention to the writer's intentions, arguments, ideas, style, etc iv) gain insight into the social evils prevailing in the society (in context with Bama's story) v) understand that injustice in any form cannot escape being noticed by children	To enable the students to i) imbibe values like respect, honesty, patience, and self-reliance ii) rise above prejudices iii) respect each other iv) learn and reflect on their own/ right perspective of treating underprivileged and marginalized communities. v) imbibe the value of respecting each individual irrespective of their caste and creed.	Warm-up questions- Activity (to introduce the lesson) -Narrate an incident from the history which tells us about untouchability. discrimination/social injustice -Discussion- Seeds of rebellion are sown in childhood. Do you agree? Elucidate. - Minorities are ill-treated. How? Activity (to support learning) -Comment on the title'	Students will be able to i) Comprehend the text in detail ii) know the meaning and usage of new vocabulary iii) learn how to respect people from different cultures iv) voice for injustice and discrimination v) imbibe values, enhance skills vi) learn and reflect on their own/ right perspective of treating underprivileged and marginalized community	1. Assignments 2. Comprehension questions -What is the commonality of the theme found in the two stories? -What does Bama say about untouchability when she was in the third class? 3. Textual exercises/ Extracts/ Value-based/ Character sketches/ RTC
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	in which the discrimination based on caste, creed, and religion will not be there. (to be discussed)	vi)know about the two writers and the way they fought against injustice with their powerful writings		We too are Human Beings‘? -How wouldyou contribute to eradicating social evils? -You have been taught that one must get equal opportunities in life to learn and prosper. There seems a difference of opinion and a few oppose certain policies of equality. Why? What are the solutions to the problem and how would you ensure that the deserved ones get the opportunities?		
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November	Vistas- L.6 On the Face of It The lesson is about the pain and isolation the physically handicapped go through. It highlights the callousness of society towards them, affects them adversely and they become even more withdrawn. It encourages the readers to be brave enough to face, accept, and deal with difficult situations in life.	To enable the students to comprehend the chapter enhance their vocabulary understand the theme that appearances are deceptive and most often we go on dealing with our impressions and prejudices about others without caring to know them. able to analyze the situations and characters of the lesson. use appropriate vocabulary and expressions. understand that the pain of actual physical impairment is often much less than the sense of alienation felt by the person with disabilities. analyze that scars do not change a person and that handicaps must be accepted in life and society.	To enable the students to inculcate values like empathy, affection, care and concern, optimism, and faith. face the challenges in life with a positive approach develop an optimistic approach toward life gain insight into the loneliness of the physically handicapped. accept things as they are and believe in oneself. Skills: comprehension skills, analytical skills, and observation skills.	Warm-up questions Activity: (to introduce the lesson) Can you quote examples of physically handicapped people who have made a mark in history? How one can motivate handicapped people? What benefits do they have from the government? Brief up about the author Activity: (to support learning) Video based on physically handicapped people will be shown to the students to relate to the lesson. -The play ends on a tragic note but reaffirms hope. Discuss the text.	Students will be able to gain insight into the loneliness of the physically handicapped. overcome negative attitudes towards life. understand that a person with physical impairment expects good and normal behavior from others and respects them for what they are. realize that the pain of actual physical impairment is often much less than the sense of alienation felt by the person with disabilities.	Assignments Comprehension questions i) Despite his show of Bravado, Mr. Lamb is a lonely man. Do you agree? Give a reasoned answer. Textual exercises/ extracts/ Character sketches
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PORTION FOR ASSESSMENT 2024 - 2025

Class Test I (June)	Pre Mid Exam (July)	Half Yearly Exam (October)	Class Test II (November)	Preliminary Exam I (December)	Preliminary Exam II (January)
Flamingo L.S No. – 1, P1 Vistas L.S No.-2	Flamingo L.s No- 1,2,3 P1,P2 Vistas L.S No. – 1,2	Flamingo L.S No. – 1,2,3,4, P1,P2,P3 Vistas Ls No. -1,2,3,4	Flamingo L.S No. – 8 Vistas Ls No. – P5	Full Portion	Full Portion

Shikshana Prasaraka Mandali's
S.P.M. Public English Medium School
Syllabus for the academic year 2024-25
Std.XII
Physics

Month	Unit/ Content	Expected Learning Outcome	Activities/ Class Assignments/ Home assignments	Value/Skills
April No. of periods 20	UNIT–I ELECTROSTATICS Chapter–1: Electric Charges and Fields 1.Conservation of charge, 2. Coulomb's law- forces between two & multiple charges; 3.superposition principle and continuous charge distribution 4.electric field due to a point charge, 5.electric field lines, 6. electric dipole, electric field due to a dipole, torque on a dipole in	1.Student will be able to explain processes, phenomena and laws with the understanding of the relationship between nature and matter on scientific basis; such as, force between charges, flux due to a charge, electric field and potential due to charges and distribution of charges, equipotential surface polarization of dielectric, charging of capacitor; 2.Students will be able to derive formulae and equations, such as, electrostatic forces and fields due to charge distributions; potential	ACTIVITIES SECTION A 1. To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and a power source. 2. To assemble the components of a given electrical circuit. EXPERIMENTS SECTION A 1. To determine resistivity of two/three wires by plotting a	process-skills and experimental skills;

	uniform electric field. 7. statement of Gauss's theorem and its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet and uniformly charged thin spherical shell Chapter–2: Electrostatic Potential and Capacitance 1. Electric potential, potential difference, electric potential due to a point charge, 2. a dipole and system of charges; equipotential surfaces, electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field. 3. Conductors and insulators, free charges and bound charges inside a conductor. 4. Dielectrics and electric polarization, 5. capacitors and capacitance, combination of capacitors in	energy of system of charges; torque on a dipole in uniform electric field; combination of capacitors in series and in parallel; energy stored in a capacitor. 3. Student will be able to apply concepts of physics in daily life with reasoning in solving problems; such as, if a certain capacitance is required in a circuit across a certain potential difference then suggesting a possible arrangement using minimum number of capacitors of given capacity which can withstand a given potential difference	graph for potential difference versus current. 2. ALLOTMENT Of PROJECTWORK 3. worksheets & 1 class test	
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	series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor			
June No. of periods 20	UNIT–II CURRENT ELECTRICITY Chapter–3: Current Electricity 1. Electric current, flow of electric charges in a metallic conductor, drift velocity, mobility and their relation with electric current; 2. Ohm's law, V-I characteristics 3. electrical energy and power, 4. electrical resistivity and Conductivity, temperature dependence of resistance, Internal resistance of a cell, 5. potential difference and emf of a cell, 6. combination of cells in series and in parallel, Kirchhoff's rules, Wheatstone bridge.	1. Students will be able to differentiate between certain physical quantities; such as electrical resistance and resistivity; potential difference and emf of a cell 2. Students will be able to plan and conduct investigations and experiments to arrive at and verify the facts, principles, phenomena, relationship between physical quantities, such as verification of Ohm's law; determining specific resistance of a material; Compare emf of cells 3. Students will be able to handle tools and laboratory apparatus properly such as voltmeter; ammeter; multimeter; rheostat; galvanometer; meter bridge; potentiometer. 4. Students will be able to apply concepts of physics solving problems on simplifying circuit using Kirchhoff's rules, Wheatstone bridge etc	EXPERIMENTS SECTION A 1. To find resistance of a given wire / standard resistor using meter bridge 2. 1 worksheet & 1 class test	observational, decision-making and investigatory skills;

July No. of periods 20	UNIT–III MAGNETIC EFFECTS OF CURRENT AND MAGNETISM Chapter–4: Moving Charges and Magnetism 1. Concept of magnetic field, 2. Oersted's experiment. 3. Biot - Savart law and its application to current carrying circular loop. 4. Ampere's law and its applications to infinitely long straight wire. Straight solenoid (only qualitative treatment), force on a moving charge in uniform magnetic and electric fields. 5. Force on a current-carrying conductor in a uniform magnetic field, force between two parallel current-carrying conductors-definition of ampere, 6. torque experienced by a current loop in uniform magnetic field; Current loop as a magnetic dipole and its magnetic dipole moment, 7. moving coil galvanometer- its current	1. Students will be able to explain processes, phenomena and laws with the understanding of the relationship between nature and matter on scientific basis such as forces on moving charges in a magnetic field, torque on a rectangular current loop in an uniform magnetic field 2. Student will be able to derive formulae and equations, such as magnetic field on the axis of a circular current loop, force between parallel current carrying conductors, torque on current loop in magnetic field. 3. Students will be able to apply concepts of physics solving problems on trajectory of charged particle in magnetic field, finding magnetic field due to a circular coil & solenoid, converting galvanometer into ammeter and voltmeter. 4. Students will be able to recognise the concepts of Physics related to various natural phenomena such as magnetic properties of materials	EXPERIMENTS SECTION A 1. To find the frequency of AC mains with a sonometer. ACTIVITIES SECTION A 1. To study the variation in potential drop with length of a wire for a steady current. 2. To compare the EMF of two given primary cells using potentiometer. 3. To determine the internal resistance of given primary cell using potentiometer. 4. 2 worksheets & 1 class test	Logical/ Mathematical skills
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	sensitivity and conversion to ammeter and voltmeter Chapter–5: Magnetism and Matter 1.Bar magnet, bar magnet as an equivalent solenoid (qualitative treatment only), 2. magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis (qualitative treatment only), 3. torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only), 4.magnetic field lines. 5. Magnetic properties of materials- Para-, dia- and ferro - magnetic substances with examples, 6. Magnetization of materials, effect of temperature on magnetic properties.			
August No. of periods 24	UNIT–IV ELECTROMAGNETIC INDUCTION & ALTERNATING CURRENTS Chapter:6 Electromagnetic Induction 1.Electromagnetic induction;	1. Students will be able to analyze and be able to draw conclusion such as direction of induced current in the figure 2. Students will be able to explain process on scientific basis such as production of eddy	EXPERIMENTS SECTION A 1. To verify the laws of combination (series) of resistances using a metre bridge. ACTIVITIES SECTION A	Drawing & reading Graphs

	2. Faraday's laws, 3. induced EMF and current; 4. Lenz's Law, Self and mutual induction Chapter :7 Alternating currents 1.Alternating currents, 2.peak and RMS value of alternating current/voltage; 3. reactance and impedance; 4. LCR series circuit (phasors only), 5. resonance, power in AC circuits, power factor, watt less current. 6.AC generator, Transformer. UNIT-V: ELECTROMAGNETIC WAVES Chapter–8: Electromagnetic Waves 1. Basic idea of displacement current, 2. Electromagnetic waves, their characteristics, their transverse nature (qualitative idea only). 3.Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays) including elementary facts about their uses.	currents, self and mutual induction. 3. Students will be able to recognize different processes used in Physics-related industrial and technological applications; such as use of superconducting magnets for running magnetically levitated superfast trains, Generator. 4. Students will be able to derive formulae and equations such as current voltage phase relation in ac circuit, resonant frequency in series LCR circuit, energy stored in inductor. 5. Students will be able to analyse and interpret graph and draw conclusion such as phase relation between current and voltage in ac circuit, LC oscillations and conservation of energy. 6. Students will be able to realise and appreciate the interface of Physics with other disciplines such as electromagnetic radiations in communication.	2. To study the variation in potential drop with length of a wire for a steady current. 3. To compare the EMF of two given primary cells using potentiometer. 4. To determine the internal resistance of given primary cell using potentiometer. 5. To determine resistance of a galvanometer by half-deflection method and to find its figure of merit. ACTIVITIES SECTION B 6. To study refraction of light through glass slab. EXPERIMENTS SECTION B 7. To find the value of v for different values of u in case of a concave mirror and to find the focal length 8. 3 Worksheets & 1 class test	
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September No. of periods 14	UNIT- VI: OPTICS Chapter–9: Ray Optics and Optical Instruments 1. Reflection of light, 2. spherical mirrors, mirror formula, refraction of light, total internal reflection and optical fibers, 3. refraction at spherical surfaces, lenses, thin lens formula, lens maker's formula, magnification, power of a lens, combination of thin lenses in contact, 4. refraction of light through a prism. 5. Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying power Chapter–10: Wave Optics 1. Wave front and Huygens's principle, 2. reflection and refraction of plane wave at a plane surface using wave fronts. 2. Proof of laws of reflection and refraction using Huygens's	1. Students will be able to recognize the concepts of Physics related to various natural phenomena such as reflection, refraction, interference, diffraction and polarization of light; formation of rainbow. 2. Students will be able to derive formulae and equations such as mirror formula, lens formula, refraction at spherical surface and prism, magnifying power of microscope and telescope, fringe width in Young's double slit experiment and diffraction. 3. Students will be able to analyze and interprets figures, and draw conclusion such as position of image in ray diagrams; fringe pattern due to diffraction at single slit. 4. Students will be able to handle tools and laboratory apparatus properly; measure physical quantities using appropriate apparatus, instruments, and devices: such as Travelling microscope; concave and convex lens, prism, glass slab. 5. Students will be able to plan and conduct	EXPERIMENTS SECTION B 1. To find the focal length of a convex lens by plotting graphs between u and v or between $1/u$ and $1/v$. 2. To find focal length of convex mirror by using a convex lens. 3. To find the focal length of a concave lens, using a convex lens. 4. 2 worksheets & 1 Test	Creativity Imagination Reflexivity
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	principle. 3. Interference, Young's double slit experiment and expression for fringe 4. coherent sources and sustained interference of light, diffraction due to a single slit, width of central maxima	investigations and experiments to arrive at and verify the facts, principles, phenomena, relationship between physical quantities such as Study the image formed by lens and mirror, determine refractive index of a liquid using a convex lens and a plane mirror 6. Students will be able to apply concepts of physics in daily life with reasoning while decision-making and solving problems such as use of polarized glass in spectacles, applications of optical fibers for transmission of optical Signals.		
October No. of Periods 10	UNIT-VII: DUAL NATURE OF RADIATION AND MATTER Chapter-11: Dual Nature of Radiation and Matter. 1. Dual nature of radiation, 2. Photoelectric effect, 3. Hertz and Lenard's observations; 4. Einstein's photoelectric equation-particle nature of light. 5. Experimental study of	1. The students will be able to recognize the concepts of Physics related to various phenomena such as radioactivity; nuclear fusion and nuclear fission. 2. Students will be able to differentiate between; wave and particle nature of light; half-life and average life; Nuclear fusion and nuclear fission 3. The student will be able to derive formulae	ACTIVITIES SECTION B 1. To observe polarization of light using two Polaroids. 2. To observe diffraction of light due to a thin slit. 3. 2 worksheets & 1Test EXPERIMENTS SECTION B 1. To draw the I-V characteristic curve for a p- n	Analysing Problem solving

	photoelectric effect UNIT-VIII: ATOM AND NUCLEI Chapter-12: Atoms 1. Alpha-particle scattering experiment; 2. Rutherford's model of atom; 3. Bohr model of hydrogen atom, 4. Expression for radius of nth possible orbit, 5. velocity and energy of electron in nth orbit, 6. hydrogen line spectra (qualitative treatment only). Chapter-13: Nuclei	and equations such as de Broglie wavelength; equations for nuclear fission and fusion, beta decay, mass defect. 4. Student will be able to realize and appreciates the interface of Physic with other disciplines such as, with Chemistry as various materials give rise to interesting properties in the presence or absence of electric field, making light sensitive cells using the applications of photoelectric effect; use of atomic and nuclear physics in medicine	junction in forward bias and reverse bias. 2. To draw the characteristic curve of a Zener diode and to determine its reverse breaks down voltage. 3. 1 worksheets & 1Test	
Novem ber No. of Periods 9	UNIT- IX: ELECTRONIC DEVICES Chapter 14: Semiconductor Electronics: 1. Energy bands in conductors, semiconductors and insulators 2. Intrinsic and extrinsic semiconductors-p and n type, p-n junction Semiconductor diode 3. I-V characteristics in forward and reverse bias, application of junction	1. The students will be able to differentiate between conductors, insulators and semiconductors. 2. Students will be able to plan and conduct investigations and experiments to arrive at and verify the facts, principles, phenomena, relationship between physical quantities such as designing a voltage regulator circuit using zener diode, draw I-V characteristics		Logical skills manipulative skills; observation and accuracy skills

	diode -diode as a rectifier.	curves of a p-n junction diode		
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PORTION FOR ASSESSMENT 2024 - 2025

Class Test I June	Pre Mid Exam July	Half Yearly Exam October	Class test II November	Preliminary Exam I December	Preliminary Exam II January
Ch. No. 1,2	Ch. No. 1,2,3,4	Ch. No. 1.2.3.4 & 5,6,7,8.9,10	Ch.No.11,12	Full Portion	Full Portion

Shikshan Prasarak Mandali's
S.P.M. Public English Medium School
Syllabus for Academic year 2024-25
Subject- Chemistry
STD XII

Month	Unit/ Content	Expected Learning Outcome	Class Assignments/ Home Assignments	Value Skills
April 2024	Unit-6 Halo alkanes and Haloarenes	Student will be able to- ➤ Writes IUPAC nomenclature and structures. ➤ Writes chemical equations. (specially name reactions) ➤ Explains test of distinction between two organic compounds. ➤ Understands how to convert one organic compound into another.	1. Practice of MCQs through Google form. 2. Practice of Assertion/Reason type questions. 3. Practice of PBQs. 4. Practice of IUPAC nomenclatures. 5. Practice of name reactions and mechanisms involved.	To develop scientific attitude.

		➤ Explains the reason of distinguishing characteristics of organic compounds.	6.Practice of conversions in two steps.	
Month	Unit/ Content	Expected Learning Outcome	Class Assignments/ Home Assignments	Value Skills
April-June 2024	Unit-1 Solutions	Student will be able to- ➤ Describe the formation of different type of solution. ➤ Express concentration of solution in different unit. ➤ Implementation of Henry's and Raoult's law. ➤ Distinguish between ideal and non-ideal solution ➤ Understand the deviation of solution from ideal behaviour. ➤ Explain the colligative properties solution having non-volatile solute.	1. Practice of MCQs through Google form. 2. Practice of Assertion/Reason type questions. 3. Practice of PBQs. 4. Practice of calculations based on formulae used. 5. Practice of plotting graphs showing colligative properties.	To develop scientific temperament

Month	Unit/ Content	Expected Learning Outcome	Class Assignments/ Home Assignments	Value Skills
June 2024	Unit- 7 Alcohols, Phenols and Ethers	Student will be able to- ➤ Name Alcohols, Phenols and Ethers according to the IUPAC system ➤ Discuss the reactions involved in the preparation of alcohols from (i) alkenes(ii) aldehydes, ketones and carboxylic acids ➤ Discuss the reactions involved in the preparation of phenols from(i) Haloarenes (ii) Benzene sulphonic acids (iii) Diazonium salts and (iv) Cumene ➤ Discuss the reactions involved in the preparation of Ethers from(i) alcohols and (ii) alkyl halides and sodium alkoxides/aryloxides ➤ Correlate physical properties of alcohols, phenols and ethers with their structures ➤ Discuss chemical reactions of the three classes of compounds on the basis of their functional groups	1. Practice of MCQs through Google form. 2. Practice of Assertion/Reason type questions. 3. Practice of PBQs. 4. Practice of IUPAC nomenclatures. 5. Practice of name reactions and mechanisms involved. 6.Practice of chemical tests to distinguish between two organic compounds.	To develop scientific temperament

June 2024	Practical No.1	Titration 1: KMnO_4 vs. Ferrous Ammonium Sulphate (Mohr's salt).	Recording the Practical in Journal.	To develop practical skills.
	Practical No.2	Determine the enthalpy of neutralisation of hydrochloric acid and sodium hydroxide.	Recording the Practical in Journal.	To develop practical skills.
	Practical No.3	Determine the enthalpy of dissolution of copper sulphate in water at room temperature.	Recording the Practical in Journal	To develop practical skills.

Month	Unit/ Content	Expected Learning Outcome	Activities/ Class Assignments/ Home Assignments	Value Skills
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Month	Unit/ Content	Expected Learning Outcome	Activities/ Class Assignments/ Home Assignments	Value Skills
August 2024	Unit-9 Amines	Student will be able to- ➤ Write IUPAC nomenclature and structures.	1. Practice of MCQs through Google form. 2. Practice of Assertion/Reason type questions. 3. Practice of PBQs. 4. Practice of IUPAC nomenclatures.	To develop scientific attitude.

	Unit-4 d- block and f-block elements	➤ Write chemical equations. (specially name reactions) ➤ Differentiate primary, secondary, and tertiary amines Student will be able to- ➤ Distinguish between d & f block elements. ➤ Understand the physical and chemical properties of elements. ➤ Know the different methods used to obtain their compounds. ➤ Predict the reducing and oxidizing nature of their compounds.	5. Practice of name reactions and mechanisms involved. 6. Practice of chemical tests to distinguish between two organic compounds. 7. Practice of conversions in two steps. 1. Practice of MCQs through Google form. 2. Practice of Assertion/Reason type questions. 3. Practice of PBQs. 4. Practice of structures and properties of compounds of d- block elements. 5. Practice of writing electronic configurations and important features of these elements. 6. Practice of IUPAC nomenclature and isomerism in coordination compounds.	To develop Scientific temperament
	Practical No.6	Titration 2: KMnO_4 vs Oxalic Acid	Recording the Practical in Journal.	To develop practical skills.
	Practical No.7	i) To identify Functional group present in organic compounds. ii) Preparation of Inorganic Compounds.	Recording the Practical in Journal.	To develop practical skills.

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Month	Unit/ Content	Expected Learning Outcome	Activities/ Class Assignments/ Home Assignments	Value Skills
September 2024	Unit-5 Coordination compounds	Student will be able to- ➤ Describe the term coordination complex & ligand. ➤ Give the name of coordination compound. ➤ Describe the various type of isomerism in complex compound. ➤ Mention the hybridization in complex compound. ➤ Identify low spin and high spin complex. ➤ Describe crystal field splitting energy. ➤ Use various type of theories (Werner's theory, Valence bond theory, Crystal-field theory)	1. Practice of MCQs through Google form. 2. Practice of Assertion/Reason type questions. 3. Practice of PBQs. 4. Practice of structures and properties of compounds of d-block elements. 5. Practice of writing electronic configurations and important features of these elements. 6. Practice of IUPAC nomenclature & isomerism in coordination compounds.	To develop scientific attitude.
	Practical No.7	IQA- Salt no.1	Recording the Practical in Journal.	To develop practical skills.
	Practical No.8			
	Unit-3	IQA- Salt No.2		

October 2024	Chemical Kinetics	Student will be able to- ➤ Distinguish between slow, fast and moderate reaction. ➤ Define the average and instantaneous rate of reaction. ➤ Derive the integrated rate equation for first and zero order reaction. ➤ Differentiate between order of reaction and molecularity. ➤ Discuss the factors affecting the rate of reaction. ➤ Understand the collision theory.	1. Practice of MCQs through Google form. 2. Practice of Assertion/Reason type questions. 3. Practice of PBQs. 4. Practice of rate of reaction, rate constant and half-life calculations.	To develop Scientific temperament
	Practical No.9	IQA- Salt No.3	Recording the Practical in Journal.	To develop practical skills.
	Practical No.10	IQA- Salt no.4	Recording the Practical in Journal.	To develop practical skills

				To develop practical skills
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PORTION FOR ASSESSMENT 2024 – 2025 CHEMISTRY

Class Test-1 (June)	Pre Mid Term (July)	Half Yearly Exam (October)	Class Test-2 (November)	Prelim Exam-1 (December)	Prelim Exam-2 (January)
Unit-6	Units 1,6,7	Units: 1,2,4,5,6,7,8,9	Unit- 2,3	Full Portion	Full Portion

Shikshan Prasaraka Mandali's
S.P.M. Public English Medium School
Syllabus for Academic year 2024-25
Subject- Mathematics
STD XII

Month	Unit/ Content	Expected Learning Outcome	Activities/ Class Assignments/ Home assignments
April	Continuity and Differentiability: (Ls. No. 5)	Students will be able to – Continuity and differentiability, derivative of composite functions, chain rule, derivative of inverse trigonometric functions, derivative of implicit functions. Concept of exponential and logarithmic functions. Derivatives of logarithmic and exponential functions. Logarithmic differentiation, derivative of functions expressed in parametric forms. Second order derivatives. Rolle's and Lagrange's Mean Value Theorems (without proof) and their geometric interpretation. Activity – To find analytically the limit of a function $f(x)$ at $x = c$ and also to check the continuity of the function at that point.	1. Multiple Choice Questions. 2. Give the Case study question related to topic. 3. Exercise which are given in textbook. 4. Question from Exemplar NCERT. 5. Questions from last ten-year CBSE.

	Application of Differentiation (Ls. No. 6)	Students are able to understand- Applications of derivatives: rate of change of bodies, increasing/decreasing functions, tangents and normal, use of derivatives in approximation, maxima and minima (first derivative test motivated geometrically and second derivative test given as a provable tool). Rolle's , LMVT Theorem Simple problems (that illustrate basic principles and understanding of the subject as well as real-life situations) Activity – 1) To verify Rolle's Theorem 2) To verify Lagrange's Mean Value Theorem. 3) To understand the concepts of absolute maximum and minimum values of a function in a given closed interval through its graph.	Multiple Choice Questions. 2. Give the Case study question related to topic. 3. Exercise which are given in textbook. 4. Question from Exemplar NCERT. 5. Questions from last ten-year CBSE.

June	Integrals. (Ls. No.7)	Students are able to – Integration as inverse process of differentiation. Integration of a variety of functions by substitution, by partial fractions and by parts, Evaluation of simple integrals of the following types and problems based on them. Definite integrals as a limit of a sum, Fundamental Theorem of Calculus (without proof). Basic properties of definite integrals and evaluation of definite integrals.	1.Exercise which are given in textbook. 2.Question from Exemplar NCERT.
	Application of Integrals. (Ls. No. 8)	Students are able to – Applications in finding the area under simple curves, especially lines, circles/ parabolas/ellipses (in standard form only), Area between any of the two above said curves (the region should be clearly identifiable)	1.Exercise which are given in textbook. 2.Question from Exemplar NCERT. 3.Questions from CBSE SP
July	Matrices (Ls. No. 3)	Matrices: Concept, notation, order, equality, types of matrices, zero and identity matrix, transpose of a matrix, symmetric and skew symmetric matrices. Operation on matrices: Addition and multiplication and multiplication with a scalar. Simple properties of addition, multiplication and scalar multiplication. On- commutativity of multiplication of matrices and existence of non-zero matrices whose product is the zero matrix (restrict to square matrices of order 2) Matrices:	1. Multiple Choice Questions. 2.Give the Case study question related to topic.

		Concept of elementary row and column operations. Invertible matrices and proof of the uniqueness of inverse, if it exists;	3.Exercise which are given in textbook. 4.Question from Exemplar NCERT. 5.Questions from last ten year CBSE.
	Determinants: (Ls. No. 4)	Students are able to – Determinant of a square matrix (up to 3×3 matrices), properties of determinants, minors, co-factors and applications of determinants in finding the area of a triangle. Adjoint and inverse of a square matrix. Consistency, inconsistency and number of solutions of system of linear equations by examples, solving system of linear equations in two or three variables (having unique solution) using inverse of a matrix.	1. Multiple Choice Questions. 2.Give the Case study question related to topic. 3.Exercise which are given in textbook. 4.Question from Exemplar NCERT. 5.Questions from last ten-year CBSE.
August	Differential Equations: (Ls. No. 9)	Students are able to – Definition, order and degree, general and particular solutions of a differential equation. Formation of differential equation whose general solution is given. Solution of differential equations by method of separation of variables, solutions of homogeneous differential equations of first order and first degree. Solutions of linear differential equation of the type	1. Multiple Choice Questions. 2.Give the Case study question related to topic. 3.Exercise which are given in textbook.

			4.Question from Exemplar NCERT.
	Vectors: (Ls. No. 10)	Students are able to – Vectors and scalars, magnitude and direction of a vector. Direction cosines and direction ratios of a vector. Types of vectors (equal, unit, zero, parallel and collinear vectors), position vector of a point, negative of a vector, components of a vector, addition of vectors, multiplication of a vector by a scalar, position vector of a point dividing a line segment in a given ratio. Definition, Geometrical Interpretation, properties and application of scalar (dot) product of vectors, vector (cross) product of vectors, scalar triple product of vectors. Activity - To verify geometrically that $c\vec{c} \times (\vec{a} \times \vec{b}) = \vec{c} \times \vec{a} + \vec{c} \times \vec{b}$.	1.Exercise which are given in textbook. 2.Question from Exemplar NCERT. 3.Questions from last ten-year CBSE.

September	Three - dimensional Geometry: (Ls. No.11)	Students are able to – Direction cosines and direction ratios of a line joining two points. Cartesian equation and vector equation of a line, coplanar and skew lines, shortest distance between two lines. Cartesian and vector equation of a plane. Angle between (i) two lines, (ii) two planes, (iii) a line and a plane. Distance of a point from a plane. Activity - To locate the points to given coordinates in space, measure the distance between two points in space and then to verify the distance using distance formula	1. Multiple Choice Questions. 2. Give the Case study question related to topic. 3. Exercise which are given in textbook. 4. Question from Exemplar NCERT. 5. Questions from last ten-year CBSE. Revision sums
	Relation and Functions (Ls. No. 1)	Students are able to - Types of relations: reflexive, symmetric, transitive and equivalence relations. One to one and onto functions, composite functions, inverse of a function.	1. Multiple Choice Questions. 2. Give the Case study question related to topic.

		Activity -1) To verify that the relation R in the set L of all lines in a plane, defined by $R = \{(l, m) : l \perp m\}$ is symmetric but neither reflexive nor transitive. 2) To demonstrate a function which is not one-one but is onto.	3.Exercise which are given in textbook. 4.Question from Exemplar NCERT. 5.Questions from last ten-year CBSE.
	Inverse Trigonometric Functions: (Ls. No. 2)	Students are able to – Definition, range, domain, principal value branch. Graphs of inverse trigonometric functions Elementary properties of inverse trigonometric functions. Activity - To explore the principal value of the function $\sin^{-1} x$ using a unit circle. Revision of portion of Half Yearly Exam	1. Multiple Choice Questions. 2.Give the Case study question related to topic. 3.Exercise which are given in textbook.
October	Probability: (Ls. No. 13)	Students will be able to - Conditional probability, multiplication theorem on probability, independent events, total probability, Bayes' theorem, Random variable and its probability distribution, mean and variance of random variable. Binomial probability distribution. Activity - To explain the computation of conditional probability of a given event A, when event B has already occurred, through an example of throwing a pair of dice	1. MCQ 2.Give the Case study question related to topic. 3.Exercise 4.Question from Exemplar 5.Questions from last ten-year CBSE.

	Linear Programming Problem (Ls. No. 12)	Students are able to – Introduction, related terminology such as constraints, objective function, optimization, different types of linear programming (L.P.) problems, mathematical formulation of L.P. problems, graphical method of solution for problems in two variables, feasible and infeasible regions (bounded or unbounded), feasible and infeasible solutions, optimal feasible solutions (up to three non-trivial constraints).	1. MCQ 2. Case study question 3. Textbook Exercise 4. Question from Exemplar NCERT. 5. Questions from last ten-year CBSE.

Portion For Assessment 2024-25

Class Test 1 (June)	Pre-Mid Exam (July)	Half Yearly Exam (October)	Class Test 2 (November)	Preliminary Exam 1 (December)	Preliminary Exam 2 (January)
L.S No. – 5	L.S No. – 5,6,7	L.S No. – 1,2,3,4,5,6,7,8,9,10,11	L.S. No:-12,13	Full Portion	Full Portion

Shikshana Prasarka Mandali's
S.P.M. Public English Medium School
Syllabus for the academic year 2024-25
Std XII
Subject: Biology

Month	Unit / Content	Expected Learning Outcomes	Activities / Class Assignments / Home Assignments	skill
April	Unit VI Chapter 1: Sexual Reproduction in flowering Plants	Students will be able to: 1. Appreciate the role of flower in sexual reproduction. 2. Develop understanding regarding the fruits and seeds. 3. Know about parthenocarpy.	Activity: 1. Pollination by different agencies like air, Water, Insects through virtual images. 2. Study characteristic features of flower for pollination 3. Prepare a temporary mount to observe pollen grain germination.	Identification of Organisms, different features of flowers for cross pollination.
	Chapter 2: Human reproduction	Students will be able: 1. To Draw flow chart of spermatogenesis and oogenesis. 2. To Know about menstrual cycle.	Activity: Identification of developmental stages by virtual images of T.S. of Testis, T.S of Ovary, T. S. of Blastula	Scientific approach
	Chapter 3: Reproductive health	Students will know & understand: 1. The importance of reproductive health. 2. Sexually transmitted disease and Its prevention.	Assignments based on NCERT exemplar.	Understanding & use of knowledge in real life

		3. The importance of family planning. 4. Develop understanding of birth control tools.		
June	Unit VII Chapter 4: Principles of inheritance and variations	Students will know & understand: 1. Why they resemble & at the same time do not resemble their parents. 2. Predict genetic disorders by studying & analysing pedigree charts. 3. Generate awareness about PWD act. 4. They can explain linkage & crossing over.	Activity: 1. Study of pedigree chart for genetic trait like: colour blindness, rolling of tongue, blood group and widow's peak. 2. Demonstrate emasculation, bagging and tagging. 3. Draw monohybrid & dihybrid cross to show inheritance of genes in pea plants by Mendelian principles. 4. Study of Mendelian inheritance using pea seeds of different colours and size. 5. To prepare a pedigree chart on any of the genetic disease.	Identification and analysis Understanding & use of knowledge in real life
	Chapter: 5 Molecular basis of inheritance	Students will know & understand: 1. DNA, RNA, replication, transcription, genetic code, translation, regulation of gene expression. 2. Importance of DNA in all activities. 3. Human genomic project & its importance in identifying & preventing hereditary diseases.	Activity: 1. Collect some diseases caused due to mutation and their cause. 2. Isolation of DNA from plant material. Worksheet based on questions from the text book	Understanding & use of knowledge in real life

July	Chapter:6 Evolution	Students will know & understand: 1. Process of evolution. 2. The process of convergent and divergent evolution. 3. Students can differentiate between homologous and analogous structure.	Activity: 1. Gathering of information on human evolution & different races of human being. 2. Study of analogous & homologous organ in various plants and animals. Worksheet based on questions from the text book	Analytical skill
	Unit VIII Chapter: 7 Human health and disease	Students will know & understand: 1. The role of immunity in survival. 2. Infectious and non-infectious diseases. 3. Can develop understanding of deadly diseases like AIDS and cancer. 4. Can prevent themselves from different diseases by observing signs & symptoms.	Activity: 1. Draw the life cycle of malarial parasite showing the stages in different host. 2. To observe the permanent slides/ specimen 3. of disease causing organisms like Ascaris, Entamoeba, Plasmodium & write the symptoms of disease. Assignment based on NCERT exemplar.	Understanding & use of knowledge in real life
August	Chapter: 8 Microbes in Human Welfare	Students will know & understand: 1. Importance of friendly Microbes. 2. Can appreciate the role of microbes in different areas. 3. Can express the benefits of bacteria in probiotics, antibiotics, industrial	Activity: 1. To visit sewage treatment plant to observe & understand about the primary and secondary treatment using microbes. 2. List some traditional Indian food items made from wheat, rice & Bengal gram which involve use of microbes.	Understanding & use of knowledge in real life

		and sewage treatment.	Worksheet based on questions from the text book	
	Chapter: 9 Biotechnology: principles & processes	Students will know & understand: 1. General terms used in biotechnology 2. The techniques & tools involved in biotechnology. 3. Role of different restriction enzymes in recombination DNA technology. 4. Importance of RFLP in DNA fingerprinting. 5. Different methods to introduce DNA in host cell. 6. Process of recombinant DNA technology.	Worksheet based on questions from the text book	Collaborative learning
	Unit: IX Chapter: 10 Biotechnology & its application	Students will know & understand: 1. How to apply the knowledge of r-DNA in producing antibiotics, enzymes etc. 2. Genetically modified plants like- improvement in photosynthesis, herbicide resistance etc. 3. Appreciate the useful use of genetic engineering in producing transgenic animals and plants. 4. World scenario of biotechnology and	Worksheet based on questions from the text book.	Understanding & use of knowledge in real life

		issues related to it like exploitation of animal rights, release of GMOs, biosafety etc.		
September	Unit X Chapter: 11 Organisms & populations	Students will know & understand: 1. Adaptations and their importance for survival. 2. Population growth and growth models. 3. Population attributes- growth, birth rate & death rate, age distribution. 4. Population interactions.	Activity: 1. To study aquatic adaptations in virtual images/ specimen of 2 plants and two animals. 2. To study xeric adaptations in two plants and two animals. 3. Find population density & frequency by quadrat method. 4. To study pH of different types of soil. 5. To study different water samples for the presence of living organisms	Collaborative learning use of knowledge in real life
October	Chapter: 12 Ecosystem	Students will know & understand: 1. Ecosystem structure & function. 2. Different types of productivity. 3. How ecological succession changes community structure & organization overtime. 4. Role of organisms as part of interconnected food webs, populations, communities & ecosystems.	Activity: 1. Study a small ecosystem like an aquarium/ pond & note down the different component in that system. 2. Explain the cycling of nutrients in the ecosystem by taking carbon cycle and phosphorous cycle as an example.	Understanding & use of knowledge in real life

November	Chapter: 13 Biodiversity & conservation	Students will know & understand: 1. Different types of diversity 2. Students will develop a sense of responsibility towards biodiversity conservation.	Worksheet based on questions from the text book.	Understanding & use of knowledge in real life
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PORTION FOR ASSESSMENT 2024 - 2025

Class Test I (June)	Pre Mid Exam (July)	Half Yearly Exam (October)	Class Test II (November)	Preliminary Exam I (December)	Preliminary Exam II (January)
L.S No. – 1	L.S No. – 1,2,3,4	L.S No. – 1,2,3,4,5,6,7,8,9	L.S No. - 10	Full Portion	Full Portion

Shikshan Prasarak Mandali's
S.P.M. Public English Medium School
Syllabus for Academic year 2024-2025
Subject – Computer Science
STD XII

Month	Unit/Content	Expected Learning Outcome	Activities/Class Assignments/Home Assignments	Value Skills
APRIL	Computational Thinking and Programming – 2 Revision of Python topics covered in Class XI	Revision of Python topics covered in Class XI	- Practice of MCQs - Practice of previous programs - Solving pervious year question paper	To develop knowledge in python programming
	- Functions - Exceptional Handling	Understanding the concept of Functions its type, Passing Parameters, Return Type of function , Passing List ,Tuples ,	Programs related to functional handling	To understand and apply the

		Dictionary... Enriching Programming Skills...Practically Doing Online programs...Use of Math , String Module Libraray , Inbuilt Functions Like random() , randint() etc • Introduction to exceptional handling, Handling exception using try-except finally blocks	• Programs related to Exceptional handling • Practice of MCQs	functional concepts
	• Introduction to files	• types of files (Text file, Binary file, CSV file), relative and absolute paths • Text file: opening a text file, text file open modes (r, r+, w, w+, a, a+), closing a text file, opening a file using with clause, writing/appending data to a text file using write() and writelines(), reading from a text file using read(), readline() and readlines(), seek and tell methods, manipulation of data in a text file	• To create text files. • Programs related text files • Writing programs based on the concept of read, write and append	To understand the file concept
JUNE	• Binary files • CSV file • Data Structure	• basic operations on a binary file: open using file open modes (rb, rb+, wb, wb+, ab, ab+), close a binary file, import pickle module, dump () and load () method, read,	• To create binary files, CSV files.	To develop the skill of creating files

		write/create, search, append and update operations in a binary file • import csv module, open / close csv file, write into a csv file using write (), writerow(), writerows() and read from a csv file using reader() • Stack, operations on stack (push & pop), implementation of stack using list	• Programs related binary files, CSV files. • Writing programs based on the concept of read, write and append • Programs on stack operations • Implementation of stack using list	
JULY	Unit II: Computer Networks • Evolution of networking • Data communication terminologies • Transmission media • Network devices	• introduction to computer networks, evolution of networking (ARPANET, NSFNET, INTERNET) • concept of communication, components of data communication (sender,receiver, message, communication media, protocols), measuring capacity of communication media (bandwidth, data transfer rate), IP address, switching techniques (Circuit switching, Packet switching) • Wired communication media (Twisted pair cable, Co-axial cable, Fiber-optic cable), Wireless media (Radio waves, Micro waves, Infrared waves)	• HOTS questions on evolution of networking and data communication technologies • Analyzing the transmission media and understanding network devices with ppt.	To understand the concept of networks

		• Modem, Ethernet card, RJ45, Repeater, Hub, Switch, Router, Gateway, WIFI card		
AUGUST	• Network topologies and Network types • Network protocol • Introduction to web services	• types of networks (PAN, LAN, MAN, WAN), networking topologies (Bus, Star, Tree) • HTTP, FTP, PPP, SMTP, TCP/IP, POP3, HTTPS, TELNET, VoIP • WWW, Hyper Text Markup Language (HTML), Extensible Markup Language (XML), domain names, URL, website, web browser, web servers, web hosting	• Programs based HTML • Understanding the network through a video.	
SEPTEMBER	Unit III: Database Management • Database concepts • Relational data model • Structured Query Language • Interface of python with an SQL database	• introduction to database concepts and its need • relation, attribute, tuple, domain, degree, cardinality, keys (candidate key, primary key, alternate key, foreign key) • introduction, Data Definition Language and Data Manipulation Language, data type (char(n), varchar(n), int, float, date), constraints (not null, unique, primary key), create database, use database, show databases, drop database, show tables, create table, describe table, alter table (add and remove an attribute, add and	• Programs on databases • Creation of tables • Creating the tables and joining the tables • Understanding the concept of DDL, DML by creating tables.	To develop the knowledge the knowledge of creating tables

		remove primary key), drop table, insert, delete, select, operators (mathematical, relational and logical), aliasing, distinct clause, where clause, in, between, order by, meaning of null, is null, is not null, like, update command, delete command, aggregate functions (max, min, avg, sum, count), group by, having clause, joins: cartesian product on two tables, equi-join and natural join connecting SQL with Python, performing insert, update, delete queries using cursor, display data by using connect(), cursor(), execute(), commit(), fetchone(), fetchall(), rowcount, creating database connectivity applications, use of %s format specifier or format() to perform queries	Exercise based on the concepts of ALTER, UPDATE, DELETE, GROUP BY	
OCTOBER	PROJECT	PROJECT	PROJECT	

PORTION FOR ASSESSMENT 2024 - 2025

Class Test 1 (June)	Pre- Mid Exam (JULY)	Half Yearly Exam (October)	Preliminary Exam I (December)	Preliminary Exam II (January)
Revision of Python	Introduction to files	Evolution of networking	Full Portion	Full Portion
Functions	Binary files, CSV files	Data communication terminologies Transmission media Network devices	--	--
Exceptional Handling	Data Structure	Network topologies and Network types Network protocol Introduction to web services	--	--

Shikshan Prasarak Mandali's
S.P.M. Public English Medium School
Syllabus for Academic year 2024-2025
Subject – Physical Education
STD XII

Month	Unit/ Content	Expected Learning Outcome	Activities/ Class Assignments/ Home assignments
April	Unit I : MANAGEMENT OF SPORTING EVENTS	Students will be able to – ➤ Describe the functions of Sports Event Management ➤ classify the committees and its responsibilities in sports event ➤ differentiate the different type of tournament ➤ prepare fixtures of knock out and league ➤ distinguish between intramural and extramural sports events design community sports program	Home assignment – Exercises from textbook

	Unit-II : CHILDREN AND WOMEN IN SPORTS	Students are able to – ➤ discuss exercise guidelines for different stages of growth and development. ➤ classify common postural deformities and identify corrective measures. ➤ recognize the role and importance of sports participation of women in India. ➤ identify special consideration relate to menarche and menstrual dysfunction. ➤ express female athlete triad according to eating disorders.	worksheet based on MCQ/lesson
June	Unit-III : YOGA AS PREVENTIVE MEASRUE FOR LIFESTYLE DISEASE	Students are able to – ➤ Identify the asanas beneficial for different types of ailments and health problems. ➤ recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain. ➤ Describe the procedure for performing variety of asanas for maximal benefits. ➤ Distinguish the contraindications associated with performing of different asanas. ➤ Outline the role of yogic management for various health benefits and preventive measures	Class test + Home assignment – Exercises from textbook

July	Unit-IV : PHYSICAL EDUCATION AND SPORT FOR CHILDREN WITH SPECIAL NEEDS	Students are able to – ➤ Appreciate advantages of physical activities for children with special needs ➤ Differentiate between methods of categorization in sports for CWSN ➤ Understand concepts and importance of inclusion in sports ➤ Create advantages for Children with Special Need through Physical Activities W Strategies physical activities accessible for children with special needs	Pre Mid Exam 15th -22nd Home assignment – Exercises from textbook +
	Unit-V : SPORTS AND NUTRITION	Students are able to – ➤ understand the concept of balanced diet and nutrition ➤ classify Nutritive and Non-Nutritive components of Diet ➤ identify the ways to maintain healthy weight ➤ know about foods commonly causing food intolerance ➤ recognize the pitfalls of dieting and food myths ➤ understand the importance of nutrition in sports ➤ comprehend the dietary requirements in pre-, during and post-competitions.	Home assignment – Exercises from textbook+ worksheet based on lesson

August	Unit-VI : TEST AND MEASUREMENT IN SPORTS	Students are able to – ➤ perform SAI Khelo India Fitness Test in school [Age group 5-8 yrs/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test; Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Abdominal Partial Curl Up, Push-Ups for boys, Modified Push-Ups for girls)] compute Basal Metabolic Rate (BMR) ➤ determine physical fitness Index through Harvard Step Test/Rockport Test ➤ describe the procedure of Rikli and Jones - Senior Citizen Fitness Test ➤ demonstrate Johnsen – Methney Test of Motor Educability	Home assignment – Exercises from textbook
	Unit-VII : PHYSIOLOGY AND INJURIES IN SPORTS	Students are able to – ➤ recognize the physiological factors determining the components of physical fitness ➤ comprehend the effects of exercise on Muscular system ➤ know the effects of exercise on cardiorespiratory system ➤ figure out the physiological changes due to ageing ➤ Identify and classify sports injuries	worksheet based on lesson
September		Students are able to – ➤ Understand Newton's Law of Motion and its application in sports W recognize the concept of Equilibrium and its application in sports.	Home assignment – Exercises from

	Unit-VIII : BIOMECHANICS & SPORTS	➤ Classify lever and its application in sports. ➤ know about the Centre of Gravity and will be able to apply it in sports ➤ define Friction and application in sports. ➤ understand the concept of Projectile in sports.	textbook + worksheet based on lesson
October	Unit-IX : PSYCHOLOGY AND SPORTS	Students are able to – ➤ Classify different types of personality and its relationship with sport performance. ➤ Recognise concept of motivation and identify various types of motivation. ➤ Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. ➤ Differentiate between different types of aggression in sports. ➤ Explain various psychological attribute in sports.	Home assignment – Exercises from textbook *Practical Exam (Fitness test, Yoga, Skill test)
November	Unit-X : TRAINING IN SPORTS	Students will be able to - ➤ understand the concept of talent identification and methods used for talent development in sports ➤ understand sports training and the different cycle used in the training process. ➤ understand different types & methods to develop –strength, endurance, and speed in sports training.	Home assignment – Exercises from textbook +

		➤ understand different types & methods to develop – flexibility and coordinative ability.	worksheet based on lesson + Revision
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PORTION FOR ASSESSMENT 2024 - 2025

Class Test I (June)	Pre Mid Exam (July)	Half Yearly Exam (October)	Class Test II (November)	Preliminary Exam I (December)	Preliminary Exam II (January)
Unit 1	Unit 1,2,3	Unit 1,2,3,4,5,6,7	Unit 10	Full Portion	Full Portion