

ROADMAP FOR CLASS XII

Session 2026-27

1.HISTORY

2.Objectives:

History gives us the tools to analyze and explain problems in the past, it helps us to see the patterns that might otherwise be not known in the present. It provides a crucial perspective for understanding and solving the current and future problems.

It focuses on some important developments in different spheres-political, social, cultural, and economic.Its Study not only give the grand narratives of development-urbanization, industrialization, and modernization-but also to know about the processes of displacements and marginalization.

Studying the diversity of human experience helps us appreciate cultures, ideas, and traditions and to recognize them as meaningful outcomes of specific times and places. History helps us realize how different our life is from that of our ancestors, yet how similar we are in our goals and values. With lessons from the past, we not only learn about ourselves and how we came to be, but also develop the ability to avoid mistakes and create better paths for our societies.

The subject emphasizes that history is a critical discipline, a process of inquiry, a way of knowing about the past, rather than just a collection of facts.

3.Month wise division of syllabus along with Learning Outcomes

LESSON NO.	LESSON NAME	MONTH	LEARNING OUTCOME
1.	BRICKS, BEADS AND BONES The Harappan Civilisation PART -1	APRIL	To investigate, explore and interpret the early urban centers and social institutions. State and deduce the multi- lateral aspects of Harappan civilization to understand the first civilization of the world. Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.
2.	KINGS, FARMERS AND TOWNS: Early States andEconomies (c.600 BCE 600 CE) PART-1	APRIL	To critically evaluate and interpret major trends in the political and economic history of the subcontinent. Decode inscriptional evidence. Analyze inscriptional evidences and the ways in

			which these have shaped the understanding of political and economic processes
3.	KINSHIP, CASTE AND CLASS, Early Societies (c. 600 BCE600 CE) PART-1	MAY	To examine, analyze the issues of social history. Analyze social norms in order to understand the perspectives of society given in the scriptures of ancient India. Examine the varied dimensions explored by historians in order to understand the dynamic approach of Mahabharata..
4.	THINKERS, BELIEFS AND BUILDINGS Cultural Development (c. 600 BCE600 CE) PART-1	MAY	To infer and compare the major religious developments in early India. Elucidate the rich religious sculpture and infer the stories hidden in it.
5.	THROUGH THE EYES OF TRAVELERS Perceptions of Society (c. tenth to seventeenth centuries) PART-2	JULY	To understand salient features of social histories described by the travelers and apply the learning in real life. Elucidating the accounts of foreign travelers in order to understand the social, political and economic life during the tenure of different rulers in the medieval period. Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.
6.	BHAKTI –SUFI TRADITIONS Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries) PART-2	JULY	Understand the religious developments. Summarize the philosophies of different Bhakti and Sufl saints to understand the religious developments during the medieval period. Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society
7.	AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries) PART-2	AUGUST	Students will be able to Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of Deccan India. Analyze accounts of foreign travelers on Vijayanagar in order to interpret political, social and cultural life of the city. Assess and appreciate the city planning, water management system, administration of the rulers
8.	PEASANTS, ZAMINDARS AND THE STATE Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries) PART-2	AUGUST	Comprehend the facets of agrarian developments in order to understand the relationship between the state and agriculture during the Mughal period. Compare and contrast the agrarian changes that occurred during the sixteenth and seventeenth

			centuries. Make a table and bring out the differences in the agrarian sector.
9.	COLONIALISM AND THE COUNTRYSIDE Exploring Official Archives PART-3	OCTOBER	Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India. Analyze the colonial official records & reports to understand the divergent interest of British and Indians. Find solution to be taken to protect the peasants and artisans in this century
10.	REBELS AND THE RAJ: 1857 Revolt and its Representations PART-3	OCTOBER	To examine the events of 1857. Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature. Examine the momentum of the revolt to understand its spread. Analyze how revolt created a vision of unity amongst Indians. Interpret visual images to understand the emotions portrayed by the nationalist and British.
11.	MAHATMA GANDHI AND THE NATIONALIST MOVEMENT Civil Disobedience and Beyond PART-3	NOVEMBER	Understand the nationalist movement in chronological order. Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership. Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism. Explore the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters.
12.	FRAMING THE CONSTITUTION The Beginning of a New Era PART-3	NOVEMBER AND DECEMBER	Highlight the role of Constituent Assembly to understand functionaries in framing the constitution of India. Analyze how debates and discussions around important issues in the Constituent Assembly shaped our Constitution

4.Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage*
1	PT1	May	Pen paper Test	40
2	PT2	July/August	Pen paper Test	40
3	Half Yearly	September	Pen paper Test	80

4	PT3	October/November	Pen paper Test	40
5	PT4 (PAT)	December	Pen paper Test	80
6.	Pre Board	January	Pen Paper Test	80
7.	Final Practicals	January & February	To be conducted as per CBSE notification	20
8.	Final Examination	February/March	To be conducted by CBSE	80

NAME OF THE EXAM	SYLLABUS
PERIODIC 1	LESSON 1 AND LESSON 2
PERIODIC 2	LESSON 3 AND LESSON 4
HALF YEARLY <i>NOTE: Topics already assessed in Periodic 1 and Periodic 2 will be tested again in HALF YEARLY for limited weightage.</i>	LESSON 1,2,3,4 ,5, 6 AND 7
PERIODIC 3	LESSON 8 AND 9

IMPORTANT NOTE:*Full syllabus to be assessed in PERIODIC 4(PAT) AND PRE BOARDS.

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

5. Internal Assessment / Practical/ Project (Teachers to specify as per their subject curriculum instructions by CBSE)

PROJECT WORK MM - 20

CBSE has decided to introduce project work in history for classes XII as a part of regular studies in the classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond textbooks and provides them a platform to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed

In class XII the focus is on detailed study of some themes in ancient, medieval, and modern Indian history.

Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion. The aspects of the project work to be covered by students can be assessed during the academic year. 20 marks are assigned for Project Work. At the end, each learner will present the research work in the Project File to the External and Internal examiner. The questions will be asked from the

Research Work/ Project File of the learner. Students should ensure that the study submitted by them is his/her own original work.

6. Practice Worksheets per chapter will be assigned.

7. Prescribed books:

1. Themes in Indian History-I by NCERT

2. Themes in Indian History-II by NCERT

3. Themes in Indian History-III by NCERT

ROADMAP FOR CLASS XII (2026-27)

1. Subject: **BIOLOGY**

2. Objectives:

- To develop the ability in learners to acquire and use the methods and processes of biology, such as observing, questioning, planning investigations.
- Hypothesizing, collecting, analyzing and interpreting data, communicating explanations with evidence, justifying explanations, thinking critically in the biological perspectives.
- Build upon the perceptive of basic tools and techniques used in concepts to analyze various issues in biology
- Conduct experiments, also involving quantitative measurements in biology.

3. Month wise division of syllabus along with Learning Outcomes:

Unit	Chapter Number and chapter Name	Learning outcomes	Month
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VI REPRODUCTION	1. Sexual Reproduction in Flowering Plants.	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze floral morphology and correlate structure with reproductive function. Differentiate and interpret stages of microsporogenesis and megasporogenesis. Explain and evaluate pollen structure, viability, and pollen–pistil interaction. Analyze pollination strategies and justify their evolutionary and ecological significance. Illustrate and interpret double fertilization, including syngamy and triple fusion. Trace and analyze post-fertilization events (endosperm formation, embryo development). Evaluate seed and fruit development, including parthenocarpy. Assess special reproductive strategies (apomixis, polyembryony) and their applications. 	April
	2. Human Reproduction	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze anatomical organization and correlate structure-function of reproductive organs. Explain and interpret spermatogenesis and oogenesis with hormonal regulation. Analyze and correlate endocrine control of menstrual cycle phases. Illustrate and interpret fertilization mechanisms and cleavage stages. Analyze implantation, placenta formation, and maternal–foetal interactions. Evaluate gestation, parturition, and lactation processes. Assess factors affecting reproductive health and fertility. 	April/May

	3. Reproductive Health	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate reproductive health indicators and their societal implications. • Differentiate and assess contraceptive methods based on effectiveness and suitability. • Analyze causes, symptoms, transmission, and prevention of STIs. • Interpret population growth trends using demographic data. • Assess and justify national family planning programs and policies. • Evaluate ethical and social dimensions of reproductive technologies. 	May
VII: GENETICS AND EVOLUTION	4. Principles of Inheritance and Variation	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply and analyze Mendelian laws to predict inheritance patterns. • Construct and interpret Punnett squares and pedigree analyses. • Differentiate and evaluate inheritance patterns (dominance, codominance, multiple alleles). • Explain and analyze chromosomal basis of inheritance. • Interpret linkage, recombination frequency, and gene mapping. • Analyze sex determination mechanisms and sex-linked disorders. • Evaluate genetic disorders and their inheritance patterns. 	July

	5. Molecular Basis of Inheritance	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and analyze DNA structure, packaging, and replication mechanisms. • Interpret and illustrate transcription and translation processes. • Analyze genetic code properties and protein synthesis. • Explain and evaluate gene regulation mechanisms (lac operon). • Assess mutations and their impact on gene expression. • Evaluate applications such as DNA fingerprinting and Human Genome Project. 	July
	6. Evolution	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and critically analyze Darwinian and modern evolutionary theories. • Interpret and evaluate evidences supporting evolution. • Apply and analyze Hardy-Weinberg principle and factors disturbing equilibrium. • Evaluate mechanisms of evolution (mutation, recombination, selection). • Explain and justify speciation, adaptive radiation, and evolutionary trends. • Analyze human evolution and phylogenetic relationships. 	July
VIII: BIOLOGY IN HUMAN WELFARE	7. Human Health and Disease	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate and analyze types of diseases and their causes. • Explain and evaluate immune system mechanisms (innate vs acquired immunity). • Analyze pathogenesis, transmission, and control of major diseases. • Evaluate immunization programs and vaccination strategies. • Assess lifestyle disorders and preventive healthcare measures. 	August

	8. Microbes in Human Welfare	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and analyze microbial roles in industrial production. • Evaluate applications in food processing and fermentation. • Analyze sewage treatment processes and biogas production. • Assess microbial contributions to medicine (antibiotics, vaccines). • Differentiate beneficial vs pathogenic microbes. 	August
IX: BIOTECHNOLOGY	9. Biotechnology: Principles and Processes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and analyze principles underlying biotechnology. • Illustrate and interpret recombinant DNA technology processes. • Analyze tools such as restriction enzymes, vectors, PCR. • Evaluate applications of genetic engineering. • Assess biosafety and ethical concerns. 	October
	10. Biotechnology and its Applications.	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and evaluate applications in agriculture and medicine. • Analyze GMOs and transgenic organisms. • Evaluate gene therapy and molecular diagnostics. • Assess ethical, environmental, and economic implications. • Interpret biotechnology's role in sustainability. 	October
X: ECOLOGY	11. Organisms and Populations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and analyze organism–environment interactions. • Interpret population attributes and demographic parameters. • Analyze and compare population growth models. • Evaluate adaptations in diverse habitats. • Assess factors regulating population dynamics. 	November
	12. Ecosystem	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and analyze ecosystem structure and function. 	November

		<ul style="list-style-type: none"> • Interpret and evaluate energy flow and ecological pyramids. • Analyze biogeochemical cycles. • Explain and assess ecological succession stages. • Evaluate ecosystem stability and productivity. 	
	13. Biodiversity and Conservation	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and analyze biodiversity levels and significance. • Evaluate threats to biodiversity and conservation needs. • Differentiate and assess conservation strategies. • Interpret biodiversity distribution and hotspot regions. • Propose and justify sustainable conservation measures. 	November

4. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage*
1	PT1	May	Pen paper Test	35
2	PT2	July/August	Pen paper Test	35
3	Half Yearly	September	Pen paper Test	70
4	PT3	October/November	Pen paper Test	35
5	PT4 (PAT)	December	Pen paper Test	70
6.	Pre Board	January	Pen Paper Test	70
7.	Final Practical's	January & February	To be conducted as per CBSE notification	30
8.	Final Examination	February/March	To be conducted by CBSE	70

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

5. Internal Assessment / Practical/ Project (Teachers to specify as per their subject curriculum instructions by CBSE)

ACTIVITY	DISTRIBUTION OF MARKS
One Major Experiment Part A	5
One Minor Experiment Part A	4

Slide Preparation Part A	5
Spotting Part B	7
Practical Record + Viva Voce	4
Investigatory Project and its Project Record + Viva Voce	5
TOTAL	30

6. Practice Worksheets per chapter will be assigned.

7. Prescribed books: NCERT Biology

NCERT Exemplar book

ROADMAP FOR CLASS XII

1. Subject: Computer Science

2. Objectives:

Student should be able to

- a) Apply the concept of function.
- b) Explain and use the concept of file handling.
- c) Use basic data structure: Stacks
- d) Explain basics of computer networks.
- e) Use Database concepts, SQL along with connectivity between Python and SQL.

3. Month wise division of syllabus along with Learning Outcomes

Month	Unit	Topic	Learning Outcomes
APRIL		Introduction to Files	Learn about different types of files: Text file, Binary file, and CSV file.
			Understand relative and absolute paths.
		Text Files	Learn to open, close, read from, and write to text files using various modes (r, r+, w, w+, a, a+).
			Practice manipulation of data in text files using seek and tell methods.
		Binary Files	Understand basic operations on binary files: open using file open modes (rb, rb+, wb, wb+, ab, ab+), close a binary file.
			Import the pickle module and learn to use dump() and load() methods for serialization.
		CSV Files	Import the csv module and work with CSV files: open, close, write into, and read from CSV files.
MAY	Unit 3: Database Management	Database Concepts	Introduction to database concepts and their significance.
		Relational Data Model	Understand the components of the relational data model: relation, attribute, tuple, domain, degree, cardinality, and keys.
		Structured Query Language (SQL)	Study Data Definition Language (DDL) and Data Manipulation Language (DML) in SQL.
			Learn about various data types, constraints, and SQL commands for database management like data type (char(n), varchar(n), int, float, date), constraints (not null, unique, primary key),

			Understand operations like create, create database, use database, show databases, drop database, show tables, create table, describe table, alter table (add and remove an attribute, add and 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
JULY		Interface of Python with SQL Database	Learn to connect SQL with Python and perform insert, update, delete queries using cursor.
			Practice displaying data using connect(), cursor(), execute(), commit(), fetchone(), fetchall(), and rowcount methods. use of %s format specifier or format() to perform queries
	Unit 1: Computational Thinking and Programming – 2	Revision of Python Topics Covered in Class XI	Reinforce understanding of Python programming concepts learned in the previous class.
AUGUST		Functions	Understand different types of functions: built-in functions, functions defined in modules, and user-defined functions.
			Learn to create user-defined functions with various parameters including default and positional parameters.
			Grasp the concept of variable scope (global scope, local scope).
		Exception Handling	Introduction to handling exceptions using try-except-finally blocks.
OCTOBER		Data Structures: Stack	Understand the concept of a stack and its operations (push & pop).
			Implement a stack using a list data structure.
	Unit 2: Computer Networks	Evolution of Networking	Learn about the evolution of networking including ARPANET, NSFNET, and INTERNET.
NOVEMBER & DECEMBER		Data Communication Terminologies	Understand the concept of communication and its components: sender, receiver, message, communication media, and protocols.
			Learn to measure the capacity of communication media (bandwidth, data transfer rate).
			Understand IP addresses and switching techniques (Circuit switching, Packet switching).

		Transmission Media	Study wired communication media (Twisted pair cable, Co-axial cable, Fiber-optic cable) and wireless media (Radio waves, Micro waves, Infrared waves).
		Network Devices	Learn about various network devices such as Modem, Ethernet card, RJ45, Repeater, Hub, Switch, Router, Gateway, and WIFI card.
		Network Topologies and Types	Understand different types of networks: PAN, LAN, MAN, WAN.
			Study networking topologies: Bus, Star, Tree.
		Network Protocol	Introduction to various network protocols: HTTP, FTP, PPP, SMTP, TCP/IP, POP3, HTTPS, TELNET, VoIP.
		Introduction to Web Services	Study the World Wide Web (WWW), Hyper Text Markup Language (HTML), Extensible Markup Language (XML), domain names, URL, website, web browser, web servers, and web hosting.

4. Scheme of assessment & weightage:

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CLASS XII

1. Subject: INFORMATICS PRACTICES

2. Objectives:

Students will be able to:

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

3. Month wise division of syllabus along with Learning Outcomes

Unit 2: Database Query using SQL

Month	Topic	Description	Learning Outcomes
APRIL & MAY	Revision of Database Concepts	Recap database concepts and SQL commands from Class XI.	- Strengthen understanding of SQL fundamentals.
	SQL Functions	Math functions: POWER (), ROUND (), MOD (). Text functions: UCASE ()/ UPPER (), LCASE ()/ LOWER (), MID ()/ SUBSTRING () /SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM (). Date Functions: NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (), DAYNAME (). Aggregate Functions: MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT (*).	- Learn advanced SQL functions for data manipulation and analysis.
	Querying and Manipulating Data	Group by, Having, Order by, equi-join.	- Gain proficiency in querying and manipulating data using SQL.

Unit 1: Data Handling using Pandas - I

Month	Topic	Description	Learning Outcomes
JULY	Introduction to Python libraries	Introduce Pandas and Matplotlib libraries.	- Gain familiarity with Pandas and Matplotlib.

Month	Topic	Description	Learning Outcomes
	Data Structures in Pandas	Explore Series and Data Frames.	- Understand the basic data structures used in Pandas.
	Series	Series: Creation of Series from – ndarray, dictionary, scalar value; mathematical operations; Head and Tail functions; Selection, Indexing and Slicing.	- Learn how to create, manipulate, and analyze Series data.
AUGUST	Data Frames	Data Frames: creation - from dictionary of Series, list of dictionaries, Text/CSV files; display; iteration; Operations on rows and columns: add, select, delete, rename; Head and Tail functions; Indexing using Labels, Boolean Indexing;	- Understand how to work with Data Frames for tabular data manipulation.
		Importing/Exporting Data between CSV files and Data Frames.	-Saving data in CSV format for permanent storage
	Data Visualization	Purpose of plotting; drawing and saving following types of plots using Matplotlib – line plot, bar graph, histogram Customizing plots: adding label, title, and legend in plots.	Visualize and analyse the data

Unit 3: Introduction to Computer Networks

Month	Topic	Description	Learning Outcomes
OCTOBER	Introduction to Networks	Types: PAN, LAN, MAN, WAN.	- Understand different types of computer networks.
	Network Devices	Modem, hub, switch, repeater, router, gateway.	- Learn about common network devices and their functions.
	Network Topologies	Star, Bus, Tree, Mesh.	- Understand different network topologies and their applications.
	Internet and Web Basics	<p>URL, WWW, web applications. Introduction to Internet, URL, WWW, and its applications- Web, email, Chat, VoIP.</p> <p>Website: Introduction, difference between a website and webpage, static vs dynamic web page, web server and hosting of a website.</p> <p>Web Browsers: Introduction, commonly used browsers, browser settings, add-ons and plug-ins, cookies</p>	- Gain knowledge about the Internet and web-related concepts.

Unit 4: Societal Impacts

Month	Topic	Description	Learning Outcomes
November	Digital Etiquettes and Rights	Digital footprint, communication etiquettes, data protection, intellectual property rights.	- Understand ethical and legal considerations in the digital world.
	Cybersecurity and Cyber Laws	Cybercrime, hacking, phishing, cyberbullying, overview of Indian IT Act.	- Gain awareness about cyber-security threats and legal frameworks.
	E-Waste Management	Hazards, management of electronic waste. Awareness about health concerns related to the usage of technology.	- Understand the environmental impact of technology and e-waste management practices.

4. Scheme of assessment & weightage:

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Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

*** Please keep/ change the weightage as per bifurcation of theory and practical/ project/ IA marks**

5. Internal Assessment / Practical/ Project (Teachers to specify as per their subject curriculum instructions by CBSE)

6. Practice Worksheets per chapter will be assigned.

7. Prescribed books:

CLASS XII

1. Subject: Physics

2. Objective :

- Providing students a transition from general education to discipline-based curriculum which is at par with international standards.
- It Emphasis on basic conceptual understanding of the content, use of SI units, symbols, nomenclature of physical quantities and formulations as per international standards.
- It Provide logical sequencing of units of the subject matter and proper placement of concepts with their linkage for better learning.
- Promotion of problem-solving abilities and applications of learnt concepts to provide firm foundation for further learning in the subject.
- To expose the learners to different processes used in Physics-related industrial and technological applications.
- To develop experimental, observational, manipulative, decision making and investigatory skills in the learners. Promote problem solving abilities and creative thinking in learners.
- Develop conceptual competence in the learners and make them realize and appreciate the interface of Physics with other disciplines.

3. Month wise division of syllabus along with Learning Outcomes

CHAPTER NUMBER	CHAPTER NAME	MONTH	LEARNING OUT COME
1	Electric charges and Fields	March-April	<ul style="list-style-type: none">• Explain origin, types and properties of electric charges.• Derive and apply Coulomb's law to calculate forces due to one/multiple charges.• Deduce electric field using electrostatic force and explain the properties of field lines understand electric dipole and apply Coulombs law to calculate electric field, Torque due to electric dipole.• Explain and apply electric flux using a simple charge placed inside a surface, Gauss law to calculate electric filed when the source distribution has simple symmetry.
2	Electrostatic Potential and Capacitance	April	<ul style="list-style-type: none">• Describes the concept of electric potential energy and electric potential.• Derives the expression for the electric potential due to an electric dipole, system of charges, charged spherical shell and a sphere.• Derives the expression for the electric potential due to an electric dipole, system of charges, charged spherical shell and a sphere.

			<ul style="list-style-type: none"> • Describes the concept of equipotential surfaces, Explains electrostatic properties of solid conductors and a dielectric. • Defines a capacitor and derives expressions for capacitance for parallel plate capacitor and related terms for dielectrics.
3	Current Electricity	April	<ul style="list-style-type: none"> • States and explains Ohms law in conductors • Defines resistivity of various materials • .Describes the power loss in a conductor carrying current • Defines and differentiates between emf and potential difference across a cell • Derives and describes the equivalent emf across a combination of cells connected in series and parallel • States and explains Kirchhoff's rules across electric circuits • Describes the principle and working of each of applications of Kirchhoff's rules, that is, Wheatstone bridge
4	Moving Charges and Magnetism	May	<ul style="list-style-type: none"> • Explains magnetic Lorentz force on a charge moving in magnetic field. • Describes the path followed by charged particles projected in the region under the combined effect of electric and magnetic fields. • States Biot Savart's law and describes the magnetic field produced by current element and a current carrying loop. • States Ampere's circuital law and applies it to determine the magnetic field due to an infinitely long current-carrying conductor • Describes the current carrying solenoid and toroid and derives magnetic fields produced due to them. • Explains the forces exerted by a pair of parallel current-carrying wires on each other and defines one ampere of current. • Explains the forces exerted by a pair of parallel current-carrying wires on each other and defines one ampere of current. • Describes the torque acting on a current-carrying loop placed in a magnetic field and identifies it as equivalent to a magnetic dipole placed in an external magnetic field. • Describes the construction and working principle of moving coil galvanometer and takes the initiative to convert an MCG into a voltmeter and an ammeter and use it

			appropriately for the measurements of voltages and currents in an electric circuit.
5	Moving Charges and Magnetism, Magnetism and Matter	15 May	<ul style="list-style-type: none"> Describe magnet and identifies the features of a magnetic field due to the bar magnet. Defines a magnetic dipole and describes its interaction with the external magnetic field when placed parallel, anti-parallel or any other angle. States and explains Gauss's law of magnetism. Defines magnetisation, magnetic intensity and magnetic susceptibility and differentiates different types of magnetic materials basis these properties.
6	Electromagnetic Induction	July	<ul style="list-style-type: none"> Takes the initiative to explore the historical experiments of Faraday and Henry and states Faraday's two laws of induction. Explains the concept of motional emf induced across a conductor moving through a magnetic field with a velocity and undergoes. change in the magnetic flux linked with it as a function of time. Explains inductance as property of the coil, undergoing change in magnetic flux linked with it. Explains inductance as property of the coil undergoing change in magnetic flux linked with it. Describes the
7	Alternating Current	15July	<ul style="list-style-type: none"> Construction and working principle of AC generator. Defines alternating current and voltage and describes the behaviour of current, voltage and power dissipated across a resistor when an alternating voltage is applied. Describes the behaviour of current, voltage and power dissipated through an AC circuit containing inductor only.
8	Alternating Current, Electromagnetic Waves	August	<ul style="list-style-type: none"> Describes the behaviour of current, voltage and power dissipated through an AC circuit containing. capacitor only, the AC circuit containing inductor, capacitor and resistor in series and explains the variation of current, voltage and power dissipation in the series LCR circuit. Defines instantaneous power dissipated in a series LCR circuit and identifies the power factor.

			<ul style="list-style-type: none"> • Describes the construction, working principle and derives the related equations of a transformer. • Explains processes, phenomena and laws with the understanding of the relationship between nature and matter on scientific basis. • Derives formulae and equations. Takes initiative to learn about the new research, discoveries and inventions in Physics. • Explains processes, phenomena and laws with the understanding of the relationship between nature and matter on scientific basis. • Derives formulae and equations. Analyses and interprets data, graphs, and figures, and draws conclusion
9	Ray optics	August	<ul style="list-style-type: none"> • Explains processes, phenomena and laws with the understanding of the relationship between nature and matter on scientific basis. • Uses International system of units (SI Units), symbols, nomenclature of physical quantities and formulations, conventions, • Derives formulae and equations, processes, phenomena and laws with the understanding of the relationship between nature and matter on scientific basis • TIR: Recognises the concepts of Physics related to various natural phenomena. • REFRACTION AT SPHERICAL SURFACES, thin lenses: . Derives formulae and equations. • REFRACTION through prisms: Derives various relationships for a light ray passing through a prism. Dispersion: Explains the formation of rainbows and colours due to scattering of light
10	Optical instruments	September first week	<ul style="list-style-type: none"> • Explains the magnification by a microscope. • Derives the expression for the magnification by a telescope. • Compares wave theory with corpuscular theory and explains geometrical optics in terms of wave optics.
11	Wave Optics, Dual Nature of Radiations and Matter	October	<ul style="list-style-type: none"> • States Huygens principle, explains Snell's law of refraction, law of reflection and total internal reflection using the principle. • States the superposition principle of waves and derives the expressions for intensity of light for interference from coherent and incoherent light sources .

			<ul style="list-style-type: none"> • Explains the Young's double slit experiment and derives the expression for fringe width in Young's experiment. • Explains what is diffraction of light waves and the pattern observed for diffraction from a single slit. • Describing 3 experiments that lead to the discovery of electrons and recognises that valence electrons can be emitted from the metal surfaces under certain conditions, how photoelectric effect was first observed historically and identify the factors that leads to photoelectric emission in metals, the experimental set-up used for the study of photoelectric effect, describes the variation of stopping potential with frequency of the incident radiation. • Explains the variation of photoelectric current as a function of the intensity of incident radiation & potential difference and. Explains the variation of photoelectric current as a function of the intensity of incident radiation & potential difference and describes the variation of stopping potential with the frequency. of the incident radiation. .Describes the basic features of Einstein's explanation for photoelectric effect. .Describes the particle nature of light basis the evidence provided by photoelectric phenomenon .Describes the particle nature of light basis the evidence provided by photoelectric phenomenon Explains the outcomes of de- Broglie's equation and describes the incorporation of Heisenberg uncertainty principle into matter-wave picture of particle
12	Atoms	October	<ul style="list-style-type: none"> • Takes the initiative to understand historical experiments related to the atomic models . • Explains the nature of electron orbits on the basis Rutherford model of atom, characteristics of atomic spectra of hydrogen atom. • Takes initiative to study the details of simplest atomic spectra of hydrogen atom and study the details of simplest atomic spectra of hydrogen atom. States and explains why Rutherford nuclear model failed and how Bohr model was a better model of atom. • Identifies the energy levels of single electron in the hydrogen atom as per Bohr model. • Explains line spectra of hydrogen atom basis Bohr's postulates.

			<ul style="list-style-type: none"> • Takes initiative to understand de-Broglie explanation of Bohr postulate of quantisation of angular momentum.
13	Nuclei	October	<ul style="list-style-type: none"> • States the units for measurements of masses of sub atomic particles and takes initiative to study the historical experimental approaches undertaken to identify and discover neutron. • Explains the nature and type of energy that binds the nucleons inside the nucleus. • Describes the important characteristics of nuclear forces. • Describes nuclear fission as breaking up of large nucleus into smaller nuclei. • Describes nuclear fission as breaking up of large nucleus into smaller nuclei.
14	Semiconductor electronics	5Nov.	<ul style="list-style-type: none"> • Takes initiative to understand the history of development of semiconductor electronics. • Classifies solids as conductors, semiconductors and insulators on the basis of resistivities and energy bands. . • Explains the lattice structure and behaviour of intrinsic semiconductors. • Explains how intrinsic semiconductors can be converted into extrinsic semiconductors. • Defines and describes pn junction as the basic building block of semiconductor devices. Extrapolates the understanding of pn junction to create a pn diode and describes its behaviour under the effect of forward and reverse external bias. Explains the working of the pn junction diode as a rectifier in electronic circuits.

Evaluation Scheme : Practical Exam

S. No.		Marks 30
1.	Experiment section A	7
2.	Experiment section B	7
3.	Practical record	5
4.	One activity from any section	3
5.	Investigatory Project	3
6.	Viva on experiments, activities and project	5

4. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage*
1	PT1	May	Pen paper Test	35

2	PT2	July/August	Pen paper Test	35
3	Half Yearly	September	Pen paper Test	70
4	PAT	November	Pen paper Test	70
5	Pre Board	December	Pen Paper Test	70
6	Final Practicals	January & February	To be conducted as per CBSE notification	30
7.	Final Examination	February/March	To be conducted by CBSE	70

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2, 3 & 5 marks weightage

6. Practice Worksheets per chapter will be assigned.

7. Prescribed books : Physics, Class XII, Part -I and II, Published by NCERT.

Laboratory Manual of Physics for class XII Published by NCERT.

Road Map for Class XII (2026-2027)

1. Subject: Psychology

2. Objectives:

To develop appreciation about the human mind, behaviour and experiences in the context of the learners' immediate society and environment.

To enable learners to become socially aware, self-reflective and perceptive which would further facilitate students' journey towards personal and social growth.

To encourage students to construct their own understanding of psychological concepts such as Intelligence, Personality, Self, Abnormal Psychology etc. through engaging and practical pedagogical approaches such as psychometric testing, case studies, real-life narratives, experiential activities, and reflection on day-to-day experiences.

To help prepare the students to understand their own thoughts, emotions and behaviors fostering personal growth and resilience, preparing them to become responsible global members of society.

3. Month wise division of syllabus

Sr. No	Psychology (Theory)	Practical	Learning Objectives	Month
1.	Unit I: Variations in Psychological Attributes Concept of Intelligence and Psychometric theories of intelligence.	Development of case profile: Using appropriate methods like interview, observation & psychological tests.	To examine how intelligence varies among individuals and how cultural and biological factors influence these differences. Gain insights into the various theories of intelligence.	April

	<p>Unit II: Self and Personality- Concept of Self, Cognitive and behavioural aspects of self.</p> <p>Concept of Personality- Major approaches to the Study of Personality.</p> <p>Assessment of personality.</p>	<p>Practical I: Alexander Pass Along Test</p>	<p>To understand how psychological attributes differ on the basis of nature and nurture.</p> <p>To understand how the concept of Self influences cognition, behaviour and personality.</p> <p>Study the various Approaches to Personality and how Personality is assessed.</p>	
2.	<p>Unit III: Meeting Life Challenges: Nature, Types and Sources of Stress.</p> <p>Promoting Positive Health and Wellbeing.</p> <p>Unit IV: Psychological Disorders: Concept of Abnormality and Classification of Psychological Disorders.</p> <p>Major Psychological Disorders.</p>	<p>Practical 2: Revised Eysenck Personality Questionnaire-90 Item</p>	<p>To understand how Stress affects psychological functioning and physical health.</p> <p>To study techniques of coping and stress management.</p> <p>To study the concept of Abnormality and its historical background.</p> <p>Major Psychological Disorders including Anxiety Disorders, Trauma Related Disorders, Schizophrenia Spectrum, Substance</p>	<p>May</p>

			related Disorders and Substance related and Addictive Disorders.	
3.	<p>Unit V: Therapeutic Approaches: Nature and Process of Psychotherapy.</p> <p>Types of Therapies and Rehabilitation.</p>	<p>Practical 3:</p> <p>Sinha's Comprehensive Anxiety Test</p>	<p>Introduction to Psychotherapy as a basis of rehabilitation.</p> <p>To explore different forms of therapy, such as behavioral, cognitive, humanistic, and alternative approaches.</p> <p>To develop awareness of the ethical standards and responsibilities involved in the practice of psychotherapy.</p>	July
4.	<p>Unit VI: Attitude and Social Cognition- Nature of Social Behaviour.</p> <p>Attitude and its components- Attitude Formation and Change</p> <p>Prejudice and Discrimination</p>	<p>Practical 4:</p> <p>Sodhi's Attitude Scale</p> <p>Practical 5:</p> <p>Adjustment Inventory for School Students (AISS)</p>	<p>Explaining Social Behaviour and factors which influence social behaviour.</p> <p>To understand Attitude-Behaviour relationship.</p> <p>To explore effective strategies for recognizing, reducing, and managing prejudice in individuals and society.</p>	August
5.	Unit VII: Social Influence		To understand nature, formation, and various	October

	and Group Processes. Influence of Group on Individual Behaviour	Revision of Case Profile and all Practicals.	types of groups. To examine how group dynamics influence individual behavior and decision-making.	
6.	Revision			November

4. Scheme of assessment and weightage:

Sr. No	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1.	PT 1	May	Pen paper test	35
2.	PT 2	July/August	Pen paper test	35
3.	HALF YEARLY	September	Pen paper test	70
4.	PAT	November	Pen paper test	70
5.	PRE-BOARD	December	Pen paper test	70
6.	FINAL PRACTICAL	January	Pen paper test	30
7.	FINAL EXAMINATION	February/March as per notification from CBSE	Pen paper test	70

5. Prescribed Books

1. Psychology, Class XII, Published by NCERT

6. Practical/Project: Distribution of Marks:

- Practical File and Case Profile 10 Marks
- Viva Voce (Case Profile & Five Practicals) 05 Marks
- Two Practicals (5 marks for conduct of two practicals and 10 marks for reporting) 15 Marks

Total 30 Marks.

ROADMAP FOR CLASS XII (2026 -2027)

Subject: ECONOMICS (030)

Objectives: The students will be able to –

- Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day- to- day life as citizens, workers and consumers.
- Realization of learners’ role in nation building and sensitivity to the economic issues that the nation is facing today.
- Equipments with basic tools of economics and statistics to analyze economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage.
- Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning.
- Efficacy of economic policies in maintaining stability in various spheres of the economy.
- To acquire analytical skills to observe and understand the economic realities.
- To cultivate economic citizenship in learners & a sense of responsibility in the economic field.

Month wise division of syllabus along with Learning Outcomes:

UNIT NUMBER	UNIT NAME	NAME OF THE CHAPTER	MONTH	LEARNING OUTCOMES
UNIT 1. (PART A-INTRODUCTORY MACROECONOMICS)	NATIONAL INCOME AND RELATED AGGREGATES	CH 1: Introduction CH 2: National Income Accounting	April	The students will be able to : <ol style="list-style-type: none">1. Explain the nature, scope and methodology of economics and find out the difference between micro and macroeconomics.2. Analyse the flow of production in Economics.3. Differentiates between gross and net investment.4. Explains the measurement of capital stock in an economy using net investment.5. Explains simple economy and methods to calculate National Income.6. Discuss the three methods of measuring the National Income.7. Analyse basic national income aggregates.8. Describe the limitations of using GDP as an indicator of development.
		CH 1: Indian		The students will be able to : <ol style="list-style-type: none">1. Describe the impact of British rule on the Indian economy.

<p>UNIT 6. (PART B – INDIAN ECONOMIC DEVELOPMENT)</p>	<p>DEVELOPMENT POLICIES AND EXPERIENCE (1947- 1990) AND ECONOMIC REFORMS SINCE 1991</p>	<p>Economy on the eve of Independence CH 2. Indian economy 1950 - 1990</p>		<ol style="list-style-type: none"> 2. Compare and contrast the agricultural sector before and during British rule. 3. Explains the industrial economy in India during British rule. 4. Summarizes British strategies to maintain a monopoly over India’s foreign trade. 5. Recognises the impact that the development of railways had in changing India’s economy. 6. Evaluate the British rule’s initiative to develop India’s infrastructure. 7. Explains the effects of economy during British rule on demographic conditions. 8. Evaluate five – year plan and the role of NITI Ayog in planning, allocation of funds to various sectors like agriculture, industry, services for the specific cases such as removal of poverty and unemployment. 9. Evaluates the impact of the Indian economy during the period of reform in industries and trade.
<p>UNIT 2. (PART A – INTRODUCTORY MACROECONOMICS)</p> <p>UNIT 6. (PART B – INDIAN ECONOMIC DEVELOPMENT)</p>	<p>MONEY & BANKING</p>	<p>CH 3: Money & Banking</p> <p>CH 3. Liberalization, Privatization and</p>	<p>May</p>	<p>The students will be able to :</p> <ol style="list-style-type: none"> 1. Explains various functions of money. 2. Evaluates the demand of money and different factors affecting it. 3. Outlines the process of money creation by the commercial banking system. 4. Discuss the role and importance of central banks and commercial banks for government, consumer and producers. 5. Explains and evaluates the role of ademonetization in India. 6. Differentiate repo rate, reverse repo rate and open market operations. <p>The students will be able to :</p>

		Globalization : An Appraisal		<ol style="list-style-type: none"> 1. Discuss the need and main features of liberalization, globalization and privatization. 2. Describes the reforms in the financial sector through liberalization.
UNIT 4. (PART A-INTRODUCTORY MACROECONOMICS)	DETERMINATION OF INCOME AND EMPLOYMENT	Ch 4. Determination Of Income And Employment	July	<p>The students will be able to :</p> <ol style="list-style-type: none"> 1. Explains the different terms related to consumption. 2. Discuss aggregate demand and aggregate supply, propensity to consume and propensity to save and measures to correct excess and deficient demand. 3. Differentiate between excess and deficient demand. <p>Explains the determination of equilibrium income in the short run.</p>
UNIT 7. (PART B-INDIAN ECONOMIC DEVELOPMENT)	CURRENT CHALLENGES FACING INDIAN ECONOMY	Ch 5. Human Capital Formation in India Ch 6. Rural Development		<p>The students will be able to :</p> <ol style="list-style-type: none"> 1. Explains the importance of educational infrastructure and human capital development. 2. Evaluates the relation between growth in human capital formation and economic growth. 3. Evaluates how crucial the development of rural areas is for country's development. 4. Describes the critical role of credit systems in rural development. 5. Describes the importance of organic farming in sustainable development.
	DEVELOPMENT EXPERIENCE OF INDIA – A COMPARISON WITH NEIGHBOURS	Ch 10. Comparative Development Experiences of India And Its Neighbours		<p>The students will be able to :</p> <ol style="list-style-type: none"> 1. Investigate the relationship between India and its neighbours. 2. Explains the similarities in the development strategies of India, Pakistan and China. 3. Analyse comparative trends in various economic and human development indicators of India and its neighbours, China and Pakistan. 4. Comments on the sectorial distribution of population in India, Pakistan and China.

UNIT 4. (PART A-INTRODUCTORY MACROECONOMICS)	GOVERNMENT BUDGET AND THE ECONOMY	CH 5. Government budget and the economy	August	<p>The students will be able to :</p> <ol style="list-style-type: none"> 1. Explain budget and reason out the main areas of government spending and its impact on those areas. 2. Describes the meaning and components of the Government budget. 3. Explains the different objectives of Government budget. 4. Defines different components of the Government budget. 5. Differentiate between revenue receipts and capital receipts. 6. Differentiate between revenue and capital expenditure. 7. Differentiate between deficit , surplus and balanced budgets.
UNIT 5. (PART A – INTRODUCTORY MACROECONOMICS)	BALANCE OF PAYMENTS	Ch 6. Open Economy Macroeconomics	October	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Explains how foreign trade influences Indian aggregate demand in two ways – leakage and injections. 2. Explains the operations of the balance of payments. 3. Explains the different components of the current account and capital account. 4. Explain the meaning of balance of payments equilibrium mean for a country. 5. Evaluates autonomous and accommodating transactions. 6. Defines floating and flexible exchange rates. 7. Critically analyse flexible and fixed exchange rate system.
UNIT 8. (PART B – INDIAN ECONOMIC DEVELOPMENT)	CURRENT CHALLENGES FACING INDIAN ECONOMY	<p>Ch 7. Employment : Growth , Informalization And Other Issues</p> <p>Ch 9. Environment And Sustainable Development</p>		<p>The students will be able to :</p> <ol style="list-style-type: none"> 1. Evaluates the distribution of workforce in different sectors. 2. Evaluates the initiatives taken by the government in generating employment opportunities in various sectors and regions. 3. Analyse the causes and effects of environmental degradation and resource depletion. 4. Relates environmental issues to the larger context of sustainable development.

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PROJECT WORK (20 MARKS)

Marking Scheme : Marks are suggested to be given as ---

S. No.	Heading	Marks allotted
1.	Relevance of the topic	3
2.	Knowledge content/ Research Work	6
3.	Presentation Technique	3
4.	Viva – voce	8
	Total	20 Marks

Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage*
1	PT1	May	Pen paper Test	40
2	PT2	July/August	Pen paper Test	40
3	Half Yearly	September	Pen paper Test	80
5	PAT	November	Pen paper Test	80
6.	Pre Board	December	Pen Paper Test	80
7.	Pre Final Examination	January	Pen Paper Test	80
8.	Final Practicals	January & February	To be conducted as per CBSE notification	20
9.	Final Examination	February/March	To be conducted by CBSE	80

CURRICULUM CONTENT FOR VARIOUS ASSESSMENTS :

ASSESSMENT	SYLLABUS
PERIODIC TEST - I	UNIT 1 and UNIT 6 (Ch-1,2)
PERIODIC TEST - II	UNIT 6 (CH 3) UNIT 3
HALF YEARLY NOTE: Topics already assessed in Periodic 1 & Periodic 2 will be tested again in HALF YEARLY Exam.	UNIT 2,4 UNIT 7(Covered Part), Unit 8
PAT	Full Syllabus
Pre Board	Full Syllabus
Pre Final Examination	Full Syllabus

IMPORTANT NOTE: *Full syllabus to be assessed in PAT & PRE BOARDS.

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3, 4& 5 marks weightage

* Please keep/ change the weightage as per bifurcation of theory and practical/ project/ IA marks

5. Internal Assessment / Practical/ Project (Teachers to specify as per their subject curriculum instructions by CBSE)
6. Practice Worksheets per chapter will be assigned.
7. Prescribed books:
 1. INTRODUCTORY MACROECONOMICS, NCERT
 2. INDIAN ECONOMIC DEVELOPMENT, NCERT
 3. SUPPLEMENTARY READING MATERIAL IN ECONOMICS, CBSE

Road Map for Classes XII

1. Subject: Accountancy

2. Objectives

- 1 To acquire knowledge and develop competency in the Financial Accounting.
- 2 Students shall develop the ability to identify and evaluate accounting problems and arrive at reasoned conclusions.
- 3 To develop the ability to utilize financial information to analyse and interpret results thereof using different analytical tools.
- 4 To develop skill to communicate financial results.
- 5 To recognize ethical, professional and regulatory issues in accounting.
- 6 Learning the practical implication of the subject accountancy by preparing the project file.

3. Month wise division of syllabus along with Learning Outcomes

Lesson No.	Name of the lesson	Learning Outcomes	Month
Unit 1 L -1	Accounting for Partnership Firms Fundamentals Goodwill- Nature & Valuation Change in Profit Sharing Ratios	After going through this Unit, the students will be able to: <ul style="list-style-type: none">• state the meaning of partnership, partnership firm and partnership deed.• describe the characteristic features of partnership and the contents of partnership deed.• discuss the significance of provision of Partnership Act in the absence of partnership deed.• differentiate between fixed and fluctuating capital, outline the process and develop the understanding and skill of preparation of Profit and Loss Appropriation Account.• develop the understanding and skill of preparation profit and loss appropriation account involving guarantee of profits.• develop the understanding and skill of making past	March & April

L -2	Admission of a Partner	<p>adjustments.</p> <ul style="list-style-type: none"> • state the meaning, nature and factors affecting goodwill • develop the understanding and skill of valuation of goodwill using different methods. 	April
L -3	Retirement & Death of a Partner	<ul style="list-style-type: none"> • state the meaning of sacrificing ratio, gaining ratio and the change in profit sharing ratio among existing partners. • develop the understanding of accounting treatment of revaluation assets and reassessment of liabilities and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet. • explain the effect of change in profit sharing ratio on admission of a new partner. 	May
L -4	Dissolution of Partnership Firm	<p>develop the understanding and skill of treatment of goodwill as per AS-26, treatment of revaluation of assets and re-assessment of liabilities, treatment of reserves and accumulated profits, adjustment of capital accounts and preparation of capital, current account and balance sheet of the new firm.</p>	
L -5	Accounting for Share Capital	<ul style="list-style-type: none"> • explain the effect of retirement / death of a partner on change in profit sharing ratio. • develop the understanding of accounting treatment of goodwill, revaluation of assets and re-assessment of liabilities and adjustment of accumulated profits, losses and reserves on retirement / death of a partner and capital adjustment. 	July
	Issue of Debentures	<ul style="list-style-type: none"> • develop the skill of calculation of deceased partner's share till the time of his death and prepare deceased 	

<p>L -6</p> <p>Unit 3</p> <p>L -7</p> <p>L -8</p>	<p>Financial Statements of a Company</p> <p>Analysis of Financial Statements of a Company</p> <p>Comparative & Common Size Statements</p> <p>Ratio Analysis</p> <p>Cash Flow Statement</p>	<p>partner's and executor's account.</p> <ul style="list-style-type: none"> • discuss the preparation of the capital accounts of the remaining partners and the balance sheet of the firm after retirement / death of a partner. • understand the situations under which a partnership firm can be dissolved. develop the understanding of preparation of realisation account and other related accounts. <p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> state the meaning of share and share capital and differentiate between equity shares and preference shares and different types of share capital. • understand the meaning of private placement of shares and Employee Stock Option Plan. • explain the accounting treatment of share capital transactions regarding issue of shares. • develop the understanding of accounting treatment of forfeiture and re-issue of forfeited shares. • describe the presentation of share capital in the balance sheet of the company as per schedule III part I of the Companies Act 2013. • explain the accounting treatment of different categories of transactions related to issue of debentures. • develop the understanding and skill of writing of discount / loss on issue of debentures. • understand the concept of collateral security and its presentation in balance sheet. • develop the skill of calculating interest on debentures and its 	<p>August & September</p>
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<p>Unit 4 L -1</p> <p>L -2</p> <p>L -3</p> <p>L -4</p>		<p>accounting treatment. State the meaning of redemption of debentures</p> <p>After going through this Unit, the students will be able to:</p> <p>develop the understanding of major headings and sub-headings (as per Schedule III to the Companies Act, 2013) of balance sheet as per the prescribed norms / formats.</p> <ul style="list-style-type: none"> • state the meaning, objectives and limitations of financial statement analysis. • discuss the meaning of different tools of 'financial statements analysis'. • develop the skill of preparation of preparation of comparative and common size statement, understand their uses and difference between the two. • state the meaning, objectives and significance of different types of ratios. • develop the understanding of computation of ratios. 	<p>October</p>
<p>Unit 5 L -5</p>		<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning and objectives of cash flow statement. • develop the understanding of preparation of Cash Flow Statement using indirect method as per AS 3 with given adjustments. 	<p>November (First Week)</p>

4. Scheme of assessment & weightage:

S. No.	Exam	Assessment Month	Mode of Assessment	Weightage
1	PT 1	May	Pen paper Test	40
2	PT 2	July/ August	Pen paper Test	40

3	Half Yearly	September	Pen paper Test	80
4	PAT	November- December	Pen paper Test	80
6	Pre-Board	December- January	Pen paper Test	80
7	Final Practical	January & February	To be conducted as per CBSE notification	20
8	Final Examination	February/ March	To be conducted by CBSE	80

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTS, HOTS questions of 1-, 3-, 4- & 6-marks weightage

5. Number of Worksheets planned per chapter: One worksheet per chapter.

6. Project Work: Students have to prepare a project file as per the CBSE guidelines. The file should comprise of;

*** Two specific projects on any company with its brief introduction, list of Board of Directors, analysis of one company using any tool and segment reporting of another company.**

*** Art integration will be an integral part of the Project File prepared through the use of graphs, colours, collage etc.**

Marking Scheme for Project Work:

Project file: 08 marks

Viva voce: 12 marks

Rubrics: Project Work

Assessment Parameters	Excellent (18- 20 marks)	Competent (13-17 marks)	Needs Improvement (8- 12 marks)
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<ul style="list-style-type: none"> • Content 	<p>The project is prepared as per the guidelines and the information gathered is relevant.</p>	<p>The project is prepared as per the guidelines and the information gathered is relevant.</p>	<p>The project is prepared as per the guidelines and the information gathered is relevant.</p>
<ul style="list-style-type: none"> • Coverage 	<p>All parts of the project file (2), are written in sequence with minute details required.</p>	<p>Proper sequence is adopted but few minute yet relevant details are missing.</p>	<p>Sequence is not maintained and some parts/ steps are missing or incorrect.</p>
<ul style="list-style-type: none"> • Presentation 	<p>The project file is presented neatly with required graphs/ pie charts/ working notes/ format etc.</p>	<p>Presentation of project file is not impressive. Required formats are with errors.</p>	<p>The presentation is not neat and accurate.</p>
<ul style="list-style-type: none"> • Interpretation & Conclusion 	<p>The interpretation made and conclusions drawn in specific project is accurate and framed nicely in the boxes as required.</p>	<p>The interpretation is made but a few aspects are missing. Conclusions drawn are not accurate.</p>	<p>Interpretation and conclusions are either missing or not accurate.</p>
<ul style="list-style-type: none"> • Originality & Quality of work 	<p>The project work is the original work of the student. In viva voce a student's knowledge and understanding is reflected with the research actually conducted by him or her.</p>	<p>The project is prepared by the student with individual or group efforts. He/ she is not able to answer the questions effortlessly regarding the project in viva voce.</p>	<p>The project is the original work of analysis & interpretation done by the student will be questionable if he/ she is not able to answer all the questions.</p>

7. Prescribed Books:

Accountancy- by T.S. Grewal (Sultan Chand & Sons)

Road Map for Classes XII

4. Subject: Business Studies

5. Objectives

- 7 To acquire knowledge about the key concept areas.
- 8 Students shall develop the ability to integrate the knowledge with economic world.
- 9 To develop the ability to understand the management process and its relation in meeting organizational objectives.
- 10 To develop the communication skill both, oral and written.
- 11 To recognize the need for specialization required, need for understanding management principles.
- 12 Environmental factors and the influence of internal and external forces on business organisation.
- 13 Learning the practical implication of the subject by preparing the project file.

6. Month wise division of syllabus along with Learning Outcomes

Lesson No.	Name of the lesson	Learning Outcomes	Month
Unit 1 L 1	Nature & Importance of Management	After going through this unit, the students will be able to: <ul style="list-style-type: none"> • Understand the concept of management. • Describe the functions, importance, objectives, and nature of management. • Concept and importance of management. • Describe concept and importance of management principles. • Examine and appreciate general and scientific principles of management. • Understand the concept of 'Business Environment'. 	March
L 2	Principles of Management		April
L 3	Business Environment		

<p>Unit 5 L 11</p>	<p>Marketing Management</p>	<ul style="list-style-type: none"> • Describe the importance of business environment. • Describe the various dimensions of 'Business Environment'. • <p>Understand the concept of demonetization</p>	<p>May</p>
<p>Unit 2 L 4</p>	<p>Planning</p>	<ul style="list-style-type: none"> • Understand the concept of marketing. • Explain the features and functions of marketing. • Describe the marketing philosophies, • Understand the concept of marketing mix. • Describe the elements of marketing mix 	<p>July</p>
<p>L 5</p>	<p>Organizing</p>	<ul style="list-style-type: none"> • Understand the concept, importance and limitations of planning. • Describe planning process and types of plans. • Understand the concept of organizing as a structure and as a process. • Describe its importance. • Examine types of organization and organizational structure. • Understand the concept of delegation and decentralization. 	
<p>Unit 3 L 6</p>	<p>Staffing</p>	<ul style="list-style-type: none"> • Understand the concept of staffing. • Explain the importance of staffing. • Understand the staffing process and recruitment, selection and training as an element of staffing. 	
<p>L 7</p>	<p>Directing</p>	<ul style="list-style-type: none"> • Describe the concept and importance of directing. • Discuss the elements. • Develop understanding for Motivation, Leadership and Communication. 	

L 8	Controlling	<ul style="list-style-type: none"> • Understand the concept and importance of controlling. • Discuss the steps in the process of controlling • Understand the concept of financial management. • Explain the role of financial management in an organisation. • Discuss the objectives of financial management 	August
Unit 4 L 9	Financial Management	<ul style="list-style-type: none"> • Discuss the three financial decisions and the factors affecting them. • Describe the concept of financial planning and its objectives. • Explain the importance of financial planning • Understand the concept of capital structure. • Describe the factors determining the choice of an appropriate capital structure of a company. • Understand the concept of financial market and its classification. • Give the meaning of a stock exchange. • Explain the functions of a stock exchange. • Discuss the trading procedure in a stock exchange. 	
L 10	Financial Markets	<ul style="list-style-type: none"> • Understand the concept and importance of consumer protection. • Understand the concept of a consumer according to the Consumer Protection Act, 2019. • Explain the consumer rights and responsibilities. • Discuss the legal redressal machinery under Consumer Protection Act, 2019. 	October
Unit 5 (contd.) L 12	Consumer Protection	<ul style="list-style-type: none"> • Examine the remedies 	

		available to the consumer under Consumer Protection Act, 2019.	
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4. Scheme of assessment & weightage:

S. No.	Exam	Assessment Month	Mode of Assessment	Weightage
1	PT 1	May	Pen paper Test	40
2	PT 2	July/ August	Pen paper Test	40
3	Half Yearly	September	Pen paper Test	80
4	PAT	November-December	Pen paper Test	80
5	Pre-board	December- January	Pen paper Test	80
7	Final Practical	January & February	To be conducted as per CBSE notification	20
8	Final Examination	February/ March	To be conducted by CBSE	80

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTS, HOTS questions of 1-, 3-, 4- & 6-marks weightage

5. Number of Worksheets planned per chapter: One worksheet per chapter.

6. Project Work: Students must prepare a project file as per the CBSE guidelines. The file should comprise of project on any one topic from the following;

(a) Elements of Business Environment.

(b) Principles of Management.

(c) Stock Exchange

(d) Marketing

*** Art integration will be an integral part of the Project File prepared through the use of graphs, colours, collage etc.**

Marking Scheme for Project Work:

(a) Initiative, cooperativeness and participation (2 marks)

(b) Creativity in presentation (2marks)

(c) Content, observation and research work (4 marks)

(d) Analysis of situation (4 marks)

(e) Viva (8 marks)

Rubrics: Project Work

Assessment Parameters	Excellent (18- 20 marks)	Competent (13-17 marks)	Needs Improvement (8- 12 marks)
<ul style="list-style-type: none">• Content• Coverage• Presentation• Interpretation & Conclusion• Originality & Quality of work	<p>The project is prepared as per the guidelines and the information gathered is relevant.</p> <p>All parts of the project file, are written in sequence with minute details required.</p> <p>The project file is presented neatly with required graphs/ pie charts/ working notes/ format etc.</p> <p>The interpretation made and conclusions drawn in specific project is accurate and framed nicely in the boxes as required.</p> <p>The project work is the original work of the student. In viva voce a student's</p>	<p>The project is prepared as per the guidelines and the information gathered is relevant.</p> <p>Proper sequence is adopted but few minute yet relevant details are missing.</p> <p>Presentation of project file is not impressive.</p> <p>The interpretation is made but few aspects are missing.</p> <p>Conclusions drawn are not accurate.</p> <p>The project is prepared by the student with individual or group efforts. He/ she is not able to answer the questions</p>	<p>The project is prepared as per the guidelines and the information gathered is relevant.</p> <p>Sequence is not maintained and some parts/ steps are missing or incorrect.</p> <p>Presentation is not neat and accurate.</p> <p>Interpretation and conclusions are either missing or not accurate.</p> <p>The project is the original work of analysis & interpretation done by the student will be questionable if the he/ she is not able to answer all the questions.</p>

	knowledge and understanding is reflected with the research actually conducted by him or her.	effortlessly regarding the project in viva voce.	
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7. Prescribed Books:

NCERT Book 1 and 2

ROADMAP FOR CLASS XII (2026-27)

1. Subject: CHEMISTRY (043)

2. Objectives:

The curriculum of Chemistry at Senior Secondary Stage aims to:

- promote understanding of basic facts and concepts in chemistry while retaining the excitement of chemistry.
- make students capable of studying chemistry in academic and professional courses (such as medicine, engineering, technology) at tertiary level.
- expose the students to various emerging new areas of chemistry and apprise them with their relevance in future studies and their application in various spheres of chemical sciences and technology
- equip students to face various challenges related to health, nutrition, environment, population, weather, industries and agriculture.
- develop problem solving skills in students.
- expose the students to different processes used in industries and their technological applications.
- apprise students with interface of chemistry with other disciplines of science such as physics , chemistry , biology
- acquaint students with different aspects of chemistry used in daily life.
- develop an interest in students to study chemistry as a discipline.
- integrate life skills and values in the context of chemistry.

3. Month wise division of syllabus along with Learning Outcomes

MONTH	LESSON No. and NAME	LEARNING OUTCOMES	
March	1 .Solutions	<p>STUDENT :</p> <ul style="list-style-type: none">• Describes the formation of different types of solutions• Expresses concentration of solution in different units, Can state and explain Henry's law and Raoult's law distinguishes between ideal and non ideal solutions. .• Explains deviations of real solution from describes colligative properties of solutions and correlate these with molar masses of solutes.• Explains abnormal colligative properties shown by some solutes in solutions	

April	<p>2. Electrochemistry</p> <p>3. Chemical Kinetics (page 61 to 70)</p>	<p>(LESSON 2)</p> <p>The student:</p> <ul style="list-style-type: none"> describes an electrochemical cell applies Nernst equation for calculating the emf of galvanic cell derives relation between standard potential of the cell and Gibbs Energy Defines resistivity, conductivity, molar conductivity of ionic solution Differentiates between Ionic and electronic conductivity can state Kohlrausch 's law and learn its applications. Describes the construction of primary and secondary batteries Explains the process of corrosion 	<p>(LESSON 3)</p> <p>The student :</p> <ul style="list-style-type: none"> defines the average as instantaneous rate of reaction expresses the rate of a reaction in terms of change in concentration of either the reactants or the products with time distinguishes between elementary and complex reactions. differentiates between the molecularity and order of the reaction. discusses the dependence of rate of reaction on concentration, temperature and catalyst
May	<p>3. Chemical Kinetics (page 71 to 88)</p>	<ul style="list-style-type: none"> derives integrated rate equation for the 0 and 1st order reactions determines the rate constant for zero and first order reaction describes collision theory 	
July	<p>6. Haloalkanes and Haloarenes</p> <p>7. Alcohols , Phenols and Ethers</p>	<p>Lesson 6</p> <p>The student :</p> <ul style="list-style-type: none"> names halo alkanes and Halo Arenes, according to IUPAC system. describes reactions involved in preparation of Haloalkanes and Haloarenes correlates the structures of halo alkanes and haloarenes with various types of reactions. uses stereochemistry as a tool for understanding the reaction mechanism. 	<p>Lesson 7</p> <p>The Student : :</p> <ul style="list-style-type: none"> names alcohols ,phenols and ethers, according to IUPAC system discusses the reactions involved in preparation of alcohols from alkenes aldehydes, ketones and carboxylic acids discusses the reactions involved in preparation of phenols from haloarenes benzene, sulphonic acid and diazonium salts. discusses the reactions for preparation of ethers from alcohols, alkyl halides and sodium alkoxides correlates physical properties of alcohols, phenols and ethers with their structures.

		<ul style="list-style-type: none"> appreciates the applications of organometallic compounds 	<ul style="list-style-type: none"> discusses the chemical reactions of the three classes of compounds on the basis of their functional groups
August	<p>8. Aldehydes , Ketones and Carboxylic acids</p> <p>10 Biomolecules</p>	<p>Lesson 8</p> <p>The Student :</p> <ul style="list-style-type: none"> writes the common and IUPAC names of aldehydes, ketones and carboxylic acids. writes the structure of the compounds containing functional groups, namely, carbonyl and carboxyl groups describes the important methods of preparation and reactions of these classes of compounds. explains the mechanism of a few selected reactions of aldehydes and ketones. understands the various factors affecting the acidity of carboxylic acids and their reactions. describes the uses of the three classes of compounds 	<p>Lesson 10</p> <p>The Student:</p> <ul style="list-style-type: none"> defines the biomolecules like carbohydrate proteins and nucleic acids. classifies carbohydrates proteins, nucleic acids and vitamins on the basis of their structures. explains the difference between DNA and RNA appreciates the role of biomolecules in biosystem
	9. Amines	<p>The Student :</p> <ul style="list-style-type: none"> describes Amines as derivatives of ammonia classifies amines as primary, secondary and tertiary. names the amines by IUPAC system. describes some of the important methods of preparation of Amines explains the properties of Amines, distinguishes between primary, secondary and tertiary Amines. describes the method of preparation of diazonium salts and their importance in the synthesis of series of aromatic compounds, including azo dyes 	

September	The d and f block elements	Lesson 4	Lesson 5
October	5. Coordination Compounds	<p>The Student :</p> <ul style="list-style-type: none"> learns the positions of d and f block elements in the periodic table. knows the electronic configurations of d and f block elements appreciates the relative stability of various oxidation states in terms of electropotential values. describes the preparation and structure and uses of d and f block elements. understand the general characteristics of d and f block elements and general horizontal and group trends in them describes the properties of lanthanoids and actinoids with respect to their configuration, oxidation, state and chemical behaviour. 	<p>The Student :</p> <ul style="list-style-type: none"> appreciates the postulates of Werner theory of coordination compounds. knows the meaning of the terms like coordination entity, central atom, ligand coordination number, coordination, polyhedron, oxidation number, homoleptic and heteroleptic, learns the rules of nomenclature of coordination compounds, writes the formulas and name of mononuclear coordination compounds, defines different type of isomerism in coordination compounds, understands the nature of bonding in coordination compounds in terms of valence and crystal field theory. Appreciate the importance of application of coordination compounds in day to day life

Note: The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Relevant NCERT textual material is enclosed for reference.

1. Surface Chemistry - Adsorption - physisorption and chemisorption, factors affecting adsorption of gases on solids, colloidal state distinction between true solutions, colloids and suspension; lyophilic, lyophobic properties of colloids; coagulation, emulsion - types of emulsions.

2. General Principles and Processes of Isolation of Elements - Principles and methods of extraction - concentration, oxidation, reduction - electrolytic method and refining

3. Polymers – Polymerisation, Homopolymers and copolymer with few examples

4. Chemistry in Everyday life - Chemicals in medicines - analgesics, tranquilizers antiseptics, disinfectants, antimicrobials, antifertility drugs, antibiotics, antacids, antihistamines.

4.Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	35
2	PT2	July/August	Pen paper Test	35

3	Half Yearly	September	Pen paper Test	70
4	PAT	November	Pen paper Test	70
5	Preboard	December	Pen paper Test	70
6.	Pre Board	January	Pen Paper Test	70
7.	Final Practicals	January	To be conducted as per CBSE notification	30
8.	Final Examination	February	To be conducted by CBSE	70

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

5. Project to be done by students as per the topics given by CBSE in their practical files and to be submitted **by 31st July.**

6. Practice Worksheets per chapter will be assigned.

7. Prescribed books:

NCERT CHEMISTRY PART 1 AND 2

NCERT EXAMPLER (Chemistry)

Road Map for Class XII ENGLISH

7. SUBJECT: ENGLISH

8. Objectives: The learners will be able

to speak English fluently and accurately in various social settings

to think in English.

to read with understanding.

to compose freely and independently in speech and writing.

To build greater confidence and proficiency in oral and written communication

To develop the ability and knowledge required in order to engage in independent reflection and inquiry

Equip learners with essential language skills to question and to articulate their point of view

To develop sensitivity towards, and appreciation for, other varieties of English like Indian English and the culture they reflect

To enable the learners to access knowledge and information through reference skills(consulting a dictionary/thesaurus, library, internet etc)

To develop curiosity and creativity through extensive reading

To facilitate self-learning to enable them to become independent learners

To review, organize and edit their own work and work done by peers

To write answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing

To speak about objects / events in the class / school environment and outside surroundings.

To communicate accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.)

To identify details, characters, main idea and sequence of ideas and events while reading.

9. Month wise division of syllabus

Sr. No.	Name of the Month	Name of the topic	Learning Outcomes: At the end of the teaching learning process, the learner
1.	March/April	# Reading Comprehension # Notice Writing # Invitations # Letter to the editor # The Last Lesson # My Mother at 66 # Lost Spring # The Third Level # Keeping Quiet	*responds to instructions/ announcements in school and acts accordingly •reads textual/ non textual materials in English, with comprehension •identifies details, characters, main idea and sequence of events while reading •communicates accurately using appropriate grammatical forms •writes short paragraph coherently in English with proper beginning, middle and end *reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. *writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing.
2.	May	# Article Writing # Deep Water # A Thing of Beauty # The Rattrap # The Tiger King # A Roadside Stand	*Communicates accurately using appropriate grammatical forms *Writes short paragraph coherently in English with proper beginning, middle and end with appropriate punctuation. *Uses correct and appropriate grammar structures by selecting relevant information from text and beyond to draft a piece of writing reads textual/ non textual materials in English, with comprehension •asks questions in different context and situation based on / beyond the text framing accurate sentences •writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing
3.	July	# Job Applications # Indigo # Poets and Pancakes # Journey to the End of the Earth	speaks about objects / events in the class / school environment and outside surroundings. *prepares a write up after seeking information in print / online, notice board, newspaper etc *writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing. *refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing.
4.	August	# Reading Comprehension # Report Writing # The Interview # Going Places # The Enemy	•reads a variety of texts for pleasure (extensive reading) •develops a skit (dialogues from a story) and story from dialogues. •speaks about objects / events in the class / school environment and outside surroundings •participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations •speaks short prepared speech in morning assembly

5.	September	#Aunt Jennifer's Tigers	engages in conversation in English with people from diverse backgrounds using appropriate vocabulary <ul style="list-style-type: none"> •writes answers to textual/ non textual questions after inference, draws character sketch,attempts extrapolative writing
6.	October	# On the Face of It # Memories of Childhood <ul style="list-style-type: none"> • The Cutting of My Long Hair • We Too are Human Beings # Invitations (Replies)	Uses polite expression to communicate <ul style="list-style-type: none"> •Narrates story/ real life experience in English •Reads,compares,contrasts,thinks, thinks critically and relates ideas to life •Frames answers accurately using appropriate grammatical forms •Writes a coherent and meaningful piece of text using appropriate vocabulary participates in grammar games and kinesthetic activities for language learning.

4.Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage*
1	PT1	May	Pen paper Test	40 / 35
2	PT2	July/August	Pen paper Test	40/35
3	Half Yearly	September	Pen paper Test	80/70
4	PT3	October/November	Pen paper Test	40/35
5	PT4 (PAT)	December	Pen paper Test	80/70
6.	Pre Board	January	Pen Paper Test	80/70
7.	Final Practicals	January & February	To be conducted as per CBSE notification	20/30
8.	Final Examination	February/March	To be conducted by CBSE	80/70

5.Syllabus:

PT1:

READING	WRITING	LITERATURE
# Reading Comprehension	# Notice Writing # Invitations # Letter to the editor # Article Writing	# The Last Lesson # My Mother at 66 # Lost Spring # Deep Water # The Third Level # Keeping Quiet # The Tiger King

PT2:

READING	WRITING	LITERATURE
# Reading Comprehension	# Invitations # Job Applications	# A Thing of Beauty # The Rattrap # Indigo # Poets and Pancakes # Journey to the End of the Earth # The Enemy

TERM 1:

READING	WRITING	LITERATURE
# Reading Comprehension	# Notice Writing # Invitations # Letter to the editor # Article Writing # Report Writing	# The Last Lesson # My Mother at 66 # Lost Spring # Deep Water # The Third Level # Keeping Quiet # A Thing of Beauty # Aunt Jennifer's Tigers # The Rattrap # The Tiger King # Indigo # Journey to the End of the Earth # The Enemy

PT3:

READING	WRITING	LITERATURE
# Reading Comprehension	# Invitations and Replies # Job Applications	# A Roadside Stand # The Interview 0.# Going Places # Poets and Pancakes # On the Face of It # Memories of Childhood • The Cutting of My Long Hair • We Too are Human Beings

PT4 (PAT):
Full Syllabus

INTERNAL ASSESSMENT:

Assessment of Listening Skills - 05 marks

Assessment of Speaking Skills - 05 Marks

Project Work - 10 Marks (ALS Project)

Rubric for Grading ALS Project:

Criteria	Performance Levels			
	4	3	2	1
Participation	Student participates fully and is always on task in class.	Student participates most of the time and is on task most of the time.	Student participates but wastes time regularly or is rarely on task.	Student does not participate, or the student wastes time or works on unrelated material.
Leadership	Student assumes a leadership role regularly and handles it well. Student helps to keep the group on topic.	Student shows leadership on more than one occasion.	Student led on one occasion or attempted to dominate group.	Student shows no evidence of leadership.
Listening	Student listens to others and obviously pays attention to what they have to say.	Student listens most of the time.	Student listens some of the time and seldom interrupts.	Student never listens to others or interrupts often.

Feedback	Student supplies constructive feedback most of the time.	Student supplies constructive feedback often.	Student supplies constructive feedback occasionally.	Student supplies no feedback or supplies destructive comments.
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RUBRIC for PARTICIPATION

	1	2	3	4
Behavior	<ul style="list-style-type: none"> Rarely on task Displays improper/ Inappropriate behavior Ignores rules and boundaries 	<ul style="list-style-type: none"> Sometimes on task Displays some age appropriate behavior Inconsistent observance of boundaries and rules 	<ul style="list-style-type: none"> Consistently on task Displays age appropriate behavior Respects boundaries and rules 	<ul style="list-style-type: none"> Always on task Often goes beyond expectations Displays mature behavior Exemplary adherence to rules
Preparedness	<ul style="list-style-type: none"> Does not bring materials to class Is not ready or willing to participate in classroom activities Does not complete assignments on a timely basis Consistently late getting to class 	<ul style="list-style-type: none"> Sometimes brings required materials to class Inconsistently completes assignments on a timely basis Frequently late getting to class 	<ul style="list-style-type: none"> Consistently brings required materials to class Consistently engages in daily classroom activities Completes assignments on a timely basis Rarely late 	<ul style="list-style-type: none"> Always prepared with required materials Always engages in daily classroom activities Exemplary effort displayed in completing assignments Always on time for class
Classroom Interaction	<ul style="list-style-type: none"> Rarely participates in classroom activities Unwilling to volunteer to answer questions, read aloud, etc Disrespectful /discourteous to classmates and or teacher 	<ul style="list-style-type: none"> Inconsistent participation in classroom activities Willing to answer questions and read aloud if called upon Does not always demonstrate respect for others 	<ul style="list-style-type: none"> Active participant in class activities Consistently volunteers to answer questions, read aloud, etc. Demonstrates respect for others 	<ul style="list-style-type: none"> Consistent leader of classroom activities who initiates without monopolizing floor Exhibits total respect for others
Attitude	<ul style="list-style-type: none"> Unwilling to display a positive attitude Resistant to feedback Unwilling to work with others Negative attitude towards classmates 	<ul style="list-style-type: none"> Displays inconsistent attitude Finds it difficult to work with others 	<ul style="list-style-type: none"> Displays positive attitude Open to positive feedback Willing to work with others Respects others' 	<ul style="list-style-type: none"> Displays consistent positive attitude Graciously accept feedback & use constructively Peer leader Respectful and mindful of others

RUBRIC for CREATIVITY

	Very Creative	Creative	Ordinary/Routine	Imitative
Variety of ideas and contexts	Ideas represent a startling variety of important concepts from different contexts or disciplines.	Ideas represent important concepts from different contexts or disciplines.	Ideas represent important concepts from the same or similar contexts or disciplines.	Ideas do not represent important concepts.
Variety of sources	Created product draws on a wide variety of sources, including different texts, media, resource persons, or personal experiences.	Created product draws on a variety of sources, including different texts, media, resource persons, or personal experiences.	Created product draws on a limited set of sources and media.	Created product draws on only one source or on sources that are not trustworthy or appropriate.
Combining ideas	Ideas are combined in original and surprising ways to solve a problem, address an issue, or make something new.	Ideas are combined in original ways to solve a problem, address an issue, or make something new.	Ideas are combined in ways that are derived from the thinking of others (for example, of the authors in sources consulted).	Ideas are copied or restated from the sources consulted.
Communicating something new	Created product is interesting, new, or helpful, making an original contribution that includes identifying a previously unknown problem, issue, or purpose.	Created product is interesting, new, or helpful, making an original contribution for its intended purpose (for example, solving a problem or addressing an issue).	Created product serves its intended purpose (for example, solving a problem or addressing an issue).	Created product does not serve its intended purpose (for example, solving a problem or addressing an issue).

6. Practice Worksheets per chapter will be assigned.

7. Prescribed books:

1. Flamingo: English Reader published by National Council of Education Research and Training, New Delhi
2. Vistas: Supplementary Reader published by National Council of Education Research and Training, New Delhi

ROADMAP TEMPLATE FOR CLASS XII

1. SUBJECT: MATHEMATICS

2. OBJECTIVES: TEACHING MATHEMATICS AT SENIOR SECONDARY LEVEL ARE TO HELP THE LEARNER TO:

- Consolidate the Mathematical knowledge and skills acquired at the middle stage.
- To develop positive ability to think, analyze and articulate logically.
- To acquaint students with different aspects of mathematics in daily life.
- To develop an interest in student to study Mathematics as a discipline.
- To develop necessary skills to work with modern technological devices and mathematical software.
- To develop reverence and respect towards great mathematicians for their contribution in the field of mathematics.

3. MONTH WISE DIVISION OF SYLLABUS:

Lesson Number	Name of the lesson	Month	Learning outcomes
2	Inverse Trigonometric functions	April	<p>1. Understanding the concept of inverse trigonometric functions such as arcsine (\sin^{-1}), arccosine (\cos^{-1}), and arctangent (\tan^{-1}).</p> <p>2. Being able to solve equations</p>

			<p>involving inverse trigonometric functions.</p> <p>3.Learning about the principal value branches and the ranges of inverse trigonometric functions.</p> <p>4.Applying inverse trigonometric functions to solve problems involving angles and lengths in triangles and other geometric figures.</p> <p>5.Understanding the properties and graphs of inverse trigonometric functions.</p>
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		<p>6.Solving real-world problems using inverse trigonometric functions, such as determining angles of elevation and depression, or solving navigation problems.</p> <p>1.Understanding the concepts of relations and functions.</p> <p>2. Identifying different types of relations such as reflexive, symmetric, transitive, and equivalence relations.</p> <p>3. Recognizing different</p>
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1	Relations and Functions	<p>types of functions such as one-to-one, onto, and inverse functions.</p> <p>4.Solving problems involving composition of functions.</p> <p>5.Understanding the concepts of domain, codomain, and range of functions.</p> <p>6.Applying the concept of relations and functions to solve real-world problems and mathematical modeling.</p> <p>7.Analyzing the properties of functions, such as injectivity, surjectivity,</p>
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			<p>and bijectivity.</p> <p>8. Understanding the concept of inverse functions and solving problems related to finding inverses.</p> <p>9. Applying the concepts of relations and functions in other areas of mathematics, such as calculus and algebra.</p> <p>10. Developing critical thinking skills through solving problems and proving theorems related to</p>
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			<ul style="list-style-type: none">•To learn about properties and operations related to determinants of matrices.•This includes understanding how to calculate determinants of square matrices using methods like expansion by minors or properties like row or column operations.•To explore properties such as scalar multiplication, addition, subtraction, and determinant of a product
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<p>3</p> <p>4</p>	<p>Matrices</p> <p>Determinants</p>		<p>of matrices.</p> <ul style="list-style-type: none"> •Understanding these concepts helps in solving systems of linear equations, finding the area of parallelograms/volumes, and more.
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5	Continuity and differentiability	May	1. Understanding the definitions of continuity and differentiability. 2. Identifying points of discontinuity and non-differentiability in functions. 3. Applying limit properties to determine continuity. 4. Applying derivative rules to find the derivative of a function. 5. Recognizing different types of functions that are continuous but not differentiable.
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			<p>6.Solving problems involving continuity and differentiability, such as optimization and related rates.</p> <p>7.Connecting the concepts of continuity and differentiability to real-world applications, such as physics, economics, and engineering.</p>
6	Application of derivatives	July	1. Students learn how to interpret derivatives as rates of change in various contexts, such as motion, economics, and biology.

7	Integration	<p>2. Learning how to use derivatives to find maximum and minimum values of functions, which has applications in economics, engineering, and physics.</p> <p>3. Developing the ability to analyze and sketch graphs of functions using information from their derivatives, such as critical points, intervals of increase and decrease, and concavity.</p> <p>4. Learning how to solve problems involving the rates of change of related</p>
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		<p>quantities, such as the changing area of a rectangle as its dimensions change.</p> <p>1. Understanding the concept of integration as the reverse process of differentiation.</p> <p>2. Mastery of various integration techniques such as substitution, integration by parts, partial fractions, trigonometric integrals, and integration of rational functions.</p> <p>3. Application of integration to compute areas under</p>
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			<p>curves, volumes of revolution, lengths of curves, and other geometric problems.</p>
8	<p>Application of integration</p>	<p>August</p>	<p>1. Application of integration to compute areas under curves, volumes of revolution, lengths of curves, and other geometric problems.</p> <p>2. Developing problem-solving skills through a variety of challenging exercises and applications of integration in real-life scenarios.</p>
9	<p>Differential equation</p>		<p>1. Understanding the</p>

12	Linear programming	<p>concept of a differential equation and its applications in modeling real-world phenomena.</p> <p>2.Learning to classify differential equations based on their order and degree.</p> <p>3.Mastering techniques for solving various types of first-order and second-order ordinary differential equations (ODEs).</p> <p>4.Exploring methods such as separation of variables, integrating factors, and substitution to solve</p>
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		<p>different types of differential equations.</p> <p>1. Understanding the concept of linear programming and its applications in real-life situations, such as resource allocation, production planning, and transportation problems.</p> <p>2. Ability to formulate linear programming problems from given scenarios by identifying decision variables, objective function, and constraints.</p>
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		<p>3.Mastery of graphical method to solve two-variable linear programming problems by plotting constraints and finding feasible regions.</p> <p>4.Proficiency in solving linear programming problems using the simplex method for more complex scenarios with multiple variables.</p> <p>5.Interpretation of solutions, including identifying optimal solutions, feasible regions, and sensitivity analysis to</p>
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			<p>understand the impact of changes in coefficients or constraints.</p> <p>6.Application of linear programming techniques to solve practical problems involving optimization, such as maximizing profit, minimizing costs, or maximizing resource utilization.</p>
10	Vector algebra	October	<p>1.Understanding the concept of vectors and scalars.</p> <p>2.Differentiating between position vectors, displacement</p>

			<p>vectors, and other types of vectors.</p> <p>3.Learning vector addition, subtraction, scalar multiplication , and their geometric interpretations.</p> <p>4.Studying properties of vectors such as commutativity, associativity, distributivity, and scalar multiplication .</p> <p>5.Exploring vector algebra, including the dot product (scalar product) and the cross product</p>
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11	Three dimensional geometry	<p>(vector product).</p> <p>6. Applying vectors in various mathematical and physical contexts, such as geometry, physics, and engineering.</p> <p>1. Understanding the concept of vectors and vector operations in three dimensions.</p> <p>2. Mastering the equations of lines and planes in space, including point-normal, intercept, and vector forms.</p> <p>3. Solving problems involving distances,</p>
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		<p>angles, and intersections of lines and planes.</p> <p>4.Applying vector algebra to solve problems related to geometric figures such as triangles, tetrahedrons, and parallelepipeds.</p> <p>5.Developing visualization skills to interpret and manipulate three-dimensional objects in space.</p> <p>6.Applying three-dimensional geometry concepts to real-world problems in physics,</p>
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			engineering, and other
13	Probability	November	<p>1. Understanding basic concepts such as sample space, events, and probability.</p> <p>2. Ability to calculate probabilities of simple and compound events using classical, relative frequency, and subjective methods.</p> <p>3. Applying permutations and combinations to solve probability problems.</p> <p>4. Understanding the concept of random variables and</p>

			<p>probability distributions.</p> <p>5.Ability to calculate mean, variance, and standard deviation for discrete and continuous random variables.</p> <p>6.Applying probability distributions like binomial, Poisson, and normal distributions to real-life scenarios.</p> <p>7.Solving problems involving conditional probability and independence of events.</p> <p>8.Understanding the concept of Bayes' theorem and</p>
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			its applications.
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4.Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	40
2	PT2	July/August	Pen paper Test	40
3	Half YEARLY	September	Pen paper Test	80
4	PAT	November	Pen paper Test	40
5	PREBOARD	December	Pen paper Test	80
6	PREFINAL	January	Pen paper Test	80
7	Final	February/March	Pen paper test	80

SYLLABUS FOR PERIODIC TEST 1 (40 marks)

Chapter1. Relation and Function

Chapter 2. Inverse Trigonometric Function

chapter 3 Matrices

chapter 4 Determinants

chapter 5 Continuity and differentiability

SYLLABUS FOR PERIODIC TEST 2

(40 MARKS)

Chapter 5 Continuity and differentiability

Chapter 6 Application of derivatives

chapter 7 Indefinite integration(ex 7.1 to 7.7)

SYLLABUS FOR HALF YEARLY EXAM

(80 MARKS)

Chapter 1 Relation and Function

Chapter 2 Inverse Trigonometryic functions

Chapter 3 Matrices

Chapter 4 Determinants

Chapter 5 Continuity and differentiability

Chapter 6 Application of derivatives

chapter 7 Integration

Chapter 8 Application of integration

Chapter 9 Differential Equation

Chapter 12 Linear Programming

(OCTOBER/NOVEMBER)

Chapter 10 Vector algebra

Chapter 11 3 Dimensional geometry

Chapter 13 Probability

SYLLABUS FOR PAT , PREBOARD AND PREFINAL

(80 MARKS)

COMPLETE SYLLABUS

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

5. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Mode of Assessment	Weightage
1	Periodic Tests (best 2 out of 3 tests conducted)	Pen paper Test	10
2	Mathematics activities (for activities NCERT lab manual may be referred)	Assessment through project work and Viva	10

6. CRAB Worksheets per chapter will be assigned.

7. Prescribed books: R. D. SHARMA, NCERT EXEMPLAR

Road Map for Class XI

10. Subject: Accountancy

11.Objectives

1. Understanding the concept and theory base of accountancy & book- keeping
2. To appreciate the need & importance of source documents & vouchers.
3. Maintenance of records of business transactions
4. Understanding and application of accounting concepts & conventions
5. Calculation of profit & loss
6. Depiction of financial position
7. Providing accounting information to its users
8. Accounting for incomplete records
9. Understanding the role & importance of computers in accounting
10. To develop understanding about Accounting Information System (AIS) & Management Information System (MIS) and relation between them.

12.Month wise division of syllabus along with Learning Outcomes

Lesson No.	Name of the lesson	Learning Outcomes	Month
Unit 1 L 1 L 2	Introduction to Accounting Theory base of Accounting	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • describe the meaning, significance, objectives, advantages and limitations of accounting in the modern economic environment with varied types of business and non-business economic entities. • identify / recognise the individual(s) and entities that use accounting information for serving their needs of decision making. • explain the various terms used in accounting and differentiate between different related terms like current and non-current, capital and revenue. • differentiate among income, profits, and gains. • state the meaning of fundamental accounting assumptions and their relevance in accounting. • describe the meaning of accounting assumptions and the situation in which an assumption is applied during the accounting process. • explain the meaning, applicability, objectives, 	April

<p>Unit 2</p> <p>L 3</p> <p>L 4</p> <p>L 5</p> <p>L 5</p> <p>L 6</p> <p>L 7</p> <p>L 8</p> <p>L 9</p>	<p>Accounting Equations</p> <p>Source Documents & Vouchers</p> <p>Journal</p> <p>Journal (contd.)</p> <p>Cash Book</p> <p>Subsidiary Books</p> <p>Ledger</p> <p>Bank Reconciliation Statement</p>	<p>advantages and limitations of accounting standards.</p> <p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • explain the concept of accounting equation and appreciate that every transaction affects either both the sides of the equation or a positive effect on one item and a negative effect on another item on the same side of accounting equation. • explain the effect of a transaction (increase or decrease) on the assets, liabilities, capital, revenue and expenses. • appreciate that based on source documents, accounting vouchers are prepared for recording transaction in the books of accounts. • develop the understanding of recording transactions in journal and the skill of calculating GST. • explain the purpose of maintaining a Cash Book and develop the skill of preparing the format of different types of cash books and the method of recording cash transactions in Cash book. • describe the method of recording transactions other than cash transactions as per their nature in different subsidiary books . • appreciate that for ascertaining the position of individual accounts, transactions are posted from subsidiary books and journal proper into the concerned accounts in the ledger and develop the skill of ledger posting. • appreciate that at times bank balance as indicated by cash book is different from the bank balance as shown by the pass book / bank statement and to reconcile both the balances, bank reconciliation statement is prepared. • develop understanding of preparing bank reconciliation statement. • explain the necessity of providing depreciation and develop the skill of using different methods 	<p>May</p> <p>July</p> <p>August</p>
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L 10	Depreciation	<p>for computing depreciation.</p> <ul style="list-style-type: none"> • Providing depreciation directly or by creating provision for depreciation or by creating asset disposal account. • appreciate the need for creating reserves and also making provisions for events which may belong to the current year but may happen in the next year. 	October
L 11	Provisions & Reserves	<ul style="list-style-type: none"> • state the need and objectives of preparing trial balance and develop the skill of preparing trial balance. • appreciate that errors may be committed during the process of accounting. • understand the meaning of different types of errors and their effect on trial balance. 	
L 12	Trial Balance	<ul style="list-style-type: none"> • develop the skill of identification and location of errors and their rectification and preparation of suspense account. 	November
L 13	Rectification of Errors	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of financial statements the purpose of preparing financial statements. • state the meaning of gross profit, operating profit and net profit and develop the skill of preparing trading and profit and loss account. • explain the need for preparing balance sheet. • understand the technique of grouping and marshalling of assets and liabilities. • appreciate that there may be certain items other than those shown in trial balance which may need adjustments while preparing financial statements. • develop the understanding and skill to do adjustments for items and their presentation in financial statements like depreciation, closing stock, provisions, abnormal loss etc. • develop the skill of preparation of trading and profit and loss account and balance sheet. 	
Unit 3 L14	Financial Statements		December
L 15	Financial Statements- with Adjustments	<p>Features, reasons and limitations.</p> <ul style="list-style-type: none"> • Ascertainment of Profit/Loss by Statement of Affairs method. 	

L 16	Accounts from Incomplete Records		January
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4. Scheme of assessment & weightage:

S. No.	Exam	Assessment Month	Mode of Assessment	Weightage
1	PT 1	May	Pen paper Test	20
2	PT 2	August	Pen paper Test	20
3	Half Yearly	September	Pen paper Test	80
4	PT 3	October/November	Pen paper Test	20
5	Unit Test	December	Pen paper Test	40
6	Final Project	January	As per CBSE instructions	20
7	Final Examination	February/ March as per notification from DAVCAE	Pen paper Test	80

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTS, HOTs questions of 1-, 3-, 4- & 6-marks weightage

5. Project Work: Students must prepare a project file on any one of the topics given below:

* Collection of source documents, preparation of vouchers, recording of transactions with the help of vouchers.

* Preparation of Bank Reconciliation Statement with the given cash book and the pass book with 20-25 transactions.

* Comprehensive project of any sole proprietorship business. This may state with journal entries and their ledgering, preparation of trial balance and Trading & Profit & Loss Account and Balance Sheet.

Allocation of marks:

- Initiative, cooperativeness and participation- 2 marks
- Creativity in presentation- 2 marks
- Content, Observation and Research work- 4 marks
- Analysis of situations- 4 marks
- Viva voce- 8 marks

RUBRICS: Project Work

Assessment Parameter	Excellent (18-20 marks)	Competent (13-17 marks)	Needs Improvement (8- 12 marks)
<ul style="list-style-type: none"> • Initiative, cooperativeness and participation • Creativity in presentation • Content, Observation and Research work • Analysis of situations • Viva voce 	<p>Student shows the initiative by selecting the topic for his/ her project. Helps fellow students in every stage of project assignment and fully participate in each stage of completing the project file diligently.</p> <p>The project work is the original work of the student. The information is presented in correct format and with bar diagrams, pie charts etc.</p> <p>The project content is relevant and research and observations made by the student is excellent</p> <p>The analysis drawn on the research conducted is perfectly understood and effectively communicated. The student is able to answer all the questions correctly.</p>	<p>Student shows the initiative by selecting the topic for his/ her project. Helps fellow students in every stage of project assignment and fully participate in each stage of completing the project file diligently.</p> <p>The project work is planned & executed by the student with an effective presentation.</p> <p>The content is relevant and research and observations made by the student is competent.</p> <p>The analysis drawn is correct but few key areas might be missing while communicating in the report. The student is able to answer almost all the questions but may lack</p>	<p>Student shows the initiative by selecting the topic for his/ her project. Helps fellow students in every stage of project assignment and fully participate in each stage of completing the project file.</p> <p>The project work is presented as per the guidelines but lacks creativity.</p> <p>The content is relevant and the research and observations made by the student needs improvement.</p> <p>There is a gap in analysis of situation done by the student and his/ her research work.</p> <p>The student is not able to answer the questions either satisfactory or correctly.</p>

		confidence in a few questions.	
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6. Number of Worksheets planned per chapter: One worksheet per chapter.

7. Prescribed Book: Double Entry Bookkeeping by DK Goel

HANSRAJ PUBLIC SCHOOL
ROADMAP – POLITICAL SCIENCE

CLASS XII

MONTH – APRIL

CHAPTER 1 – THE END OF BIPOLARITY

CHAPTER 2 – CONTEMPORARY CENTRES OF POWER

CHAPTER 3 – CONTEMPORARY SOUTH ASIA

CHAPTER 4 – INTERNATIONAL ORGANISATIONS

CHAPTER 5 – SECURITY IN CONTEMPORARY WORLD

MONTH – MAY

CHAPTER 6 – ENVIRONMENT AND NATURAL RESOURCES

CHAPTER 7 – GLOBALISATION

(PART B)

CHAPTER 1 – CHALLENGES OF NATION BUILDING

CHAPTER 2 – ERA OF ONE-PARTY DOMINANCE

MONTH – JULY

CHAPTER 3 – POLITICS OF PLANNED DEVELOPMENT

CHAPTER 4 – INDIA'S EXTERNAL RELATIONS

CHAPTER 5 – CHALLENGES TO, RESTORATION OF CONGRESS
SYSTEM

MONTH – AUGUST

CHAPTER 6 – CRISIS OF DEMOCRATIC ORDER

CHAPTER 7 – REGIONAL ASPIRATIONS

MONTH – OCTOBER

CHAPTER 8 – RECENT DEVELOPMENTS IN INDIA

ROADMAP TEMPLATE FOR CLASS 12th

1. Subject: Physical Education Class XII (2026-2027)

2. Objectives

PE is “to educate students through physical activities”. It aims to develop students’ physical competence and knowledge of movement and safety.

1. To understand the meaning of physical education and understand the value of physical education and its relationship to a healthy, active lifestyle.
2. Develop motor skills, acquire necessary knowledge through physical activities.
3. Acquire good health, physical fitness and bodily coordination through participating regularly in physical activity.
4. Helps them to understand the importance of yoga and knowledge of how to lead a healthy living and how to improve our concentration, creativity.
5. Promote desirable moral behaviours, cooperation in communal life, ability to make decisions, and the appreciation of aesthetic movement.
6. Helps to develop Sports-related Values and Attitudes.
7. Promote leadership qualities.

3. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month	Learning out comes
1	Management of Sporting Events	March	<ul style="list-style-type: none">• Functions of Sports Events Management• Various Committees & their Responsibilities• Fixtures and their Procedures - Knock-Out, League and Combination tournaments• Intramural & Extramural tournaments• Community sports program
2	Children & Women in Sports	April	<ul style="list-style-type: none">• Exercise guidelines of WHO for different age groups• Common Postural Deformities• Women's participation in Sports - Physical, Psychological and social benefits• Special considerations• Female Athletes Triad
3	Yoga as Preventive Measure for lifestyle disease	May	<ul style="list-style-type: none">• Obesity• Diabetes• Asthma• Hypertension• Back Pain and Arthritis

4	Physical Education & Sports for CWSN (Children With Special Needs - Divyang)	May	<ul style="list-style-type: none"> • Organizations promoting Disability Sports • Concept of Classification and Divisioning in Sports • Concept of Inclusion in sports, its need and Implementation • Advantages of Physical Activities for children with special needs • Strategies to make Physical Activities accessible for children with special needs
5	Sports & nutrition	July	<ul style="list-style-type: none"> • Concept of balanced diet and nutrition • Macro and Micro Nutrients • Nutritive and Non-Nutritive Components of Diet • Eating for Weight control • Importance of Diet in Sports
6	Test & Measurement in Sports	August	<ul style="list-style-type: none"> • Fitness Test - SAI Khelo India Fitness Test in school • Measurement of Cardio Vascular Fitness - Harvard Step Test - • Computing Basal Metabolic Rate (BMR) • Rikli and Jones - Senior Citizen Fitness Test • Johnson - Metheny Test of Motor Educability
7	Physiology & Injuries in Sports	August	<ul style="list-style-type: none"> • Physiological factors determining components of Physical Fitness • Effect of exercise on the Muscular System • Effect of exercise on the Cardio Respiratory System • Physiological changes due to ageing • Sports Injuries
8	Biomechanics and sports	September	<ul style="list-style-type: none"> • Newton's Laws of Motion and its application in sports • Types of Lever and their application in Sports • Equilibrium - Dynamic and Static and Centre of Gravity and its application in sports • Friction and Sports

			<ul style="list-style-type: none"> • Projectile in Sports
9	Psychology & sports	October	<ul style="list-style-type: none"> • Personality; its definition and types • Motivation, its types & techniques • Exercise Adherence : Reasons, Benefits & Strategies for Enhancing it • Meaning, Concept and Types of Aggressions in Sports • Psychological Attributes in Sports - Self Esteem, Mental Imagery, Self Talk, Goal Setting
10	Training in Sports	October	<ul style="list-style-type: none"> • Concept of Talent Identification and Talent Development in Sports • Introduction to Sports Training Cycle - Micro, Meso, Macro Cycle • Types and Methods to Develop - Strength, Endurance and Speed • Types and Methods to Develop - Flexibility and Coordinative Ability • Circuit Training - Introduction & its importance

4. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage*
1	PT1	May	Pen paper Test	40 / 35
2	PT2	July/August	Pen paper Test	40/35
3	Half Yearly	September	Pen paper Test	80/70
4	PT3	October/November	Pen paper Test	40/35
5	PT4 (PAT)	December	Pen paper Test	80/70
6.	Pre-Board	January	Pen Paper Test	80/70
7.	Final Practical's	January & February	To be conducted as per CBSE notification	20/30
8.	Final Examination	February/March	To be conducted by CBSE	80/70

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3,4 & 5 marks weightage

*** Please keep/ change the weightage as per bifurcation of theory and practical/ project/ IA marks**

5. PRACTICAL

SN	PRACTICAL NAME	MARKS
1	Physical Fitness Test	6
2	Proficiency in Games and Sports (Skill of any one Game of choice from the given list*)	7
3	Yogic Practices	7
4	Record File **	5
5	Viva Voce (Health/ Games & Sports/ Yoga)	5
	Total	30

6. Prescribed Books:

- **SP Publisher**
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7. Suggested Books (If Applicable)

- **RP publishers**
- **Vishwash publisher**

1. OBJECTIVES:

- 1) Develop proficiency in Hindustani vocal music performance
- 2) Understand theoretical concepts of ragas, tala, and musical terminology
- 3) Enhance ability to perform prescribed ragas with improvisation (alap, taan, etc.)
- 4) Develop rhythmic accuracy and voice culture
- 5) Build appreciation of Indian classical music heritage
- 6) Prepare students for practical and theoretical board examinations

2. COURSE STRUCTURE:

Component	Description
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Theory	Raga theory, tala system, notation, history of Indian music
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Practical	Performance of prescribed ragas, taalās, and musical compositions
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Viva Voce	Oral testing of theoretical and practical knowledge
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Performance Skills	Alap, bandish, taan, laya control, and presentation
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3. MONTH-WISE SYLLABUS & LEARNING OUTCOMES:

Month	Syllabus Topics	✓ Learning Outcomes:
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April: Introduction + revision of Class XI basics

✓Strengthen swara and thaat foundation

May: Introduction to prescribed ragas: Raga Bhairav

✓Understand structure, aroh-avroh, and mood of Raga Bhairav

June: Tala system + basic bandish practice in Bhairav

✓Develop rhythm control and basic presentation

July: Introduction to Raga Bageshri

✓Learn emotional expression (shringar rasa) and bandish rendering

August: Alap and taan development in Bageshri

✓Improve improvisation and melodic expansion


September: Mid-term revision of Bhairav & Bageshri

✓Strengthen performance continuity

October: Introduction to Raga Malkauns

✓Develop control over komal swaras and meditative mood

November: Advanced practice of Malkauns + taan patterns



✓Improve depth, tonal stability, and slow elaboration

December: Full syllabus revision (all ragas + theory)

✓Build confidence for performance exam

January: Mock practical + viva practice

✓Refine presentation and exam readiness

February: Final polishing of ragas & compositions

✓Improve accuracy and expression

March: Board exam preparation

✓Ensure complete syllabus readiness.

4. SCHEME OF ASSESSMENT & WEIGHTAGE (CBSE):

Component	Marks
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Theory Paper	30 Marks
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Practical Exam (Vocal Performance)	70 Marks
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Total	100 Marks
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5. PAPER PATTERN (THEORY – 30 MARKS):

Section	Marks
Section A (Very Short Answer Questions)	1 mark each 6–8 Marks
Section B (Short Answer Questions)	2 marks each 8–10 Marks
Section C (Long Answer Questions)	6 marks each 12–16 Marks

6. PRACTICAL EXAM (70 MARKS):

Component	Description	Marks
Raga Performance	Prescribed ragas with alap, bandish, taan	30
Tala Performance	Demonstration of tala (taali-khaali, layakari)	10
Viva Voce	Questions on theory and practical knowledge	10
Sight Singing / Notation	Reading or writing simple notation	10
Voice Culture / Presentation	Overall tonal quality & expression	10

7. SUGGESTIVE TOPICS FOR PROJECTS (CLASS XI – FOUNDATION LEVEL):

S.No Project Topics

- 1. Biography and contribution of a classical vocalist (e.g., Pandit Bhimsen Joshi)
- 2. Study of Hindustani music gharanas
- 3. Comparison of Hindustani and Carnatic music

- 4. Detailed study of a raga (structure, aroh-avroh, pakad)
- 5. Role of tala in Indian classical music
- 6. Musical instruments used in accompaniment
- 7. Evolution of Indian classical music
- 8. Contribution of modern Indian vocalists

8. PRESCRIBED BOOKS:

S.No Book Name

1. CBSE Hindustani Music (Vocal) – Class XII Textbook
2. Practical Workbook (as prescribed by CBSE/School)
3. Reference: Raga theory and Tala system books by NCERT/CBSE guidelines
4. Notation system books (Bhatkhande notation system recommended)