

ANNUAL CURRICULAM PEDAGOGICAL PLAN

ARMY PUBLIC SCHOOL, BARRACKPORE

CURRICULUM PLANNER FOR 2024-25

CLASS-XII

SUBJECT- ACCOUNTANCY (TENTITIVE)

Chapter No.	Chapter Name	Monthly split up syllabi	Activities	No Of Periods	Learning Outcome	Assessment
1	Accounting for analysis of firms: 1.Head & Sub Head 2.Comparative & Common size Statement 3. Ratio Analysis 4. Cash Flow Statement	Apr-May	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning.	6	<p>1. To enable the learners to State the meaning of Financial analysis tools.</p> <p>2. Describe different types of partners, sanctify the characteristic features of partnership and the Contents of Ratio Analysis.</p> <p>3. Differentiate between Common & comparative analysis, outline the process and develop the understanding of preparation of Profit and Loss Account & Balance Sheets .</p> <p>4. Develop the understanding of making Heads and subheads. State the meaning, nature and factors affecting goodwill develop the understanding of concept of CFS.</p>	Class Test
2	Accounting for analysis of firms: 01.Cash Flow Statement	May	Pedagogical practice is informed by data and aligned to the learning needs and goals of individual students at certain year levels	6	<p>1. To enable the learners to State the meaning of Financial analysis tools.</p> <p>2. Describe different types of partners, sanctify the characteristic features of partnership and the Contents of Ratio Analysis.</p> <p>3. Differentiate between Common & comparative analysis, outline the process and develop the understanding of preparation of Profit and Loss Account & Balance Sheets.</p> <p>4. Develop the understanding of making Heads and subheads. State the meaning, nature and factors affecting goodwill develop the understanding of concept of CFS.</p>	Objective Test

ARMY PUBLIC SCHOOL BARRACKPORE

CLASS: XII

SUBJECT-: APPLIED MATHEMATICS

SUBJECT CODE :241

SESSION :2024-25

Chapter To be taught in the month of April and May

1. Probability Distribution
2. Inferential Statistics
3. Time Based Data

ANNUAL CURRICULAM PEDAGOGICAL PLAN
ARMY PUBLIC SCHOOL, BARRACKPORE
DEPARTMENT OF SCIENCE
CURRICULUM PLANNER FOR 2024-25
CLASS-XII
SUBJECT- BIOLOGY

ESSENCE OF NCF:

1. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.
2. To maintain and refine support systems for enhancing school functions and student success.
3. To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the school community.
4. To maintain a strong commitment to excellence through professional development.
5. To seek resources to support the school mission.
6. To distribute resources in a manner those are productive, efficient and consistent with the school mission.
7. To inculcate a deep-rooted respect in students for the environment, people and resources.
8. To support the school commitment to expand access, equity, diversity, and enrolment.
9. To provide leadership in cultural and economic development in the school's service area.
10. To seek out and cultivate beneficial Peer learning.

Chapter No.	Chapter Name	Monthly split up syllabi	Activities	No Of Periods	Learning Outcome LWiBA -----	Assessment
1	Chapter-2, Sexual reproduction in flowering plants	April	To prepare and study the slide of pollen grain germination	12	To recognize and demonstrate a flower Structure To understand and analyse the events of sexual reproduction in angiosperms. To classify and differentiate the types & process of pollination To enumerate the steps of embryo and fruit formation.	Class assessment and objective test
2.	Chapter-3, Human Reproduction	April-May	To observe the slides of human testis, ovary, blastula, various stages in mitosis and meiosis	15	To identify and analyse the structure & function of male & female reproductive organs, To Infer the effect of hormones for the changes in human after puberty.	Class assessment and objective test

					<p>To realize the role of hormones in regulating the process of spermatogenesis and oogenesis which helps in gamete formation, fertilization and implantation.</p> <p>To enumerate the steps of gametogenesis.</p> <p>To describe the events of fertilization and embryo Development</p>	
3.	Chapter-4, Reproductive Health	April-May		4	<p>To interpret RCH</p> <p>To Create awareness regarding various sexually transmitted diseases</p> <p>To educate and make others aware of Amniocentesis</p> <p>To be aware of different Assisted reproductive technologies, their pros and cons.</p> <p>To enumerate the applications of Assisted Reproduction Technologies which assist infertile couples to have children.</p> <p>To develop awareness to overcome population explosion and related problems.</p>	<p>Class assessment and objective test</p> <p>&</p> <p>Revision test or Summative assessment</p>

ANNUAL CURRICULAM PEDAGOGICAL PLAN
ARMY PUBLIC SCHOOL, BARRACKPORE

CURRICULUM PLANNER FOR 2024-25

CLASS-XII

SUBJECT- BUSINESS STUDIES (TENTITIVE)

Chapter No.	Chapter Name	Monthly split up syllabi	Activities	No Of Periods	Learning Outcome	Assessment
1	Nature and Significance of Management	Apr-May	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning.	10	1. Understand the concept of management. 2. Understand the role of top, middle and lower levels of management 3. Discuss the concept and characteristics of coordination. 4. Explain the meaning of 'Effectiveness and Efficiency. 5. Discuss the objectives of management. 6. Describe the importance of management. 7. Examine the nature of management as a science, art and profession. 8. Explain the concept importance of coordination. 9. Explain the functions of management	Class Test/ Project work
2	Principles of Management	May	Pedagogical practice is informed by data and aligned to the learning needs and goals of individual students at certain year levels	09	1. Understand the concept and importance of Principles of Management. 2. Describe the management Principles of Henry Fayol. 3. State the Scientific Principles by F. W. Taylor. 4. Explain the comparative and complementary relation between Fayol's and Taylor's principles.	Objective Test

ANNUAL CURRICULUM PEDAGOGICAL PLAN
ARMY PUBLIC SCHOOL, BARRACKPORE
DEPARTMENT OF SCIENCE
CURRICULUM PLANNER FOR 2024-25
CLASS-XII
SUBJECT- CHEMISTRY

ESSENCE OF NCF:

1. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.
2. To maintain and refine support systems for enhancing school functions and student success.
3. To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the school community.
4. To maintain a strong commitment to excellence through professional development.
5. To seek resources to support the school mission.
6. To distribute resources in a manner those are productive, efficient and consistent with the school mission.
7. To inculcate a deep-rooted respect in students for the environment, people and resources.
8. To support the school commitment to expand access, equity, diversity, and enrolment.
9. To provide leadership in cultural and economic development in the school's service area.
10. To seek out and cultivate beneficial Peer learning.

Unit No.	Unit Name	Monthly split up syllabi	Activities	No Of Periods	Learning Outcome LWiBAT	Assessment
1.	SOLUTIONS	April	1.To prepare different types of solutions 2. Analysis and framing of plots for ideal and non ideal solutions.	10	Recognize types of solutions Estimate molecular mass	Worksheets and Google forms

2.	ELECTROCHEMISTRY	April	<p>CWSN: Learners will study from formula charts and write them separately</p> <ol style="list-style-type: none"> 1. Construction of Daniel Cell 2. Solving numericals <p>CWSN: Learners will study from video explanation and Quick Formula Charts</p>	10	<p>using formulas of colligative properties.</p> <p>Differentiate between ideal and non ideal solutions</p> <p>Construct Daniel Cell and analyse function of salt bridge</p> <p>State Faraday's laws of electrolysis</p> <p>Solve numericals</p>	<p>Board assessment (Group assignment on board)</p> <p>Numerical sheets</p> <p>Google forms assessment</p>
3.	HALOALKANES AND HALOARENES	May- June	<p>Making flowcharts & Preparation charts.</p> <p>Reaction Maps</p> <p>CWSN: Learners will study from Route Maps And preparation Quick Access Cards</p>	14	<p>Classify Haloalkanes and Haloarenes as primary, secondary, tertiary, aryl, vinylic, allylic</p> <p>Predict methods of preparation</p> <p>Frame Concept Maps and Blend concepts (AIL)</p> <p>Compare and correlate properties</p> <p>Construct reaction</p>	<p>Class assessment and objective test</p> <p>(MCQs and Assertion - Reasoning types)</p>

					mechanism and analyse.	
--	--	--	--	--	-----------------------------------	--

ANNUAL CURRICULAM PEDAGOGICAL PLAN

ARMY PUBLIC SCHOOL, BARRACKPORE

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM PLANNER FOR 2024-25

CLASS: XII

SUBJECT: COMPUTER SCIENCE (083) (TENTATIVE)

Chapter Name	Monthly Split up Syllabi	Activities	No. of Periods	Learning Outcome	Assessment
User Defined Functions	March Middle To March End	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning. Learners will be: 1. Writing User defined function to formulate a program.	10	After going through this unit the students will be able to: <ul style="list-style-type: none">• Understand the importance of Library functions and their applications.• Use of functions with the key concept of $f(x)=2x+6$• Identify the core components of functions.• Understanding the anatomy of a function.• Distinguish between Formal and Actual Parameter.• Define and call functions.• Understand the use of a catching variable.	Learners will be accessed by: 1. Providing the Output to solve with sample dry-run. 2. Formulation of programs through user defined functions.
	April Mid	2. Using dry-run technique to solve outputs. 3. Shown working mechanism of functions through PPT 4. Provided worksheet to solve comprising of programs and outputs.	6	After going through this unit the students will be able to: <ul style="list-style-type: none">• Understand the concept of scope of variables.• Identify the use of global keyword.• Understand the different types of arguments with their application.• Differentiate between Pass By Value & Reference.• Solving Outputs using global keyword.	Learners will be accessed by conducting Class Test.
				After going through this unit the students will be able to: <ul style="list-style-type: none">• Understand the different techniques of importing modules.	

<p>Python Modules</p>	<p>April 3rd Week</p>	<p>Learners will be taught: Creating User defined modules and importing in the program</p>	<p>3</p>	<ul style="list-style-type: none"> • Know the use of different library functions and their associated modules. • Comprehend the key-concept of LEGB rules and its application. • Apply the concepts of Package. 	<p>Learners will be accessed by:</p> <ol style="list-style-type: none"> 1. Proding questions on debugging through modules. 2. Creating and importing User defined modules.
<p>Exception Handling in Python</p>	<p>April End and May 1st Week</p>	<p>Learners will be taught-</p> <ol style="list-style-type: none"> 1. Handling multiple exceptions using multiple except blocks. 2. Taking appropriate decision using basic logic of building blocks of python. 3. Demonstrating different types of exceptions and the situation in which they occur. 	<p>7</p>	<p>After going through this unit the students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the concept of Runtime error through Exception Handling. • Identify the different types of Exceptions and their application. • Understand the use and syntax of try-except block. • Know the significance of finally block. • Understand the advantages of Exception Handling 	<p>Learners will be accessed by:</p> <ol style="list-style-type: none"> 1. Providing erroneous situation and asking them to identify the type of exception. 2. Providing sample code and asking them to solve output.

ANNUAL CURRICULAM PEDAGOGICAL PLAN
ARMY PUBLIC SCHOOL, BARRACKPORE
CURRICULUM PLANNER FOR 2024-25
CLASS-XII
SUBJECT- ECONOMICS (TENTITIVE)

Chapter No.	Chapter Name	Monthly split up syllabi	Activities	No. of Periods	Learning Outcome	Assessment
1	Macro Economics:- National Income and its related aggregates.	April- May	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning	30	Learners will be able to know the various basic aggregates related to National Income and understand the computation of different aggregates using formula.	Class Test

ANNUAL CURRICULUM & PEDAGOGICAL PLAN
ARMY PUBLIC SCHOOL BARRACKPORE
DEPARTMENT OF ENGLISH
CURRICULUM PLANNER FOR 2024-25
CLASS-XII
English Core (CODE-301)

ESSENCE OF NCF:

- 1.To provide excellence in teaching, student engagement, and adapt the curriculum to meet the needs of the community.
- 2.To maintain and refine support systems for enhancing school functions and students' success.
- 3.To provide appropriate facilities and a quality and productive work, study, and learning environment aimed at engaging the school community.
- 4.To maintain a strong commitment to excellence through professional development.
- 5.To seek resources to support the school mission.
- 6.To distribute resources in a manner that is productive, efficient, and consistent with the school mission.
- 7.To inculcate a deep-rooted respect in students for the environment, people, and resources.
- 8.To support the school commitment to expand access, equity, diversity, and enrollment.
- 9.To provide leadership in cultural and economic development in the school's service area.
- 10.To seek out and cultivate beneficial peer learning.

SERIAL NO.	MONTH	TOPICS	GENERAL ACTIVITIES	NO. OF PERIODS	LEARNING OUTCOMES	TLMS	ASSESSMENT
1.	APRIL	The Last lesson (Flamingo)	GROUP DISCUSSION, PEER DISCUSSION, BRAINSTORMING, VOCABULARY GAMES, QUIZ, JAMS, DEBATE, FILL IN THE BLANKS, STATEMENT ASSUMPTIONS, ASSERTION-REASONINGS, MULTIDISCIPLINARY ACTIVITIES LIKE LINKING WITH HISTORY/PSYCHOLO	4.	Students will be able: 1. To develop their optimistic attitude towards life amidst many struggles. 2. To enable them to familiarize themselves with specific background information of Alphonse	<ul style="list-style-type: none"> • TEXTBOOKS • REFERENCE BOOKS • CHALKS • BLACKBOARD • PPTs • IMAGES 	Class Test

			GY/PHILOSOPHY/REAL LIFE SCENARIO		Daudet/ history of France. 3. To enable them to make connections between similar situations in different storylines/life experiences like Indians under British imperialism.		
2.	APRIL	Lost Spring (Flamingo)	GROUP DISCUSSION, PEER DISCUSSION, BRAINSTORMING, VOCABULARY GAMES, QUIZ, JAMS, DEBATE, FILL IN THE BLANKS, STATEMENT ASSUMPTIONS, ASSERTION-REASONINGS, MULTIDISCIPLINARY ACTIVITIES LIKE LINKING WITH HISTORY/PSYCHOLOGY/PHILOSOPHY/REAL LIFE SCENARIO	4	Students will be able: 1. To sensitize the students to the problem of child labour. 2. To facilitate making connections between similar situations in different storylines/life experiences. 3. To identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/opinion /solution.	<ul style="list-style-type: none"> • TEXTBOOKS • REFERENCE BOOKS • CHALKS • BLACKBOARD • PPTs • IMAGES 	Objective Test
3.	MAY	The Third Level (Vistas)	GROUP DISCUSSION, PEER DISCUSSION, BRAINSTORMING, VOCABULARY GAMES, QAAUIZ, JAMS, DEBATE, FILL IN THE BLANKS, STATEMENT ASSUMPTIONS, ASSERTION-REASONINGS, MULTIDISCIPLINARY ACTIVITIES LIKE LINKING WITH HISTORY/PSYCHOLOGY/PHILOSOPHY/REAL LIFE SCENARIO	5	Students will be able To let the students know that escapism from any negative situation is not the remedy.	<ul style="list-style-type: none"> • TEXTBOOKS • REFERENCE BOOKS • CHALKS • BLACKBOARD • PPTs • IMAGES 	Written Test

4.	MAY	Writing skills: Notice-writing, Letter to the Editor		4	Students will be able <ol style="list-style-type: none"> 1. to enable the students to apply the correct format while writing a notice. 2. to make the students comprehend why a notice is written and the style and procedure. Students will be able: <ol style="list-style-type: none"> 1. To enable to organise their thoughts and express freely. 2. To develop an interest towards writing thus enhancing their writing skills. 	<ul style="list-style-type: none"> • TEXTBOOKS • REFERENCE BOOKS • CHALKS • BLACKBOARD • PPTs • IMAGES 	Practice sessions
5.	MAY	My Mother at Sixty-Six (Flamingo) SUMMER BREAK	GROUP DISCUSSION, PEER DISCUSSION, BRAINSTORMING, VOCABULARY GAMES, QAAUIZ, JAMS, DEBATE, FILL IN THE BLANKS, STATEMENT ASSUMPTIONS, ASSERTION-REASONINGS, MULTIDISCIPLINARY ACTIVITIES LIKE LINKING WITH HISTORY/PSYCHOLOGY/PHILOSOPHY/REAL LIFE SCENARIO	3	Students will be able: <ol style="list-style-type: none"> 1. To encourage the students to appreciate poetry and read aloud with proper intonation. 2. To be able to grasp the theme and meaning of the poem. 	<ul style="list-style-type: none"> • TEXTBOOKS • REFERENCE BOOKS • CHALKS • BLACKBOARD • PPTs • IMAGES 	Oral Test
SUMMER VACATION							

ARMY PUBLIC SCHOOL BARRACKPORE

SESSION: 2024-2025

ANNUAL CURRICULUM PEDAGOGICAL PLAN

HOLISTIC SPLIT-UP SYLLABI

SUBJECT: GEOGRAPHY (029)

CLASS-XII HUMANITIES

<u>TOPIC/UNIT</u>	<u>ACTIVITIES & TEACHING STRATEGIES</u> <u>MLL MINIMUM LEVEL OF LEARNING TO BE ACHIEVED</u>		<u>LEARNING OUTCOME</u>	<u>MLL (MINIMUM LEVEL OF LEARNING TO BE ACHIEVED)</u>	<u>ASSESSMENT (Formative/ Summative)</u>	<u>NUMBER OF TEACHING PERIODS (MONTHS)</u>
BOOK 1: FUNDAMENTALS OF HUMAN GEOGRAPHY UNIT-1: 1. HUMAN GEOGRAPHY: NATURE AND SCOPE. <ul style="list-style-type: none"> • Environment al Determinism • Possibilism • Broad Sub-Fields of Geography. 	AVERAGE AND ABOVE AVERAGE ACTIVITIES: Learners will solve the following: *MCQ-based worksheet given on the provided topic. *Topic wise 5 short answer type questions provided. *TAL resources to be used to show the PPT. TEACHING STRATEGY: *Explanation & Lecture method to be followed by Interactive strategy. *Debate & quiz on specific concepts. *TAL Board to be used to show PPT on Possibilism.	CWSN ACTIVITIES: *Students will be able to solve the MCQs 1 marks on questions. *Students are provided with PPT. *Students are provided with concept map of the chapter. TEACHING STRATEGY: TAL Board to be used to show PPTs on the mentioned topics. *Learners to be given class test/capsule tests from the worksheets shared. * Peer tutoring.	AVERAGE AND ABOVE AVERAGE The children will be able to understand the concept of: *Possibilism and Determinism. *They will be able to solve 1 marks questions.	CWSN Students will be able to: *Solve the MCQs 1marks question on the basic concepts. *They are able to differentiate between determinism and possibilism. *Explain Neo-determinism with examples from real life.	Learners will be assessed by their involvement & performance in the oral questioning and written performance in tests conducted as well as participation in the classroom.	7 PERIODS APRIL
UNIT-2: 2. POPULATION-DISTRIBUTION, DENSITY AND GROWTH Population: Distribution, Density and Growth. <ul style="list-style-type: none"> • Population change-spatial patterns and structure, determinants of population change. 	ACTIVITIES: *Map based questions given as practice activities. *MCQ based worksheet given on the basis of topic. *Topic wise 5 short answer type questions provided. TEACHING STRATEGY: * TAL resources to be used to show the PPT. *Class discussion on how science and technology helped in population growth. *Case study on Thomas Malthus (optional) prepare a glossary.	ACTIVITIES: *Students are given MCQs 1marks questions to solve. *Students are given questions on world map to practice. * Students are able to practice mapwork through PPT. TEACHING STRATEGY: *TAL Board to be used to show PPTs on the mentioned topics. *Learners to be given class test/capsule tests from the worksheets shared. * Peer tutoring.	The children will be able to understand the concept of: *Population distribution, density and growth. *Determinants of population growth. *They will be able to solve 1 marks questions MCQs and Maps.	Students will be able to solve the MCQs 1marks question on the basic concepts. *Students will be able to understand The concept of population. *Students are able to familiarize with the concepts related to population. *Understand the stages of population growth using Demographic Transition Theory.	Students will be assessed by practice works given to them related to map and short and long answer type questions is assessed through class tests / capsule tests conducted in the classroom.	9 PERIODS APRIL - MAY

ANNUAL CURRICULUM PEDAGOGICAL PLAN
ARMY PUBLIC SCHOOL BARRACKPORE
DEPARTMENT OF HINDI
CURRICULUM PLANNER FOR 2024-25
CLASS-XII
SUBJECT- HINDI CORE

ESSENCE OF NCF:

National Curriculum Framework (NCF) embodies the following principles:

1. शिक्षण और छात्र संलग्नता में उत्कृष्टता: छात्रों को सक्रिय रूप से संलग्न करने के लिए उच्च गुणवत्ता वाले शिक्षण तरीकों को सुनिश्चित करते हुए समुदाय की जरूरतों के अनुसार पाठ्यक्रम तैयार करना।
2. छात्र की सफलता के लिए समर्थन प्रणालियाँ: विद्यालय के कार्यों को बढ़ाने और प्रत्येक छात्र की सफलता सुनिश्चित करने के लिए समर्थन प्रणालियों को लगातार परिष्कृत करना।
3. गुणवत्तापूर्ण सुविधाएँ और पर्यावरण: उपयुक्त सुविधाएँ प्रदान करना और एक उत्पादक शिक्षण वातावरण को बढ़ावा देना जो विद्यालय समुदाय के सभी सदस्यों की सक्रिय भागीदारी को प्रोत्साहित करता है।
4. व्यावसायिक विकास के लिए प्रतिबद्धता: शिक्षकों के लिए निरंतर व्यावसायिक विकास के माध्यम से उत्कृष्टता के लिए एक मजबूत प्रतिबद्धता को बनाए रखना।
5. संसाधन अधिग्रहण: स्कूल के मिशन का समर्थन करने और इसके कार्यक्रमों को बढ़ाने के लिए सक्रिय रूप से संसाधनों की तलाश करना।
6. कुशल संसाधन वितरण: उत्पादकता को अधिकतम करने के लिए स्कूल के मिशन के साथ संरेखण में संसाधनों का कुशलतापूर्वक और प्रभावी ढंग से वितरण करना।
7. पर्यावरण और संसाधनों के लिए सम्मान: छात्रों में पर्यावरण, लोगों और संसाधनों के लिए गहरा सम्मान पैदा करना, स्थिरता और जिम्मेदार प्रबंधन को बढ़ावा देना।
8. पहुंच, समानता और विविधता को बढ़ावा देना: शिक्षा तक पहुंच के विस्तार का समर्थन करना, समानता, विविधता और समावेशी नामांकन प्रथाओं को बढ़ावा देना।
9. सांस्कृतिक और आर्थिक विकास में नेतृत्व: स्कूल के सेवा क्षेत्र के भीतर सांस्कृतिक और आर्थिक विकास को बढ़ावा देने में नेतृत्व प्रदान करना, व्यापक समुदाय में योगदान देना।
10. समयस्क अधिगम का संवर्धन: शैक्षिक अनुभव को समृद्ध करने और छात्रों के बीच सहयोग को बढ़ावा देने के लिए लाभकारी समयस्क अधिगम अवसरों की सक्रिय रूप से तलाश और पोषण करना।

SPLIT UP SYLLABUS FOR 2024-25

CLASS-XII

SUBJECT-HINDI CORE (302)

MONTH	TOPIC/CHAPTER	LOT/ FUN ACTIVITY	ACTIVITIES	TLMS	LEARNING OUTCOMES	ASSESSMENT
APRIL+ MAY (3)	काव्य खण्ड आत्मपरिचय एक गीत पतंग	विषय, केंद्रीय विचार और उप-विषयों की विस्तृत चर्चा; शब्द- अर्थ और लिखना और सीखना वस्तुनिष्ठ प्रश्न लिखना, लघु उत्तरीय प्रकार के प्रश्न, मूल्य-आधारित प्रश्न, योग्यता- आधारित प्रश्न, आत्मविश्वास निर्माण प्रश्न और एचओटीएस पर आधारित प्रश्न छात्रों की शब्दावली विकसित करने के लिए समानार्थी और विलोम शब्द के साथ नए शब्दों का अभ्यास किया जाएगा। (शब्दावली बैंक शीर्षक वाली एक पतली प्रति रखी जानी है) छात्र कला प्रदर्शित करने के लिए एक चार्ट पेपर का उपयोग करेंगे।	आवृत्ति , आशु भाषण सामूहिक चर्चा ,वाद-विवाद ,काव्य लेखन ,रिक्त स्थान की पूर्ति ,काव्य को अन्य विषय से जोड़ना, काव्य की आवश्यकता पर नाटक ,गीतात्मक प्रस्तुति।	पाठ्य पुस्तक,आरो ह भाग-2 वितान भाग 2 पूरक पाठ्य पुस्तक कैल बोर्ड।	कविता के वाचन और व्याख्या के बाद वे जीवन में प्रेम और आनंद के महत्त्व को जान पायेंगे। मानव का लक्ष्य उसे थकने नहीं देती है अकेलेपन के दर्द को समझ पायेंगे।	सामूहिक गतिविधि कार्य बच्चों के लिए पाठ से कम से कम 3 प्रश्न-उत्तर लेखन कौशल का अभ्यास श्रुतिलेख पाठ के महत्त्वपूर्ण अंशों का सार लेखन महत्त्वपूर्ण पंक्तियों की व्याख्या नाट्य रूपान्तरण वाचन-श्रवण कौशल जिन बच्चों को लिखने में तकलीफ होती है उनके लिए ऑडियो क्लिप
	गद्य खण्ड/काव्य खंड भक्तिन सिल्वर वैडिंग	विषय, केंद्रीय विचार और उप-विषयों की विस्तृत चर्चा; शब्द- अर्थ और लिखना और सीखना वस्तुनिष्ठ प्रश्न लिखना, लघु उत्तरीय प्रकार के प्रश्न, मूल्य-आधारित प्रश्न, योग्यता- आधारित प्रश्न, आत्मविश्वास निर्माण प्रश्न और एचओटीएस पर आधारित प्रश्न छात्रों की शब्दावली विकसित करने के लिए समानार्थी और विलोम शब्द के साथ नए शब्दों का अभ्यास किया जाएगा। (शब्दावली बैंक शीर्षक वाली एक पतली प्रति रखी जानी है) छात्र कला प्रदर्शित करने के लिए एक चार्ट पेपर का उपयोग करेंगे।	आशु भाषण ,,आवृत्ति ,सामूहिक चर्चा ,वाद- विवाद,नाटक, चरित्र प्रधान एकांकी ,रिक्त स्थान की पूर्ति ,विषय को अन्य विषय से जोड़ना।		भक्तिन के जीवन के माध्यम से स्त्री स्त्री जीवन के तकलीफ और संघर्षों को समझ पायेंगे। आधुनिकता और परंपरा के फंसे यशोधर बाबू के जीवन से सीख ले सकते हैं कि बदलते परिस्थिति में खुद को बदलना चाहिए।	सामूहिक गतिविधि कार्य बच्चों के लिए पाठ से कम से कम 3 प्रश्न-उत्तर लेखन कौशल का अभ्यास श्रुतिलेख पाठ के महत्त्वपूर्ण अंशों का सार लेखन महत्त्वपूर्ण पंक्तियों की व्याख्या नाट्य रूपान्तरण वाचन-श्रवण कौशल जिन बच्चों को लिखने में तकलीफ होती है उनके लिए ऑडियो क्लिप

ANNUAL CURRICULUM PEDAGOGICAL PLAN

HOLISTIC SPLIT-UP SYLLABI

HISTORY CLASS – XII

SESSION- 2024-25

CHAPTER/TOPIC	CORE CONCEPTS	ACTIVITIES AND TEACHING STRATEGIES		MLL	LEARNING OUTCOME	ASSESSMENT	NO OF TEACHING PERIOD
		CWSN	AVG & ABOVE AVG	CWSN	AVG & ABOVE AVG	FORMATIVE/ SUMMATIVE	MONTH
CH-1 Bricks, Beads and Bones	Introduction of Harappan Civilization, Story of Discoveries, Urban centers Problems of Archaeologists, Social, Political and Religious life, Decline of the civilization READING, EXPLANATION, QUESTION ANSWERS, HOTS, VBQS	Separate MCQ Worksheets consisting of 10 questions. Short question-answer (1 & 2marks) PDFs consisting of 5/6 question-answer to be given on the core concepts. TAL Board to be used to show PPTs on the location of Harappan cities. Learner/s to be subjected to capsule tests after every week. Concept map will be provided for the entire chapter. Peer learning will be encouraged in the classroom.	Mixed MCQ work sheets. Practice of passage-based questions. HOTS question PDFs consisting of questions to be given on all core concepts. TAL Board to be used to show PPTs on the location of Harappan cities. Lecture method to be followed by interactive strategy including debate and group discussion.	Learner/s will be able to solve the MCQs 1/2 marks question on the core concepts & identify the Harappan cities on the map. The basic concept of the chapter will be developed.	Learners will be able to Identify the characteristic of the Harappan life. Assess the role of women in the Harappan society. Assess the role of seals in Harappan society. Identify the locations of Harappan cities. State and deduce the multi-lateral aspects of Harappan civilization in order to understand the first civilization of the world. Develop an ability to use and analyze socio- economic, political aspects of Harappa Investigate and interpret multiple historical and contemporary sources and viewpoints of ASI and historians on Harappa.	Learners will be assessed by their involvement & performance in the oral questioning as well as performance in the capsule tests as well as participation in classroom discussion.	Period-15 APRIL
CH-2 Kings, Farmers and Towns	Political and Economic History of the Mauryan and Guptas. Stories from Inscription, Asokan inscription and Asokan period, Land grant, Interpretation of inscription by Historian. READING, EXPLANATION, QUESTION ANSWERS, HOTS, VBQS	Separate MCQ Worksheets consisting of 10 questions. Short question-answer (1 & 2marks) PDFs consisting of 5/6 question-answer to be given on the core concepts. TAL Board to be used to show PPTs on the location of important centers of Gupta Empire. Learner/s to be subjected to capsule tests after every week. Concept map will be provided for the entire chapter. Peer learning will be encouraged in the classroom.	Mixed MCQ work sheets. Practice of passage-based questions. HOTS question PDFs consisting of questions to be given on all core concepts. TAL Board to be used to show PPTs on the location of the Gupta Empire. Lecture method to be followed by interactive strategy including debate and group discussion.	Learner/s will be able to solve the MCQs 1/2 marks question on the core concepts & identify the location of different centers of the Gupta Empire on the map. The basic concept of the chapter will be clarified.	Learners will be able to Identify the role of the Gupta rulers. Familiarize with major trends in the political and economic history of the subcontinent. Assess the role of inscriptions in the Gupta period. Identify the locations of the cities of the Gupta period. Analyze inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.	Learners will be assessed by their involvement & performance in the classroom. MCQ test will be organized. Map skill will be verified in the classroom. Quiz and capsule tests will be organized.	Period-15 MAY

ANNUAL CURRICULAM PEDAGOGICAL PLAN

ARMY PUBLIC SCHOOL, BARRACKPORE

DEPARTMENT OF COMPUTER SCIENCE

CURRICULUM PLANNER FOR 2024-25

CLASS: XII

SUBJECT : INFORMATION TECHNOLOGY(802)--(TENTATIVE)

Chapter Name	Monthly Split up Syllabi	Activities	No. of Periods	Learning Outcome	Assessment
Employability Skills					
Unit-1 Communication Skills	March 2 nd Week- March 3 rd Week	Learners will be motivated by: 1.Explaining the requirement of sound communication skills in professional world. 2. Channelizing them through proper path to become a good listener and speaker.	6	After going through this unit the students will be able to: • Understand the significance & barriers to Active Listening. • Identify the stages of Active Listening. • Understand the dos and don'ts of Interview Skills. • Understand Parts of Speech. • Comprehend Single & Complex Sentence, Direct and Indirect Object, Active and Passive Voice. • Identify different types of Sentences.	Learners will be assessed by Oral Test.
Unit-2 Self-Management Skills	March 3 rd Week- March 4 th Week	Appreciable involvement of students in Self-awareness activity.	4	After going through this unit the students will be able to: • Identify the different types of motivation. • Comprehend attitude and managing stress. • Setting Smart Goals • Generating Self-Awareness.	Learners will be assessed by Oral Test and Checklist Assessment Tools.
Unit-3 ICT Skill	Already covered in Class-XI				
Unit-4 Entrepreneurship Skills			10	After going through this unit the students will be able to: • Understand the Art and Science of Entrepreneur. • Understands the characteristics and Qualities of an Entrepreneur. • Comprehends the types and roles of an entrepreneur. • Implementation of Business Plan. • Apply Teamwork.	Learners will be assessed by Oral Test.

	April Start- Mid April	Learners require structured support to develop the necessary knowledge and skills to manage and monitor their learning.		<ul style="list-style-type: none"> • Understand Entrepreneur Competencies and Attitudes. • List the benefits of Entrepreneurial Competencies. 	
Unit-4 Green Skills	April Mid and May 1 st Week	Learners will be motivated by the Job Profiles related to the Green Job environment which will build their confidence, self-awareness and a responsible learner.		<p>After going through this unit the students will be able to:</p> <ul style="list-style-type: none"> • Comprehend green Energy and Green Jobs. • List consumer preference for Greener Products. • Know government Initiative towards Green Energy. • Understand Green Jobs in different Sectors. • Minimize waste and pollution. • Channelize key drivers to Green employment. • Role of different Green Employees. 	Learners will be assessed by Class Test as a part of Formative Assessment.

ARMY PUBLIC SCHOOL BARRACKPORE

SUBJECT: MATHEMATICS (STD)

SUBJECT CODE:041

CLASS:XII

SYLLABUS TO BE TAUGHT IN THE MONTH OF APRIL AND MAY(ACCORDING TO
ACPP)

1. RELATIONS AND FUNCTIONS
2. INVERSE TRIGONOMETRIC FUNCTIONS
3. MATRIX.

ARMY PUBLIC SCHOOL BARRACKPORE
PAINTING (049)
ACPP(ANNUAL CURRICULUM PEDAGOGICAL PLAN),(2024-25)
PAINTING (CODE NO. 049) CLASS-XII (2024-25)

Theory

Maximum Marks:30

Unit 1 April-May
The Rajasthani School:

1. Origin and Development
2. Sub-Schools-Mewar, Bundi, Jodhpur, Bikaner, Kishangarh and Jaipur
3. Main features of the Rajasthani School
4. Appreciation of the following Rajasthani paintings

Title	Painter	Sub- School	Learning Outcome
Maru-Ragini	Sahibdin	Mewar	Students can learn about the visual Art of various periods of Painting
Chaugan Players	Dana	Jodhpur	
Krishna on swing	Nuruddin	Bikaner	
Radha (Bani-Thani)	Nihal Chand	Kishangarh	
Bharat Meets Rama at Chitrakuta	Guman	Jaipur	

(b) The Pahari School:

1. Origin and development
2. Sub-Schools-Basohli, Guler, Kangra, Chamba and Garhwal
3. Main features of the Pahari School
4. Appreciation of the following Pahari paintings:

Title	Painter	Sub-School
Krishna with Gopis Nand, Yashoda and	Manaku	Basohli
Krishna with Kinsmen Going to Vrindavana	Nainsukh	Kangra

PAINTING (Code No. 049)
CLASS-XII (2024-25)

Practical

Maximum Marks:70

Unit 1 April-May	Nature and Object study Studies on the basis of exercises done in class XI with two or three objects and two draperies (in different colours) for background and foreground. Exercises in pencil with light and shade and in full colour from a fixed point of view.	25 marks 50 Periods	Students can study the objects or the nature directly from the nature
-------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------	-----------------------------------------------------------------------

ANNUAL CURRICULUM PEDAGOGICAL PLAN
ARMY PUBLIC SCHOOL, BARRACKPORE
DEPARTMENT OF SCIENCE
CURRICULUM PLANNER FOR 2024-25
CLASS-XII
SUBJECT- PHYSICS (042)

ESSENCE OF NCF:

1. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.
2. To maintain and refine support systems for enhancing school functions and student success.
3. To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the school community.
4. To maintain a strong commitment to excellence through professional development.
5. To seek resources to support the school mission.
6. To distribute resources in a manner those are productive, efficient and consistent with the school mission.
7. To inculcate a deep-rooted respect in students for the environment, people and resources.
8. To support the school commitment to expand access, equity, diversity, and enrolment.
9. To provide leadership in cultural and economic development in the school's service area.
10. To seek out and cultivate beneficial Peer learning.

Unit No.	Unit Name	Monthly split up syllabi	Activities	No Of Periods	Learning Outcome	Assessment
1.	Electrostatics	April	<ul style="list-style-type: none"> • Charging by Friction • Charging by Induction • Coulomb's Law Experiment • Electroscope Experiment • Electric Field Mapping <p>CWSN: Learners will study from formula charts and write them separately. They will be given quick response sheets for identification of correct answer to question.</p>	26	LWiBAT <ul style="list-style-type: none"> • Understanding Electric Charges • Exploring Coulomb's Law • Analyzing Electric Fields • Investigating Electric Potential • Applying Gauss's Law • Studying Capacitance • Exploring Dielectrics • Analyzing Conductors and Insulators 	1. Recapitulation of content. 2. Peer group learning. 3. Specially designed Worksheet.
2.	Current Electricity	May	<ul style="list-style-type: none"> • Building Circuits • Measuring Voltage and Current • Ohm's Law Verification • Kirchhoff's Laws Experiment <p>CWSN: Learners will study from video explanation, models and charts.</p>	18	Students will learn <ul style="list-style-type: none"> • to differentiate between emf and potential difference. • the concept of drift velocity and average relaxation time. • the concept of current density . • the difference between Ohmic and Nonohmic resistances. • the concept of internal resistance. • the application of KVL and KCL. 	1. Worksheet- for Peer & Self assessment– to explore misconception, to provide immediate support in the class room. 2. Class assessment and objective test. 3. Google forms for revision.

ANNUAL CURRICULUM PEDAGOGICAL PLAN
HOLISTIC SPLIT-UP SYLLABI
POLITICAL SCIENCE
SESSION-2024-25
CLASS-12 HUMANITIES

<u>CHAPTE R/ TOPIC</u>	<u>CORE CONCEPT S</u>	<u>ACTIVITIES & TEACHING STRATEGY</u>		<u>MLL</u> [Minimum Level of Learni ng to be Achieve d]	<u>LEARNING OUTCOME</u>	ASSESSMENT	NO. OF TEACH ING PERIO DS
		<u>CWSN</u>	<u>AVG. & ABOVE AVG. LEARNERS</u>	<u>CWSN</u>	<u>AVG. & ABOVE AVG. LEARNERS</u>	<u>FORMATIVE/ SUMMATIVE</u>	<u>MONT H</u>
End of Bipola rity	*Features of Soviet System *Causes & consequences of Soviet disintegration- Role of Gorbachev *Shock therapy-its consequences *CIS *US hegemony as Hard	<u>ACTIVITIES:</u> *Learners will solve separate MCQ Worksheets (including one Passage & one Picture-based ques) consisting of 5 questions each with key on the first 3 core concepts *Short ques-ans(1 & 2 marks) PDFs consisting of 5/6 ques-ans to be given on the 3 core concepts <u>T.Strategy:</u> * TAL Board to be used to show PPTs on the location of CIS *Learner/s to be subjected to Capsule tests (of 5/7 ques from the given worksheets & PDFs) after every 3/4 days . *Peer Tutoring	<u>ACTIVITIES:</u> *Learners will solve mixed MCQ Worksheets including Passage based ques on core concepts *Learners will solve CBQs *PDFs consisting of quest to be given on all the core concepts * Map Identification of all Post communist regimes <u>T.Strategy:</u> *Lecture method to be used followed by Interactive strategy including debate & Quiz on specific concepts * TAL Board to be used to show PPTs on the location of CIS *Group Discussion	Learner /s will be able to solve the MCQs 1/2 mark ques on the core concepts & identify the countries comprising CIS	After completion of the chapter, learners will be able to: *Identify the basic features of the Soviet System. * Discuss the background and outcome of disintegration of the Soviet Union. *Assess the features of Shock Therapy	Learners will be assessed by their involvement & performance in the oral questioning as well as performance in the capsule tests as well as participation in classroom discussion.	15 PERIODS APRIL

	power, structural power, soft power				<p>* Probe into the recent happenings in the Post-Communist Countries.</p> <p>*Examine the consequences of unipolar world</p>		
Alternative Centres of Power	<p>*European Union</p> <p>*ASEAN</p> <p>*SAARC</p> <p>*Nations-China</p> <p>*Japan & South Korea</p>	<p><u>ACTIVITIES::</u></p> <p>* Learners will solve short ques-ans(1 & 2 marks) PDFs consisting of 5/6 ques-ans to be given on the 4 regional organisations & China</p> <p>* Learners will solve separate MCQ Worksheets (including one Passage & one Picture-based ques) consisting of 5 questions each with key on the 3 regional organisations, China, Japan & South Korea</p> <p><u>T.Strategy:</u></p> <p>*Learner/s to be subjected to Capsule tests (of 5/7 ques from the given worksheets & PDFs) after every 3/4 days</p> <p>*Peer Tutoring</p> <p>* TAL Board to be used to show PPTs on EU, ASEAN & SAARC member countries' geographical location</p>	<p><u>ACTIVITIES::</u></p> <p>* Learners will solve CBQs PDFs to be given on the 4 regional organisations & China</p> <p>* Learners will solve Assertion/Reasoning MCQ Worksheets (including Passage & one Picture-based ques)</p> <p>*Additional CBSE Reference materials</p> <p><u>T.Strategy:</u></p> <p>* TAL Board to be used to show PPTs on EU, ASEAN & SAARC member countries' geographical location</p> <p>*Discussion: <i>Importance on regional organisations</i></p> <p>*Comparative study: Economic growth of China, Japan and South Korea.</p> <p>*Use of timeline</p> <p>Inquiry based learning</p> <p>*Map activity</p> <p>*Interpretation of cartoons/ Pictures/ Newspaper clips</p>	Learner /s will be able to solve the MCQs & 1/2 mark ques on the core concepts & expand the abbreviations & identify the member countries of the regional organisations	<p>After completion of the chapter, Students will be able to:</p> <p>*Compare and contrast the importance of European Union and ASEAN.</p> <p>*Evaluate the extent of rise of Chinese economy and its impact on world politics.</p> <p>*Summarize India's relations with China.</p>	Learners will be assessed by their involvement & participation in the classroom discussion as well as their performance in the capsule tests & Map identification tests.	<p>18 PERIODS</p> <p>APRIL-MAY</p>

CLASS- XII

Yoga(841)

Chapter No.	Chapter Name	Monthly split up syllabi	Activities	No Of Periods	Learning Outcome	Assessment
UNIT 1	Introduction to Yoga and Yogic Practices	Apr-May	<ul style="list-style-type: none">• Lecture based instruction,•Technology-based learning,• Group learning,• Individual learning,• Inquiry-based learning,•Kinaesthetic learning,• YOGA-based learning and•Expeditionary learning.	15	<p>Describe the Shatkarma meaning, purpose and their significance in yoga sadhana</p> <p>Classify the Shatkarma meaning, purpose and their significance in yoga sadhana</p>	Class Test
UNIT 1	Introduction to Yoga and Yogic Practices	May	<ul style="list-style-type: none">▪ Lecture-based instruction,▪ Technology-based learning,▪ Group learning,▪ Individual learning,▪ Inquiry-based learning,▪ Kinaesthetic learning,	12	<p>Differentiate the different types of Shatkarma meaning, purpose and their significance in yoga sadhana</p>	Objective Test