

SURENDRANATH CENTENARY SCHOOL, DIPATOLI, RANCHI-9
SESSION – 2026-27
ANNUAL PEDAGOGICAL PLAN
CLASS XII

Stream: Humanities

Sl. No.	Subject Code	Subject	
1	301	English Core	
2	027	History	
3	028	Political Science	
4	029	Geography	
5	030	Economics	
6	048	Physical Education	
7	049	Painting	

SURENDRANATH CENTENARY SCHOOL
SESSION – 2026-27
ANNUAL PEDAGOGICAL PLAN
CLASS XII

Subject : ENGLISH CORE Books : FLAMINGO ; VISTAS
Subject Code: 301

Month	Chapter	No. of periods	Topics	Learning Objective	Learning Outcome	UT/PT/HY Pre-Board I&II
April '26	<p>Notice Writing</p> <p>My Mother At Sixty Six</p> <p>The Last Lesson</p> <p>The Third Level</p>	21	<p>Notice- Use of notice, language, format</p> <p>My Mother At Sixty Six- Old age and the problems; Responsibility and constraints of offsprings; Volatile and demanding world</p> <p>The Last Lesson- War and its futility; Importance of learning mother tongue/ indigenous language; Ill effects of procrastination; Education; Patriotism</p> <p>The Third Level- Stress a common problem; Facing adversity and picking up the gauntlet is the only way out; Fantasy VS reality</p>	<p>To enable the learners:</p> <p>Notice- learn the format and permissible language of notice.</p> <p>My Mother At Sixty Six- Understand different genres of poems. Discuss poetic devices and the impact it creates.</p> <p>The Last Lesson- To be familiar with keywords/ phrases. Teach them to analyse text and interpret. Make them creative and language proficient.</p> <p>The Third Level- Find solution to the underlying problem expressed in the chapter.</p>	<p>Learners will be able to:</p> <p>Notice- Draft notices of different kinds correctly.</p> <p>My Mother At Sixty Six- Recite poem with voice modulation, identifies literary devices, linguistic features. Appreciates the impact of literary devices in poetry. Analyses the use of literary devices in the poem.</p> <p>The Last Lesson- Infer implicit meanings of unfamiliar vocabulary words, phrases etc. Explain themes and interprets text.</p> <p>The Third Level- Converse about personal experiences clearly and independently. Infers implicit meanings of unfamiliar vocabulary words, phrases etc. Explain themes and interprets text.</p>	<p>Unit Test 1 20/04/26 Notice; My Mother at Sixty Six; Reading Comprehension</p>

May '26	<p>Writing Invitations and Replies</p> <p>Lost Spring</p> <p>Writing Letter to the Editor</p> <p>The Tiger King</p>	15	<p>Invitations and Replies- Use of invitations and replies; Formal and informal invitations and replies</p> <p>Lost Spring- Poverty a great challenge; Progress of a nation depends on population control; Need for education; Government, politicians and their role in uplifting the lives of people below poverty line</p> <p>Letter to the Editor- Use of such letters to bring change in society; Topics related to society</p> <p>The Tiger King- Wild life, need for conservation; Authenticity of prophecies and predictions- superstition; Corruption imposed by powerful people on the innocent people</p>	<p>To enable the learners:</p> <p>Invitations and Replies- Learn about formats, language and kinds of invitations and replies.</p> <p>Lost Spring- Understand poverty and its vicious circle. Infer social issues mentioned in text. Help learners in drawing comparisons and contrasts between both parts of the lesson. Teach how to write character sketch.</p> <p>Letter to the Editor- Understand that these letters are written for issues which pertain to the society, or nation as a whole. Highlight the difference between national daily and local daily, use of formal language, format and CODER.</p> <p>The Tiger King- Understand the underlying problem expressed in the chapter. Help in drawing comparisons and contrasts. Teach to write character sketch. Teach to read the narrative, comprehend and draw inferences. Help learners for groups and prepare role play.</p>	<p>Learners will be able to:</p> <p>Invitations and Replies- Draft different kinds of invitations and replies correctly.</p> <p>Lost Spring- Read narrative nonfiction and draws comparisons. Compare and contrasts two ideas within a text. Make predictions about characters' actions. Infer cause and effect relationships between the events in the text.</p> <p>Letter to the Editor- Write letters based on topics given and relate them with real life experiences in correct format. Write proper observation and suggestions</p> <p>The Tiger King- Read the text to identify the complexity of ideas, enjoy the humour in text. Infer character traits based on their actions and feelings. Predict an alternative ending for the story. Present the lesson in the form of play.</p>	
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July '26	<p>Journey to the End of the Earth</p> <p>Report Writing</p> <p>The Rattrap</p> <p>A Thing Of Beauty</p> <p>The Enemy</p> <p>Indigo</p>	23	<p>Journey to the End Of the Earth- Climate change; SDGs and purpose of SDGs; Initiatives taken at national and international levels; Role of individuals in protecting environment and eco system</p> <p>Report Writing-Format, language, rules, different types of reports, use of correct tense in report writing</p> <p>The Rattrap- Theme of loneliness; Presence of essential goodness in man; Power of positivity; Effect of kindness and understanding</p> <p>A Thing Of Beauty- Beauty is an eternal truth; It never diminishes or fades; Imagery; Metaphor</p> <p>The Enemy- Humanism transcends all man-made prejudices and barriers- a great lesson of peace, dilemma, ethics, responsibilities, sympathy and humanism.</p> <p>Indigo- Relation between history and the chapter. Life of Gandhiji and his contribution. Importance of critical understanding in taking decisions</p>	<p>To enable the learners:</p> <p>Journey to the End Of the Earth- Discuss climate change, SDGs, Antarctica and its physical features. Make learners familiar with Students On Ice Programme.</p> <p>Report Writing- Learn the format of report writing. Use of past tense, correct person and grammatically error free formal language.</p> <p>The Rattrap- Learn about the style of writing, symbolic use of rattrap, presence of essential goodness in every human. Help the learners empathize with the character of peddler.</p> <p>A Thing Of Beauty- Learn the meaning of beauty, the central idea of the poem and the poetic devices used.. Teach how beautiful objects provide comfort and inspiration, contrast between human suffering and beauty</p> <p>The Enemy- Realise the essential worth of human life and universal brotherhood, teach special terminology used and critically analyze war and its aftermath.</p> <p>Indigo- Understand the importance of a good leader and team work. Research history of indigo farming in pre-independent India. Teach to read the narrative, mprehend and draw inferences.</p>	<p>Learners will be able to:</p> <p>Journey to the End Of the Earth Write similar articles on topics related to climate change, role of students in conserving wild life/fossil fuel/ natural resources. Students write a report on latest trip of ‘Students On Ice’.</p> <p>Report Writing- Write reports of different kinds with proper tenses and format, using correct grammar, formal language and phrases in expressing.</p> <p>The Rattrap- Read like critics, explain symbolic use of ‘Rattrap’, write character sketch and come up with a creative writing task of giving a different ending to the story.</p> <p>A Thing Of Beauty- Explain the eternal theme of beauty, identify the poetic devices used in the poem, relate the poem to real life experience and write/draw creatively on themes related to beauty and nature.</p> <p>The Enemy- Analyse characters, explain their dilemma. Write about importance of peace and brotherhood. Learners relate the lesson to the present war situation in the world and its repercussion.</p> <p>Indigo- Research Gandhiji’s life, understand historical context and appreciate Gandhiji’s contribution for India.</p>	<p>Unit Test 2 13/07/26 Letter to the Editor; Deep Water; The Tiger King; Keeping Quiet</p>
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August '26	<p>A Roadside Stand</p> <p>Poets and Pancakes</p> <p>On the Face of It</p> <p>The Interview</p>	20	<p>A Roadside Stand- Contrast between the rich and the poor, city dwellers and miserable villagers; Question the distribution of resources and opportunities in society</p> <p>Poets and Pancakes- Film industry; Humour and Satire; Gemini Studios; Screenplay; Literary influence</p> <p>On the Face of It- Highlight the issue of disability, acid attacks; Trauma suffered by the victims; Role of family and society; Importance of being decisive in life</p> <p>The Interview- Power, ethics and significance of Interviews; Art of communication; Celebrity culture and journalism</p>	<p>To enable the learners:</p> <p>A Roadside Stand- Understand the plight of roadside stand owners, contrast between urban prosperity and rural deprivation depicted in the poem. Relate the poem to the current situation of present India and discuss poetic devices.</p> <p>Poets and Pancakes- Make learners familiar with Gemini Studios and its functioning, elements of humour and satire in literature, the theme of</p> <p>On the Face of It- Act as the characters of the play, help them read with proper voice modulation. Teach learners theme of identity, importance of being optimistic in life and be empathetic towards the victims who suffered from trauma of any kind.</p> <p>The Interview- Understand journalism and ethics, role of interviews in media. Eco's views on writing, language and success.</p>	<p>Learners will be able to:</p> <p>A Roadside Stand- Identify and interpret poetic devices, interpret the tone of the poem, express personal views on issues like poverty, development and social justice.</p> <p>Poets and Pancakes- Describe the working environment, hierarchy, characters clearly, appreciate humour and satire in prose and relate the lesson to real life workplace situation.</p> <p>On the Face of It- Act as the characters of the play, write character sketch and relate the lesson to real life situation. Communicate ideas clearly with written expression.</p> <p>The Interview- Analyse different viewpoints on interviews, develop communication and questioning skill. Conduct interviews in pairs (mock interview).</p>	<p>Practice Test 1 31/08/26 The Last Lesson; Lost Spring; Deep Water; A Thing of Beauty; The Third Level, Invitations and Replies; Letter to the Editor; Reading Comprehension</p>
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October '26	Aunt Jennifer's Tigers Memories of Childhood	15	Aunt Jennifer's Tigers- Constraints of married life experienced by a woman; Gender roles; Art as expression of freedom Memories of Childhood- Theme of discrimination, inequality, marginalization; The trauma faced in childhood; Overcoming injustice	To enable the learners: Aunt Jennifer's Tigers- Aware of male dominance, empathize with the victims of male chauvinism. Understand that man and women are equal. Help learners analyse symbolism and list the poetic devices. Memories of Childhood- Understand and reflect on the right perspective of treating underprivileged and marginalized. Discussion on the movie Article 15. The then society and its beliefs.	Learners will be able to: Aunt Jennifer's Tigers- Identify irony, analyse figurative language, poetic devices and their use in the poem. Relate the theme with real life experiences. Memories of Childhood- Bridge gaps between different castes, social background, foster understanding, and advocate for a more inclusive and compassionate world. Explain issues of discrimination and display social awareness through writing tasks.	Practice Test 2 13/10/26 Indigo; Poets and Pancakes; Going Places; A Roadside Stand; Journey to the End of the Earth; On the Face of It; Report writing; Article writing; Reading Comprehension
November '26	Revision	05	Conduct ASL for Pre Board Exam I			Pre Board I 12 th November onwards Complete Syllabus
December '26	Revision		Conduct ASL for Pre Board Exam II			Pre Board II 19 th December onwards Complete Syllabus
January '27	Revision		Conduct ASL for CBSE-SSCE Examination 2027			
February '27			Board Examination 2027			
March '27			Board Examination 2027			

	Towns- Early States and Economies(L 2)		<ul style="list-style-type: none"> ➤ The Earliest States ➤ An Early Empire ➤ New Notions of Kingship ➤ A changing Countryside ➤ Town and trade ➤ Back to Basics 	<ul style="list-style-type: none"> • Use of Archaeological Evidence Videos and Narration method to bring an understanding of the trends. • Virtual tour to analyze and understand the inscriptions. 	<p>contemporary sources and viewpoints of ASI and historians on Harappa.</p> <ul style="list-style-type: none"> ➤ To critically evaluate and interpret major trends in the political and economic history of the subcontinent. ∞ Decode inscriptional evidence.
May,2026	Kinship, Caste and Class (Early Societies- 600BCE- 600CE) (chapter-3)	12	<ul style="list-style-type: none"> ➤ The Critical Edition of the Mahabharata ➤ Kinship and Marriage ➤ Social differences ➤ Beyond birth Resources and Status ➤ Explaining Social differences ➤ Handling Text and Dynamic Text 	<p>To Familiarize the learners with issues in social history</p> <ul style="list-style-type: none"> • Introduce the strategies of textual analysis and their use in reconstructing social history. • To appraise the condition of women during Mahabharata 	<ul style="list-style-type: none"> • To examine, analyse the issues of social history. ∞ Analyse 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 dynamic approach of Mahabharata.. •

<p>June, 2026</p>	<p>Thinkers , Beliefs and Buildings (600 BCE – 600 CE) (Chap-4)</p>	<p>14</p>	<ul style="list-style-type: none"> ➤ A glimpse of Sanchi ➤ The Background: Sacrifice and Debate ➤ The Buddha and the Quest for enlightenment ➤ The Teaching of Buddha ➤ Followers of Buddha ➤ Stupa and discovering of stupas ➤ New Religious Traditions ➤ Can we see everything? 	<ul style="list-style-type: none"> • Discuss the major religious developments in early India. • Introduce strategies of visual analysis and their use in reconstructing the theories of religion. 	<ul style="list-style-type: none"> • To infer and compare the major religious developments in early India. • Elucidate the rich religious sculpture and infer the stories hidden in it.
<p>July, 2026</p>	<p>THROUGH THE EYES OF TRAVELLER S Perceptions of Society (c. tenth to seventeenth centuries) (Chap-5)</p>	<p>26</p>	<ul style="list-style-type: none"> ➤ Al- Biruni and the Kitab-UL-Hind ➤ IBN BATTUTA’S RIHLA ➤ Francois Bernier ➤ Making Sense of an Alien World ➤ Ibn Battuta and the Excitement of the unfamiliar ➤ Bernier and the Degenerate East ➤ Women, Slaves, Sati and Labourers. 	<ul style="list-style-type: none"> ➤ Familiarize the learner with the salient features of social histories described by the travellers. • Discuss how traveller’s accounts can be used as sources of social history. • Familiarise with the accounts of foreign travellers in order to understand the social political and economic life in the medieval period. 	<ul style="list-style-type: none"> • To understand salient features of social histories described by the travellers and apply the learning in real life. • ∞ Elucidating the accounts of foreign travellers 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.
July, 2026	Bhakti- Sufi Traditions Changes in Religious Beliefs and Devotional Texts (Chapter-6)	26	<ul style="list-style-type: none"> ➤ A Mosaic of Religious Beliefs and Practices. ➤ Poems of Prayers ➤ The Virashaiva Tradition in Karnataka ➤ Religious Ferment and New stands in the Fabric Islamic Traditions. ➤ The growth of Sufism ➤ The Chishti in the Subcontinent ➤ New Devotional Path and Reconstructing Histories of Religious Traditions 	<ul style="list-style-type: none"> ➤ Familiarize the learner with the religious developments ➤ . Discuss ways of analysing devotional literature as source of history. ➤ • Understand the religious developments during medieval period ➤ . • Understand the religious movement in order and its impact. . 	<ul style="list-style-type: none"> ➤ Understand the religious developments. ➤ ∞ Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period. ➤ ∞ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society.




<p>August, 2026</p>	<p>An Imperial Capital. Vijayanagara (Chap-7)</p>	<p>24</p>	<ul style="list-style-type: none"> ➤ The Discovery of Hampi ➤ Rayas ,Nayakas and Sultans ➤ The Vijayanagara Kings and Trading class ➤ The Climax and Decline of the Vijayanagara Empire ➤ Temple Structure and Hampi Bazaars ➤ The Mahanavami Dibba ➤ A Host of Unanswered Questions 	<ul style="list-style-type: none"> ➤ Acquaint the learner with the ♣ buildings monuments that were built during the time. ➤ • To examine the ‘excerpts or the sources more closely and discuss the ways in which architecture can be analysed to reconstruct history. ➤ • Analyse city planning, water management system, administration of the rulers with the help of literary accounts of foreign travelers. 	<ul style="list-style-type: none"> ➤ Students will be able to Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India. ➤ Analyse accounts of foreign traveller’s on Vijayanagar in order to interpret political, social and cultural life of the city. ➤ Assess the city planning and management administration of the rulers
<p>Sep.2026</p>	<p>Term-1 Exam</p>	<p>27</p>			

Sep.2026	Colonialism and Countryside (Chap-8)	27 (Practice test will be conducted)	<ul style="list-style-type: none"> ➤ Bengal and the Zamindars ➤ The Hoe and the Plough ➤ A Revolt in the Countryside ➤ A newspaper report 	<ul style="list-style-type: none"> ➤ Discuss how colonialism affected zamindaris, peasants and artisans. ➤ Explain the revenue systems introduced by the British to comprehend the problems and limits of using official sources for understanding the lives of the people. ➤ Discuss about the types of records and reports. 	<ul style="list-style-type: none"> ➤ Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India. π ➤ Analyze the colonial official records& reports to understand the divergent interest of British and Indians.
October,2026	Rebels and the Raj	18	<ul style="list-style-type: none"> ➤ Pattern of the Rebellion ➤ Awadh in Revolt ➤ What the Rebels wanted ➤ Repression and the Images of the Revolt 	<p>Discuss how the events of 1857 are being interpreted.</p> <ul style="list-style-type: none"> • Discuss how visual material can be used by historians to narrate events • Understand the planning and 	<p>To examine the events of 1857.</p> <ul style="list-style-type: none"> ➤ Correlate the Planning and coordination of the rebels of 1857 to

November, 2026	<p>Mahatama Gandhi and The Nationalist Movement</p> <p>Framing the Constitution</p> <p>The Beginning of a new Era</p>		<ul style="list-style-type: none"> ➤ A Leader Announces Himself ➤ The Making and Unmaking of Non-Cooperation ➤ The Salt Satyagraha ➤ Quit India ➤ The Last Heroic Days ➤ Knowing Gandhi ➤ A Tumultuous Time ➤ The Vision of the Constitution ➤ Defining Rights ➤ The Power of the State ➤ The Language Policy of the Nation 	<p>execution of the plan</p> <ul style="list-style-type: none"> • Highlight the united contribution made by the Indian soldiers. <ul style="list-style-type: none"> ➤ To acquaint the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership. ➤ Discuss how Gandhi was perceived by different groups. ➤ ♣ Examine how historians need to read and interpret newspapers diaries and letters as a historical source. ➤ Discuss how the founding ideals of the new nation state were debated and formulated. ➤ Understand how such debates and 	<p>infer its domains and nature.</p> <ul style="list-style-type: none"> ➤ Examine the momentum of the revolt to understand its spread. ➤ Analyze how revolt created vision of unity amongst Indians. ➤ Interpret visual images to understand the emotions portrayed by the nationalist and British. ➤ 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.
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<p>Dec.2026</p>	<p>Pre-Board-1 And Practice of Sample sets</p>			<p>discussions can be read by historians.</p> <ul style="list-style-type: none"> ➤ Discuss the other countries constitution and compare. 	<ul style="list-style-type: none"> ➤ Highlight the role of Constituent Assembly to understand functionalities in framing the constitution of India. ➤ Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution.
<p>January,20 27</p>	<p>PRE-BOARD -2</p>				

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Feb.2027					
					

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SURENDRANATH CENTENARY SCHOOL
SESSION – 2026-27
ANNUAL PEDAGOGICAL PLAN
CLASS XII

Subject- POLITICAL SCIENCE					
Book – i) CONTEMPORARY WORLD POLITICS (BOOK-1)					
ii) POLITICS IN INDIA SINCE INDEPENDENCE (BOOK-2)					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '26	1. The end of bipolarity. 1. Challenges of Nation-Building	28	<ul style="list-style-type: none"> • The Soviet system • Gorbachev and disintegration • Shock therapy & its consequences • India's relations with Russia and other post communist countries. ◦ Challenges for the new Nation ◦ Partition: Displacement and Rehabilitation ◦ Integration and Princely States ◦ Reorganization of States <p>Map activity</p> <p>Cartoon interpretation</p>	<ul style="list-style-type: none"> • Familiarise students with the: • Historical facts and processes of formation of Soviet Union • Causes and consequences of disintegration of Soviet Union • Shock therapy and its consequences. • Relationship between India and post communist countries ◦ Nature and challenges of Nation building ◦ Causes and consequences of partition of India ◦ Process of integration of Princely states. ◦ Reorganization of states 	<ul style="list-style-type: none"> • After completion of the chapter. Students will be able to: • Identify the basic features of the Soviet system • Discuss the background and outcome of disintegration of the Soviet Union • Examine the consequences of the unipolar world • Assess the features of Shock therapy. • Probe into the recent happenings in the Post-Communist Countries. ◦ Analyze the challenges which independent India faced. ◦ Describe the factors that led to partition ◦ Evaluate the role played by leaders in Nation building.

May '26	2. Era of one-time party dominance	14	<ul style="list-style-type: none"> •Challenge of building democracy •Congress dominance in the first three general elections. • Emergence of opposition parties <p>Map work Group discussion Comparative analysis: ideology of different parties</p>	<ul style="list-style-type: none"> • Challenge of establishing democracy in India • Process of ensuring free and fair elections in India •Nature and dominance of Congress party during Post-Communist independence period •Emergence and role of opposition parties 	<ul style="list-style-type: none"> •Appreciate the sustenance of democratic politics in the country •Evaluate the electoral politics post-independence • Assess the dominance of the Indian National Congress from 1952 to 1967 • Evaluate the role of opposition parties
June '26	2. Contemporary centres of power 3. Politics of Planned development	16	<ul style="list-style-type: none"> •European Union •Associations of Southeast Asian nations •Rise of China as an economic power • Japan and Korea as emerging powers <ul style="list-style-type: none"> ◦ Political contestants ◦ The early initiatives ◦ The first five year plan ◦ Rapid Industrialization <p>Map activity Cartoon interpretation</p>	<ul style="list-style-type: none"> • Alternative sources of power • European union and ASEAN as alternative centers of power • Economic rise of China and its impact on world politics •Relations of India with China <ul style="list-style-type: none"> ◦ Nature of conflict in achieving the twin objectives of economic growth and socio-economic Justice ◦ Two models of development ◦ Designer plan of development ◦ Emergence aims and objectives of the first two five-year plans ◦ Replacement of Planning Commission by National Institution for transforming India (NITI Aayog) 	<ul style="list-style-type: none"> • Compare and contrast the importance of European Union and ASEAN • India's relations with China ◦ Identify the varied option considered by the government to balance growth and socio-economic Justice ◦ Understand the need for the formation of the planning commission ◦ Appreciate the need for strategic long-term development programme and policies.

July '26	3. Contemporary South Asia 4. India's External Relations 5. Challenges to and Restoration of the Congress system	28	<ul style="list-style-type: none"> • Military and democracy in Pakistan and Bangladesh • Monarchy and Democracy in Nepal • Ethnic conflict and Democracy in Sri Lanka • India and it's Neighbours • Peace and Cooperation ◦ Challenge of Political succession ◦ From Nehru to Shastri & Shastri to Indira Gandhi ◦ fourth general elections ◦ The 1971 election and Restoration of Congress <p>Map activity Cartoon interpretation Discussion: Current economic crisis in Sri-Lanka and Pakistan</p>	<ul style="list-style-type: none"> • South Asian region • Nature of Political systems in the countries of the region. • Developments leading to the transition from Monarchy to a democracy in Nepal • Role of big powers like USA and China in the South Asian region ◦ Objectives and Principles of India's foreign policy ◦ India's role as a founder of NAM and in forging Afro-American Asian unity ◦ Shifting alliances in world politics • Challenges of Political succession after Nehru • Split in Congress and opposition unity • New Congress led by Indira Gandhi 	<ul style="list-style-type: none"> • Identify and locate the seven countries of the South Asian region • Examine the role of political leaders • Justify the creation of SAARC • Understand the involvement of US and China in South Asia ◦ Compare and contrast the new and old Congress • Analyse the process of Restoration of the Congress system • Summarize the initiatives taken by Indira Gandhi to overcome the challenges faced by her.
August '26	4. International Organizations 6. The Crisis of Democratic Order 5. Security in the Contemporary world	28	<ul style="list-style-type: none"> • Meaning and importance • Evolution of the UN • Structure and function of international Organizations • Principal organs of UN • Reform of the UN after Cold War • India and the UN Reforms ◦ Background emergency ◦ Declaration of Emergency • Meaning and how of Security • Traditional and non-traditional • India's Security strategy <p>Map activity and Cartoon interpretation</p>	<ul style="list-style-type: none"> • Important events in the world history • Need for formation of International organization • Organs and agencies of United Nations • Need for reforms in the changing world • United Nations in the unipolar world ◦ Economic conditions before emergency ◦ Conflict between Executive and Judiciary ◦ Consequences of Emergency • Meaning nature and types of Security • External and Internal notions of Security • Need for Cooperative society • Components of India's security strategy 	<ul style="list-style-type: none"> • Define International organisation • Appreciate the role of United Nations and it's agencies • Reflect on the events taking place in the Post-Communist war era. • Understand the need for reforms in the United Nations ◦ Understand the causes and consequences of Emergency ◦ Examine the lessons of Emergency ◦ Evaluate the rule of Janta government. • Recognise the causes of security threats • Enhance analytical skills to provide solutions to security concerns • Develop critical thinking about the role of various stakeholders in ensuring security today.

September '26	6.Environment t and natural resources 7.Regional aspirations	16	<ul style="list-style-type: none"> •Environmental concerns • Global Commons •Common but differentiated Responsibilities • India's stand on environmental issues <ul style="list-style-type: none"> ◦ Region and the Nation ◦ Punjab ◦ Assam and National Integration <p>Map activity, interpretation of cartoons/caricatures</p>	<ul style="list-style-type: none"> •Environmental issues •Efforts taken by India at resource conservation and sustainable development <ul style="list-style-type: none"> ◦Rise of regional aspirations and government's concern ◦Underlying reasons for demand of regional autonomy ◦Success of Indian government in recognising regionalism as apart and parcel of democratic politics 	<ul style="list-style-type: none"> • Enlist and explain the facts related to global environmental issues • Recognise and understand the need to conserve critical resources • Demonstrate knowledge and appreciation towards India's responsibility in protecting environment • Know about the nature to of concerns of indigenous communities and understand how the government s of different countries respond to their plea. • Discuss the implications of regional demands . • Appreciate the initiatives taken by the government in dealing with regional aspirations.
October '26	7. Globalization 8. Recent developments in Indian Politics	28	<ul style="list-style-type: none"> •Concept of globalization • Causes and consequences •India and globalization • India and resistance to globalization <ul style="list-style-type: none"> ◦Context of1990's ◦ Era of Coalition ◦ Political rise of the backward classes ◦ Emergence of New Consensus ◦ Lok Sabha elections 2004 ◦ Growing Consensus <p>Group discussion based on news paper articles Cartoon interpretation</p>	<ul style="list-style-type: none"> • Concept of Globalization • Impact of Globalization on India • Resistance to globalization and it's future course <ul style="list-style-type: none"> ◦ Nature trends and developments in Indian Politics and it's impact ◦Decline of Congress system and rise of NDA led by Bhartiya Janata Party ◦ Emergence of growing consensus 	<ul style="list-style-type: none"> •Appreciate the significance of Globalization • Elucidate the political,economic,and cultural dimensions of globalization on India. • Critically evaluate the impact of globalization on India. ◦Understand momentous changes taking place in the nation since 1989 ◦ Trace the rise and growth of BJP. ◦ Identify the areas of growing consensus.

November '26		18	Revision. Book 1 and Book 2	Practice Test-I	-----
December '26		14	Revision Book 1 and Book 2	PRE BOARD-I	-----
January '27		16	Revision Book 1 and Book 2	PRE BOARD-II PRACTICE TEST-II	-----
February '27			-----	BOARD EXAMINATION	
March '27					

SURENDRANATH CENTENARY SCHOOL
ANNUAL PEDAGOGICAL PLAN SESSION – 2026-27
CLASS XII (GEOGRAPHY-029)

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April-2026	Human Geography Nature and Scope (chapter-1)	29	<input type="checkbox"/> Introduction to Human Geography <input type="checkbox"/> Approaches to study Human Geography Regional and Systematic Geography, Dualism <input type="checkbox"/> Nature of Human Geography <input type="checkbox"/> Naturalization of Humans and Humanization of Nature <input type="checkbox"/> Schools of thought in Human Geography <input type="checkbox"/> Fields and subfields of Human Geography	<p>➤ To define Human Geography and describe the nature and scope of Human Geography as discipline.</p>	<p>At the completion of this unit students will be able to:</p> <p>Define the term human geography Elucidate the Interdependence between Nature and Human beings. State the fields and subfields of Human Geography and its relation with other branches of Social Sciences Differentiate between Environmental Determinism and Possibilism. Explain Neodeterminism with examples from real life.</p>
	The World Population – distribution, density and growth (Chapter-2)		<p>➤ Population-distribution and density</p> <p>➤ Factors influencing the distribution of population</p> <p>➤ Population Growth</p> <p>➤ Components of Population change</p> <p>➤ Demographic Transition</p> <p>➤ Population Control Measures</p>	<ul style="list-style-type: none"> ● To familiarize learners with some basic concepts of Population Geography ● To understand the patterns of population distribution in the world and correlate the factors influencing population distribution 	<p>Calculate density of population, birth rate and death rate the world using Demographic Transition Theory Suggest measures to control population growth</p> <p>Define the following terms: Growth of population, Natural growth of population, Positive growth of</p>

					population, Negative growth of population . .
May,2026	Human Development (chapter-3)		<ul style="list-style-type: none"> <input type="checkbox"/> Human development - concept; selected indicators <input type="checkbox"/> Growth and Development <input type="checkbox"/> The four pillars of Human Development <input type="checkbox"/> Approaches to Human Development <input type="checkbox"/> Measuring Human Development- HDI, HPI and GNH International comparisons Concept and types 	To understand the concept of human development introduced by Dr. Mehboob UI Haq and Prof. Amartya Sen.	<ul style="list-style-type: none"> • Differentiate between growth and development • Explain the three basic indicators of human development and measure the level of Human Development. Describe Human Development Index published by UNDP. • Compare HDI with Human Poverty Index. • Explain the key pillars of human development with examples. • Compare Income approach, Welfare approach, Basic Needs approach and Capability approach to understand the concept Human Development. • Categorise countries on the basis of their HDI and explain their characteristics.

	PRACTICAL WORK IN GEOGRAPHY PART II 1. Practical Data its source and compilation			To understand the importance of data and its uses in Geography	Define data. Differentiate between primary and secondary sources of data. List several sources of data
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May,2026	Primary Activities (Chap-4)	14	: <ul style="list-style-type: none"> ● Hunting and Gathering, Pastoralism; Nomadic Herding, Commercial Livestock Rearing ● Types of agriculture: <ul style="list-style-type: none"> ❖ Primitive Subsistence ❖ Intensive Subsistence ● Commercial Agriculture <ul style="list-style-type: none"> ❖ Plantation Agriculture ❖ Extensive Commercial Grain Cultivation ❖ Mixed Farming ❖ Dairy farming ❖ Mediterranean Agriculture ❖ Market Gardening and Horticulture Cooperative Farming ❖ Collective Farming 	<ul style="list-style-type: none"> • To understand various categories of economic activities. • To describe primary activities and relate the physical and social factors that affect the type of primary activities practised in different regions of the world. • To explain main features of different types of agricultural system practised in the world. 	<ul style="list-style-type: none"> • Define the following terms: Economic activities, Primary activities, Red Collar Worker, Pastoral Nomadism • Explain food gathering as an economic activity • Distinguish between pastoral nomadism and commercial livestock rearing • Differentiate between primitive subsistence and intensive subsistence farming • Describe the characteristic features of plantation agriculture as a type of commercial farming • Analyse why there is low yield per acre but high yield per person in areas of extensive grain cultivation • Compare and contrast the farming practices in the developed urban areas of the world • Analyse how the model of Kolkhoz introduced in the erstwhile USSR boost agricultural production • Examine the reasons for success of cooperative farming in the European countries • Differentiate between open cast mining and shaft mining Discuss how mining can have impact
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June, 2026	Secondary Activities (Chap-5)	16	<p>Manufacturing: Characteristics of Modern Large-Scale Manufacturing</p> <p>Factors influencing industrial Location • Classification of manufacturing Industries: On the basis of Size, Inputs /raw material, Output /Products and Ownership</p> <p>Concept of High-tech Industry</p>	<p>To develop understanding of secondary activities with emphasis on manufacturing industries.</p> <p>To give an overview of manufacturing processes, types, its significance and recent changes.</p>	<ul style="list-style-type: none"> • Explain key concepts such as large-scale manufacturing, high technology industry, organisational set up, footloose industries, agribusiness etc. • Identify and explain the factors affecting the location of industry. • Differentiate between different types of industries on the basis of size, raw material, ownership and output. • Differentiate between cottage industry and small scale industry. • Explain the importance of high-tech industries and reasons for them being attracted to the peripheral areas
	2. Practical Data Processing			<p>*To calculate Measures of Central tendency</p> <p>*To Compare Mean, Median And Mode</p>	<p>of major metropolitan cities. Compare large scale industry and modern high-tech industry with examples. Understand and analyse the interrelationship between industrial development and standard of living.</p> <p>*Calculate the mean rainfall of your city.</p> <p>*List ten Himalayan peaks with their heights. * Calculate the median height using the data.</p>

June,2026	Tertiary and Quaternary Activities (Chapter-6)		<p>Tertiary activities-concept and types</p> <ul style="list-style-type: none"> • Trade and commerce: Retail and Wholesale trading Transport, Factors Affecting Transport; Communication Services People engaged in tertiary activities • Tourism, Major tourist regions Tourist attractions - some examples from selected countries • Medical Services for Overseas Patients in India Quaternary and Quinary activitiesconcept The Digital Divide 	<ul style="list-style-type: none"> • Make a list of economic activities under different categories. • Make a list of departmental stores and chain stores that you visit regularly. <p>Class discussion on: How convenient and beneficial the fast-growing service sector is in the world.</p>	<ul style="list-style-type: none"> • Compare and contrast traditional and modern economic activities. • Correlate tertiary activities and their role in the economic development of a country. • Describe different types of tertiary activities. • Discuss different types of trading centres found in rural and urban areas and their role in the local economy. • Describe quinary activities and their role in advanced economies. • Discuss how tertiary, quaternary and quinary activities have replaced jobs in primary and secondary sectors. • Define the following terms: BPO, Outsourcing, KPO, Departmental Store, Chain Store, Wholesale trading
July,2026	Transport and Communication (Chap-7)	32	<ul style="list-style-type: none"> • Transport • Modes of Transportation: • Land transport: Roadways, Highways, Road Density, Border Roads. • Railways: Trans-continental Railways: Trans-Siberian, Trans Canadian, Australian Trans Continental, • Water Transport: Important Sea Routes, 	<ul style="list-style-type: none"> • To acquire knowledge about various modes of transport in different continents. • To compare and synthesize the information about major transport routes 	<ul style="list-style-type: none"> • Compare and contrast various modes of transport. • Explain the relationship of transport and communication networks to economic development of a region. • Describe the major highways and major rail networks of different continents. • Discuss the location and economic significance of Trans-Siberian Railway, Trans-Canadian Railway, The Union and Pacific Railway and Trans-Australian Railway. • Describe the location and

<p>August, 2026</p>	<p>International Trade (Chap-8)</p>	<p>28</p>	<p>Shipping Canals, Inland waterways</p> <ul style="list-style-type: none"> • Air transport: Inter-Continental air routes • Pipelines • Communications: Satellite Communications and Cyber Space- Internet <ul style="list-style-type: none"> • History of International trade • Why Does International Trade Exist? • Basis of International Trade • Balance of Trade • Types of International Trade: Bilateral and Multilateral trade • Case for Free Trade • Concept of Dumping • World Trade Organisation • Regional Trade Blocs • Concerns Related to International Trade • Gateways of International trade: Ports • Types of Port 	<p>around the globe.</p> <p>To understand the development of communication networks and their impact on the modern world.</p> <ul style="list-style-type: none"> • Familiarize students with the basic concepts and principles of International Trade. • To understand the basis of International trade, Balance of trade and types of International trade. • Gain knowledge about the concept of Dumping. • To outline the historical perspective of globalization and Role of WTO, its functions and its implications on the world trade. <p>Examine the importance of sea ports as Gateways</p>	<p>economic importance of the major sea routes of the world. • Discuss how Suez Canal and Panama Canal serve as major gateways of commerce for both the eastern and the western world.</p> <p>Discuss how modern communication systems have made the concept of global village a reality.</p> <ul style="list-style-type: none"> • Define international trade and describe how it impacts various countries. • Describe the basis of International Trade. • Discuss types of and aspects of International trade. • Explain the terms Dumping, Trade liberalisation and Globalisation. • Discuss the impact of WTO on current global trade. • Evaluate how international trade can be detrimental to some nations. • Analyse how sea ports act as chief gateways of International trade.
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	<p>INDIA:- PEOPLE AND ECONOMY- Book 2</p> <p>Population: Distribution, Density, Growth and Composition (Chap-1)</p> <p>Human settlement Chapter 2</p>	<ul style="list-style-type: none"> • Distribution of Population • Density of Population • Growth of population □ <p>Four distinct phases of population growth</p> <ul style="list-style-type: none"> • Regional Variation in Population Growth □ <p>Population Composition: Rural – Urban Composition, Linguistic Composition, Religious Composition</p> <ul style="list-style-type: none"> • Composition of Working Population • Promoting Gender Sensitivity through ‘Beti Bachao–Beti Padhao’ Social Campaign <ul style="list-style-type: none"> • Rural settlements - types and distribution □ • Urban settlements - types, distribution • Evolution of Towns in India □ 	<p>of International trade</p> <p>To familiarize students with the demographic attributes of India.</p> <p>Students will prepare a line graph to show the growth of urban population in India since 1901.</p> <ul style="list-style-type: none"> • Students will mark and label the million-plus cities of all the states on a political map of India. <p>Case Study: Amravati Refer</p>	<ul style="list-style-type: none"> • Differentiate between distribution of population and density of population. • Define: Physiological Density, Agricultural Density, Population doubling time, Working Population, Participation Rate, Main Worker, Marginal Worker, Rural Population, Urban Population, Adolescent Population. • Discuss the factors responsible for uneven distribution of population in India. • Explain trends of population growth in India since 1901. • Describe ruralurban population composition, religious composition, linguistic composition and sectoral composition of workforce in India. • Discuss the occupational structure of India’s population. • Differentiate between rural and urban settlements. • Describe the factors that govern the types of rural settlement in India. • Compare and contrast clustered, semiclustered, hamleted and dispersed
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<p>Sept, 2026</p>	<p>3. Practical Representati on of data</p>	<p>21</p>	<p>Urbanization in India □ Functional Classification of Towns □ Smart Cities Mission</p> <p>Land resources- general land use</p>	<p>To represent data graphically using different techniques</p>	<p>Construct a line graph to represent the growth rate of Population in India 1901-2011. Construct a polygraph to compare the growth of sex ratio in different states. * Construct a line and bar graph to represent the average monthly rainfall and temperature of Delhi. * Construct a multiple bar diagram to represent decadal literacy rate, male literacy and female literacy. *Draw a pie diagram to show India's export to major regions of the world 2010-2011.</p> <ul style="list-style-type: none"> • Classify towns on the basis of their functions. • Name and define the land use categories. • Compare the changes in
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<p>October, 2026</p>	<p>Mineral and Energy Resources (chapter 5)</p>		<ul style="list-style-type: none"> • Mineral Resources: Introduction and Types • Major mineral belts of India Distribution of Ferrous Minerals (Iron ore and Manganese), Non-Ferrous Minerals (Bauxite and Copper); Non-metallic minerals (Mica) • Energy Resources: Conventional sources (Coal, Petroleum and Natural gas) and non conventional sources (Nuclear, Solar, Wind, Tidal and Wave and Geothermal and Bio energy) • Conservation of Mineral Resources 	<ul style="list-style-type: none"> • To know about distribution of various minerals in the world. • To understand and realize the importance of minerals in human life. • To create an awareness about nature of different minerals and how to sustain them for the future. 	<ul style="list-style-type: none"> • Classify minerals on the basis of chemical and physical properties. • Describe the major mineral belts of India <p>and mark them on an outline map of India.</p> <ul style="list-style-type: none"> • Describe different types of nonconventional mineral resources. • Analyse why renewable energy resources will be the future source of resources. • Suggest measures to conserve nonrenewable resources. <p>* Describe the advantages of GIS over manual methods. * Components of GIS.</p>
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<p>Pre-Board And Practice of Sample sets</p> <p>November , 2026</p>	<p>4. Practical Spatial Information Technology</p> <p>Planning and Sustainable Development in Indian Context (Chapter 6)</p>		<ul style="list-style-type: none"> ● Planning- Introduction ● Target Area Planning: Hill Area Development Programme, Drought Prone Area Programme. ● Concept of Sustainable Development ● Case Studies – 1. Integrated Tribal Development Project in Bharmaur* Region, □ Indira Gandhi Canal (Nahar) Command Area 	<p>To understand the need to capture data from different sources and integrate them using a computer that is supported by geo- processing tools.</p> <p>* To learn basic principles of the Spatial Information Technology and its extension to the Spatial Information System, which is more commonly known as Geographical Information System.</p> <p>* Explain what is Spatial Information Technology or GIS.</p> <p>• To understand the need for centralized planning (sectoral planning and regional planning) to</p>	<p>* Spatial Data formats: Raster data format, Vector data format. Spatial Analysis: Overlay and Buffer Analysis</p> <ul style="list-style-type: none"> • Develop an understanding about various types of planning. • Justify the need for target areas and target group planning by the Planning Commission with examples. • Explain the aims and approaches of the Hill Area Development Programme and Drought Prone Area Programme. • Critically evaluate the aims and social benefits of ITDP in the Bharmaur tribal region. • Evaluate the measures that can be taken to promote sustainable development in Indira Gandhi Canal Command Area.
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Nov. 2026	Transport and Communication (chapter 7)	21	<ul style="list-style-type: none"> • Means of transport: Land (Road transport, Rail transport and Oil and Gas pipelines), Water transport (Inland waterways and Oceanic routes) and Air transport • Communication Networks- Personal and Mass Communication Systems 	<p>accelerate uniform economic development over space as well as the role of NITI Aayog.</p> <p>To acquire knowledge about various means of transport spread in different parts of India.</p> <p>* To compare and correlate various modes of transport to the physical regions of India.</p> <p>* To evaluate the impact of transport and communication networks on the development of our nation.</p>	<p>At the completion of this unit students will be able to:</p> <p>Develop an understanding about various means of transport being used in different parts of India. * Analyse the impact of the physical environment on development of various modes in different regions.</p> <p>Describe different types of highways found in different parts of our country. * Discuss the role of Indian Railways in the growth of India's economy with focus on recent technological advancements.</p> <p>Describe the five National Waterways of our country.</p> <p>Discuss the role of OIL and Gail in development of gas pipelines in India. * Discuss reasons for the state wise variation in road density in India. * Elucidate the impact of modern communication networks in our life.</p> <p>* Mark and label the following on an outline political map of India: Terminal stations of north south corridor, East west corridor & golden quadrilateral.</p>
Dec.2026		28	<ul style="list-style-type: none"> • Changing Pattern of the Composition of India's Exports and Import • Direction of Trade • Sea Ports as Gateways of International Trade □ Major 	<p>* To familiarise students about the changes that have taken place in</p>	<p>At the completion of this unit students will be able to:</p> <p>Give reasons for changing pattern of the composition of India's import and export.</p> <p>Discuss the strategies adopted by India</p>

					<p>effectiveness of the Swachh Bharat Mission.</p> <p>* Discuss the problems related to urban waste disposal and suggest measures to convert waste into wealth.</p>
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SURENDRANATH CENTENARY SCHOOL, RANCHI
ANNUAL PEDAGOGICAL PLAN 2026-27
CLASS XII

Subject: ECONOMICS		Book : NCERT , SANDEEP GARG				
Subject Code:(030)						
Month	Chapter s	No. Of Pd	Topics	Learning Objective	Learning Outcome	UT/PT/T1
APRIL	MACRO - NATIONAL INCOME AND RELATED AGGREGATES SDG 8: Decent work and Economic growth	21	<ul style="list-style-type: none"> ● An introduction- scope and significance of macroeconomics, basic concepts, classification of goods, concept and component of consumption and expenditure. ● Concepts and components of investment, stock and flow, four sectors of economy, circular flow of income, domestic and national concept of income, concept of national income. ● Gross and Net concepts, market price and factor costs. ● Aggregates related to national income, nominal and real GDP and welfare, Methods of calculating national income- value added, income and expenditure method. 	<p>To enable the learners:</p> <ul style="list-style-type: none"> □ Identify basic concepts as flow of money between household and firms. □ Compare between definitions and components of GNI and GDP and recognise them as measures of national income. □ Locate different between nominal and real GDP. □ Recognise various methods of calculating of national income- value added, income and expenditure method. □ Differentiate between national income, saving, consumption and investment. □ Learners will be able to measure income by adding the pre-tax income generated by the individuals and companies in the economy. □ Learners will also be helped in formulating policies for economic development 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> □ Recognise basic concepts as flow of money between household and firms. □ Analyse between definitions and components of GNI and GDP and recognise them as measures of national income. □ Able to differentiate between nominal and real GDP. □ Able to solve by implementing the formulas calculating of national income- value added income and expenditure method. □ Comparison between national income, saving, consumption and investment. □ Able to calculate income by adding the pre-tax income generated by the individuals and companies in the economy. □ Learners will be able to formulate policies for economic development. 	

MAY	CH-MONEY AND BANKING SDG 8; Decent work and Economic growth	10	<ul style="list-style-type: none"> ● Meaning and evolution of money, forms of money. ● Supply of money, measurement of money supply. ● Introduction, types of banks, money creation by the commercial bank, and control of money supply / credit supply by central bank in India. 	<ul style="list-style-type: none"> □ Learner will be provided with an introduction of money and its evolution through explanation of barter exchange. □ Identify various theories of money supply and money demand. □ Identify the working of monetary policy. □ Identify the meaning and functions of central and commercial banks. □ Identify the facilities provided by commercial banks. □ Identify the money creation by commercial bank. □ Recognise the measures to control money supply. 	<ul style="list-style-type: none"> □ Learner will recognise the meaning of money and its evolution through explanation of barter exchange. □ Recognise various theories of money supply and money demand. □ Implement the working of monetary policy. □ Recognise the meaning and functions of central and commercial banks. □ Recognise the facility provided by commercial banks. □ Analyse the money creation by commercial bank. □ Recognise the measures to control money supply. 	
	CH-INDIAN ECONOMY ON THE EVE OF INDEPENDENCE SDG 1: No Poverty	05	<ul style="list-style-type: none"> ● Indian economy on the eve of independence, low level of economic development under the colonial rule, Agriculture sector, foreign trade, demographic condition, infrastructure. 	<ul style="list-style-type: none"> □ Analyse the state of Indian economy on the eve of independence. □ Discuss the factors that led to the under development and stagnation of the Indian economy. 	<ul style="list-style-type: none"> □ Compare the state of Indian economy on the eve of independence. □ Relate the factors that led to the under development and stagnation of the □ Recognise the common goals of five year Plans. 	
JUNE	CH-INDIAN ECONOMY (1950-1991)	05	<ul style="list-style-type: none"> ● Introduction, goals of Five years Plans, Agriculture, industry and trade, trade policy, import substitution. ● Indian economy during reforms- an assessment, conclusion, introduction, background, liberalisation, 	<ul style="list-style-type: none"> □ Indian economy recognise the common goals of five year Plans. □ Identify the background of the reforms policies introduced in India in 1991. □ Identify the mechanism through which reforms were introduced. 	<ul style="list-style-type: none"> □ Learners are able to relate the five- years plan with the developmental strategies of our country. □ Able to relate the background of the reforms policies introduced in India in 1991. 	UT-1 29.06.26 Ch-3: (Macroeconomics)

	SDG 1: No Poverty		privatisation and globalisation.	<input type="checkbox"/> Comprehend the process of globalisation and its implications for India.	<input type="checkbox"/> Recognise the mechanism through which reforms were introduced. <input type="checkbox"/> Relate the process of globalisation and its implications for India.	Ch-4: (Macroeconomics) Ch-1 (I.E.D)
	CH-INDIAN ECONOMIC DEVELOPMENT – LPG : AN APPRAISAL.	06	<ul style="list-style-type: none"> Indian economy during reforms- an assessment, conclusion, introduction, background, liberalisation, privatisation and globalisation. 	<input type="checkbox"/> Identify the mechanism through which reforms were introduced. <input type="checkbox"/> Comprehend the process of globalisation and its implications for India.	<input type="checkbox"/> Able to relate the background of the reforms policies introduced in India in 1991. <input type="checkbox"/> Recognise the mechanism through which reforms were introduced. Relate the process of globalisation and its implications for India.	
JULY	CH-HUMAN CAPITAL FORMATION SDG 4: Quality Education	06	<ul style="list-style-type: none"> Some essential concept, problems of deficient demand problem of excess demand, measures to correct excess and deficient demand. 	<input type="checkbox"/> Identify the concepts of human resources, human capital formation and human development. <input type="checkbox"/> Recognise the link between investments in human capital. <input type="checkbox"/> Identify the need for government spending on education and health. <input type="checkbox"/> Compare the state of India’s educational attainment.	<input type="checkbox"/> Recognise the concepts of human resources, human capital formation and human development. <input type="checkbox"/> Relate the link between investments in human capital. <input type="checkbox"/> Acquire the need for government spending on education and health. <input type="checkbox"/> Enumerate the state of India’s educational attainment.	PTM 03.07.26
	CH-PROBLEM OF DEFICIENT DEMAND AND EXCESS	07	<ul style="list-style-type: none"> Some essential concept, problems of deficient demand problem of excess demand, measures to correct excess and deficient demand. 	<input type="checkbox"/> Identify the concept and situation of excess and deficient demand. <input type="checkbox"/> Compare the differences between excess and deficient demand. <input type="checkbox"/> Recognise the methods to correct excess demand and deficient demand.	<input type="checkbox"/> Recognise the concept and situation of excess and deficient demand. <input type="checkbox"/> Evaluate the differences between excess and deficient demand. <input type="checkbox"/> Able to solve through methods to correct excess demand and deficient demand.	

	DEMAND					
	CH- PROBLEM OF DEFICIENT DEMAND AND EXCESS DEMAND	07	<ul style="list-style-type: none"> Some essential concept, problems of deficient demand problem of excess demand, measures to correct excess and deficient demand. 	<input type="checkbox"/> Identify the concept and situation of excess and deficient demand. <input type="checkbox"/> Compare the differences between excess and deficient demand. <input type="checkbox"/> Recognise the methods to correct excess demand and deficient demand.	<input type="checkbox"/> Recognise the concept and situation of excess and deficient demand. <input type="checkbox"/> Evaluate the differences between excess and deficient demand. <input type="checkbox"/> Able to solve through methods to correct excess demand and deficient demand.	
AUGUST	CH-GOVERNMENT BUDGET	07	<ul style="list-style-type: none"> Concept of government budget, objectives, structure/ components of budget, budget receipts- revenue and capital receipts, budget expenditure- revenue and capital expenditure, budget deficit. 	<input type="checkbox"/> Identify the various way o reallocations of resources. <input type="checkbox"/> Identify the tax concessions and subsidies. <input type="checkbox"/> Reducing inequalities of income and wealth. <input type="checkbox"/> Compare the difference between revenue and capital receipts. <input type="checkbox"/> Recognise the revenue deficits, fiscal deficits and primary deficit.	<input type="checkbox"/> Recognise the various way o reallocations of resources. <input type="checkbox"/> Able to compute the tax concessions and subsidies. <input type="checkbox"/> Reducing inequalities of income and wealth. <input type="checkbox"/> Analyse the difference between revenue and capital receipts.	UT-2 24.08.26 Ch-5: Ch-6: (MAC) Ch-2, Ch-3: (IED) PTM 22.08.26
	CH-BALANCE OF PAYMENTS SDG 17: Partnerships for the goals	07	<ul style="list-style-type: none"> Introduction and meaning of balance of payment (BOP), components/ structure of BOP account: current, capital and official reserve account, equilibrium and disequilibrium in BOP- BOP deficit. 	<input type="checkbox"/> Identify the levels of international economic activity. <input type="checkbox"/> Examine the economic relationships underlying the two basic sub- components of BOP.	<input type="checkbox"/> . Recognise the levels of international economic activity. <input type="checkbox"/> Evaluate the economic relationships underlying the two basic sub- components of BOP.	
	CH-RURAL DEVELOPMENT	06	<ul style="list-style-type: none"> Introduction – rural development, credit and marketing in rural areas, 	<input type="checkbox"/> Recognise the state of rural areas in our country.	<input type="checkbox"/> . Recognise the state of rural areas in our country.	

	OPMENT		agriculture market system, diversification into productive activities, organic system.	<input type="checkbox"/> Identify the sectors need to be developed for rural development. <input type="checkbox"/> To develop the farm, home, public service and village community.	<input type="checkbox"/> Compare the sectors need to be developed for rural development. <input type="checkbox"/> Compute the farm, home, public service and village community.	
SEPTEMBER	CH-EMPLOYMENT	06	<ul style="list-style-type: none"> • Employment growth, in formalisation and other related issues, worker and employment, participation of people in employment, self employed and hired worker, employment in firm, factories and offices, growth and change in structure of employment, in formalisation of Indian work force, unemployment government generations, conclusion. 	<input type="checkbox"/> Identify few basic concepts relating to employment such as economic activity. <input type="checkbox"/> Identify the nature of participants of men and women in various economic activities.	<input type="checkbox"/> Recognise few basic concepts relating to employment such as economic activity. <input type="checkbox"/> Able to know the nature of participants of men and women in various economic activities.9	PRACTICE TEST-1: 02/09/26 CH- 3 and 4 (MACRO) CH- 1 TO 3 (IED) TERM I EXAM- 17/09/26 CH- 1 TO 9 (MACROECONOMICS) CH- 1 TO 6 (IED)
		06	<ul style="list-style-type: none"> • Revision of the CH- 3, 4 , 5 ,6 (MACRO) and CH- 1,2, 	<input type="checkbox"/> Learners will recall the knowledge gain by revising the chapter's taught.	<input type="checkbox"/> Learners were able to answer the questions given to them	

OCTOBER	CH-ENVIRO NMENT AND SUSTAI NABLE DEVEL OPMEN T	07	<ul style="list-style-type: none"> ● Introduction, environment definition and functions, state of India's environment, sustainable development, strategies for sustainable development, conclusion. ● Puja Vacation. 	<ul style="list-style-type: none"> □ Identify the techniques to restrain the use of natural resources to ensure their availability for future generations. □ Identify the importance of protecting the environment from getting exploited 	<ul style="list-style-type: none"> □ Recognise the techniques to restrain the use of natural resources to ensure their availability for future generations. □ Recognise the importance of protecting the environment from getting exploited. 	PRACTICE TEST -2 14/10/26 CH-10 TO 12 (MACRO) CH- 7,9,10 (IED)
	CH-DEVEL OPMEN T EXPERI ENCES OF INDIA: A COMPA RISON WITH NEIGHB OURS	05	<ul style="list-style-type: none"> ● Introduction, developmental path- a snap shot view, demographic indicator, gross domestic product and sectors, indicators of human development, development strategies- An Appraisal, Conclusion. ● Revision of unit- 1,2 (Macro) ● Revision of unit- 3, 4, 5(Macro) 	<ul style="list-style-type: none"> □ Able to figure out the trends in various economic and human development indicators of India and its neighbours. □ Assess the strategies of their governance of the countries. 	<ul style="list-style-type: none"> □ Able to judge the trends in various economic and human development indicators of India and its neighbours. □ Able to assess and judge the strategies of their governance of the countries. 	
NOVEMBER		05	<ul style="list-style-type: none"> ● Revision of unit- 1,2 (Macro) ● Revision of unit- 3, 4, 5(Macro) 	<ul style="list-style-type: none"> □ Able to identify the formula used for solving the questions. □ Able to identify the way of framing the theoretical answer. 	<ul style="list-style-type: none"> □ Able to solve the questions using the appropriate formula. □ Able to write the theoretical answer. 	PRE-BOARD 1 COMPLETE SYLLABUS
DECEMBER		15	<ul style="list-style-type: none"> ● Revision of unit- 6,7(IED) ● Revision of unit- 7, 8 (IED) ● Revision of unit- 6, 7 (Macro). <p>PRE- BOARD-2 BEGINS</p>	<ul style="list-style-type: none"> □ Able to figure out the trends in various economic and human development indicators of India and its neighbours. <p>Assess the strategies of their governance of the countries</p>	<ul style="list-style-type: none"> □ Able to judge the trends in various economic and human development indicators of India and its neighbours. <p>Able to assess and judge the strategies of their governance of the countries.</p>	PRE- BOARD 2 COMPLETE SYLLABUS PTM

JANUARY			<ul style="list-style-type: none">• BOARD PRACTICAL EXAMINATION			
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SURENDRANATH CENTENARY SCHOOL, RANCHI

ANNUAL PEDAGOGICAL PLAN (2026-2027)

Class :XII			BOOKS V.D. Sharma			
SUBJECT Physical Education			Physical Health Education			
(o48)			LAB MANUAL (Blue Print)			
Month	Chapters	No.of Periods	TOPICS	Learning Objective	Learning Out Come	UT/PT/ T-1
April	Management of Sporting Events SDG-8 Decent Work and orgnise idea .	20	1. Various committees and their Responsibilities 2. Advantages of knock out tournaments. Knock out, Combination, League cum knock- out Tournaments. 3. Procedure to draw Fixtures: Knock out, 4. Intramural and Extramural, Meaning,	1. To make them understand about various committees and their Responsibilities 2. To make them understand about Tournaments- Knock-out, league or Round Robin and combination. 3. To make them understand about	1. Students will be able to demonstrate the ability to apply on under stand of ethics of the professional arena. 2. Students will be able to demonstrate ability to think critically, to creatively	5 th Subject UT-1 11.05.2026 6 th Subject UT - 1 22.06.2026 Ch. 1 & 2

			<u>objective and their significance</u> Activity -1 Experiential Learning Skills to teach students how to conduct tournament.	Procedure to Draw Fixtures: 4. To make them understand about intramural and Extramural: objectives and their Significance.	problem solve and utilize analysis 3. Students will be able to demonstrate the ability to articulate the global scope of sport and recognize diversity issues in sport.	
May	Sports and nutrition.	10	1. Balance diet and Nutrition Macoro and Micro Nutrition. 2. Nutritive and Non-Nutritive components of diet. 3. Eating to control Healthy body weight the pitfalls of dieting.	1. To make them understand about balanced diet and nutrition: Macro and Micro Nutrients. 2. To make them understand about Nutritive and Non-	1. Students will be able to interpret and apply nutrition concepts to evaluate and improve the nutritional	

			<p>4. Methods to control Healthy body weight the pitfalls of dieting.</p> <p>Activity -1</p> <p>Subject Enrichment:</p> <p>Activity-2</p> <p>Art Integrated Skills</p> <p>Creative Thinking.</p>	<p>nutritive components of Diet.</p>	<p>health of communities.</p> <p>2. Students will be able to improve the nutritional health of individual with medical conditions.</p>	
Jun	Sports and Nutrition	10		<p>3. To make them understand about Eating for Weight control-a Healthy weight, the pitfalls of dieting</p>	<p>3. Students will be able to apply management principles to evaluate human physical and fiscal resources in organization.</p>	
July	Yoga and Lifestyle SDG-3 Good	22	<p>1. Asanas as preventive measures Obesity, Procedure, Benefits</p>	<p>1. To make them understand about Obesity: Procedure,</p>	<p>1. Students will be able to intestate</p>	

	Health and well being		<p>and contraindications for Vajrasana, Pada Hastasana, Urdhva Hastasana, Trikonasana.</p> <p>2. Diabrtes</p> <p>Bhujangasana, Paschimoftanasana, Pawanmuuktasana, Ardhamatseyendrasana.</p> <p>3. Asthma, For Sukhasana, Chakrasana, Gomukhasan, Parvatasana, Ghujangasana. Paschimottanasana,</p> <p>4. Hupertension, for tadasana, Vajrasana, Paeanmuktasana, Ardhachakrasana, Bhujagansan.</p>	<p>Benefits and Contraindication for Vajrasana, Pada Hastasana, Urdhva Hastasana, Trikonasana, Ardhamatseyendrasana.</p> <p>2. To make them understand about Diabets: Procedure, Benefits and Contraindications for Bhujangasana, Pachimottanasana, Pawanmuktasana, Ardhamatseyendrasana.</p> <p>3. To make them understand about Asthma: Procedure, Benefits and</p>	<p>Ayareda to the existin health cure system for promotion prevention and control of non communicable disease.</p> <p>2. Students will be able to reduse during dependency in chromic cases through Ayurveda yoga Practices and lifestyle changes.</p> <p>3. To carry out capacity building of</p>	
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			<p>Activity -1</p> <p>Subject Enrichment</p> <p>Group Discussion</p> <p>Discussion with students topic wise.</p>	<p>Contraindications for</p> <p>Sukhasana,</p> <p>Chakrasana,</p> <p>Gomukhasana,</p> <p>Parvatasana,</p> <p>Bhujangasana,</p> <p>Paschimottanasana,</p> <p>Matsyasana.</p>	<p>human</p> <p>resources.</p>	
Aug	Physical Education and Sports for (CWSN)	20	<p>1. Types of Disability. Their Causes and Nature, Disability, Intellectual disability.</p> <p>2. Types of disorder, their causes and nature (ADHD, SPD, ASD, ODD, OCD)</p> <p>3. Advantages of physical activities for children with special needs.</p>	<p>1. To make them understand about Concept of Disability and Disorder.</p> <p>2. To make them understand about Types of disability, their Causes and Nature (Cognitive Disability, Intellectual Disability,</p>	<p>1. Knowledge about the role of Paralympics for promoting adaptive sports.</p> <p>2. Modified of individualized programme that Ceters to the special needs of disabled students.</p>	<p>5th Subject</p> <p>UT – 2</p> <p>03.08.2026</p> <p>6th Subject</p> <p>UT – 2</p> <p>17.08.2026</p>

			4. Strategies to make physical activities accessible for children. Activity -1			
Sep	Children and Women in Sports	14	<p>1. Motor Development and Factors Affectin, Common Postural Deformities.</p> <p>2. Exercise guidelines at different stages of growth and development, corrective measures for postural, deformities.</p> <p>3. Sports Participation of women in India. Special consideration Dys- function.</p> <p>4. Female Athlete triad (Osteoporosis,</p>	<p>1. To make them understand about Motor Development and Factors Affecting it.</p> <p>2. To make them understand about Exercise Guidelines at Different Stages of Growth and Development.</p> <p>3. Common Postural Deformities- Knock-Knees, Flatroot, Round shoulders, Lordosis, Kyphosis, Bow Legs and Scoliosis</p>	<p>1. Gain knowledge in general metabolic principles, primarily fuel sources for the working muscle during exercise.</p> <p>2. Knowledge of Hydration guidelines for safety and performance and know how to evaluable and monitor hydration status</p>	<p>Half Yearly Exam 17.09.2026</p> <p>5th Subject Practice Test – 1 Ch. 1, 2, 3, 4 & 5 07.09.2026</p> <p>6th Subject Practice Test – 1 Ch. 1, 2, 3, 4 & 5 08.09.2026</p>

			Amenorrhoea and Eating Disorders) Activity -1		3. Understand the role of nutrition in recovery from injuries.	
Oct	Test & Measurement & Physiology.	16	1. Fitness test BMI computing Basal metabolic Rate (BMR) 2. Rikli & Jones. Senior citizen fitness test. 3. Physiological factors determining components fo physical fitness sports injuring 4. Effects of exercise on muscular, cardio respiratory system.	1. To make them understand about Motor Fitness Test 2. To make them understand about General Motor Fitness: Barrow Three-item General Motor Ability (Standing Broad Jump, Zig-Zag Run, Medicine Ball Put-For Boys: 03 kg and for Girls: 01kg) 3. To make them understand about Measurement of	1. Students will learn how to take Friends test SAI Khelo Indian Fitness test in school. 2. Students will learn how to computing Basal metabolic rate (BMR) 3. Students will learn how to take BMI. Flamingo Balance, Plate taping test.	5 th Subject Practice Test – 2 Ch. 6, 7, 8, & 9 28.10.2026 6 th Subject Practice Test – 2 Ch. 6, 7, 8, & 9 29.10.2026

				Cardiovascular Fitness: Harvard Step Test/Rockport Test		
Nov	Biomechanics & Sports. Psychology & Sports. & Training in Sports.	20	<p>1. Newton's law of motion & its application in sports. Equilibrium Dynamic & static centre of gravity Fraction & sports projectile in sports.</p> <p>2. Jung classification & Big five theory. Psychological Attributes in sports. Self Esteem, mental, self talk goal setting, types of Aggression in sports.</p> <p>3. Concept of talent identification and talent development in sports.</p>	<p>1. To make them understand about Meaning and Importance of Biomechanics in Sports.</p> <p>2. To make them understand about Tyes of Movements (Flexion, Extension, Abduction and Adduction)</p> <p>3. To make them understand about Newton's Laws of Motion and Their Application in Sports.</p> <p>4 To make them understand about Personality, its Definition and</p>	<p>1 The Students will be able to describe the core principles of exercise physiology and related exercise.</p> <p>2. The students will identily the principle of chemical exercise physiology, as well as describe the patho physiology of disease and their associated risk factors.</p> <p>3. Students will learn how to use</p>	<p>Pre Board – 1 Ch. 1 to 10 12.11.2026</p>

			<p>Introduction of sports training cycle- Micro meso, Macro cycle</p> <p>Types & Method to develop-strength, Endurance and speed.</p> <p>Types & Method to develop flexibility and coordinative ability.</p>	<p>Types- Trait and Type (Sheldon's and Jung's Classification and Big Five Theory)</p> <p>5. To make them understand about Motivation, its Types and Techniques.</p> <p>6. To make them understand about Exercise Adherence, Reasons to Exercise, Benefits of Exercise.</p>	<p>the Newton's law of motion & application in sports.</p> <p>4. Students will learn how to use the Dynamic & static and centre of gravity and its application in sports.</p> <p>5. Provide facility and preceptor mentorship to produce graduates who are future leader's and outstanding clinicians.</p> <p>6. Contribute to the athletic training profession through the scholarship and leadership of</p>	
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					the facility, staff and students.	
Dec.						Contd.
Jan.						Pre Board - 2 Ch. 1 to 10

SURENDRANATH CENTENARY SCHOOL
SESSION – 2026-27
ANNUAL PEDAGOGICAL PLAN
CLASS XII

Subject – Painting Theory Subject Code: (049)		Book: NCERT Painting For “An Introduction to Indian art-II”				
Month	Chapter	No. of pd.	Topics	Learning Objective	Learning Outcome	UT/ TERM
April 26	L-1 L-2	2	<ul style="list-style-type: none"> ● Manuscript Painting tradition ● Pala Manuscript Painting ● Rajsthani schools of Painting 	<p>To enable the learners to:</p> <ul style="list-style-type: none"> ● Understand the concept of manuscript painting and its importance in Indian art history. Origin and development ● The sub school ● Main features ● Characteristics ● Aesthetics parameters ● Identification of Style and technique ● Mere singing of emotions and moral value. ● Competency based identification of Style and technique. <p>Respect for life</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ➤ Understand the concept of manuscript painting and its importance in Indian art history. ➤ Identify the characteristics of manuscript paintings such as small size, fine lines, bright colours, and detailed decoration. ➤ Recognize different manuscript painting traditions like Jain, Mughal, and Rajput miniature styles. ➤ Analyze the themes and subjects used in manuscript paintings such as religious stories, court scenes, and mythology. ➤ Appreciate the artistic techniques used by traditional painters in 	UT-1 /22.06.26 (L-1,2&3) FM-25

					<p>illustrating manuscripts.</p> <ul style="list-style-type: none"> ➤ Develop aesthetic appreciation for traditional Indian painting styles and cultural heritage. ➤ Compare manuscript painting with other painting traditions of India.. 	
<ul style="list-style-type: none"> • May 26 	<p>L-3 L-4</p>	2	<ul style="list-style-type: none"> • The Mughal schools of Miniature Painting • The Deccani schools of Painting 	<p>To enable the learners to :</p> <ul style="list-style-type: none"> • Original development • Sub-schools • Main features • Characteristic • Aesthetics parameters 	<p>Learners will be able to :</p> <ul style="list-style-type: none"> • Identify the origin and development of Mughal and Deccani miniature painting traditions in India. • Recognize the patronage of Mughal emperors, especially Akbar, Jahangir, and Shah Jahan in the growth of Mughal painting. • Describe the main characteristics of Mughal miniature paintings, such as realism, detailed portraiture, natural scenery, and historical themes. • Explain the features of Deccani miniature paintings, including decorative style, rich colours, imaginative compositions, and influence of Persian and local traditions. 	

					<ul style="list-style-type: none"> • Identify important subjects depicted in Mughal and Deccani paintings like court scenes, royal life, hunting scenes, mythology, and nature. • Compare the stylistic differences between Mughal and Deccani miniature paintings. • Develop aesthetic appreciation and understanding of the cultural and historical importance of these painting traditions in Indian art history. 	
June 26	L-5	2	<ul style="list-style-type: none"> • The Pahari schools Painting 	<p>To enable the learners to :</p> <ul style="list-style-type: none"> • Original development • Sub-schools • Main features • Characteristic ➤ Aesthetics parameters 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Identify the origin and geographical area where the Pahari painting tradition developed in the Himalayan hill regions. • Recognize the main centres and styles of Pahari paintings such as Basohli, Guler, and Kangra. • Describe the important themes depicted in Pahari paintings, especially the stories 	

					<p>of Krishna and Radha, as well as scenes from mythology and nature.</p> <ul style="list-style-type: none"> • Explain the main characteristics of Pahari miniature paintings such as soft colours, delicate lines, lyrical beauty, and expressive figures. • Identify important artists associated with the Pahari tradition, including Nainsukh. • Compare the Pahari style with other Indian miniature painting traditions such as the Mughal School of Miniature Painting. <p>➤ Develop appreciation for the cultural and artistic significance of Pahari miniature paintings in Indian art history.</p>	
July 26	L-6	2	<ul style="list-style-type: none"> • Indian National Flag • The Bengal school and cultural Nationalism 	<p>To enable the learners to:</p> <ul style="list-style-type: none"> • Original development • Sub-schools • Main features • Characteristic • Aesthetics parameters 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Gain knowledge about • Evolution of the Indian National Flag • The symbolic significance of its for men colours <p>Grow skill</p>	

				<ul style="list-style-type: none"> • Evolution of the Indian National Flag • The symbolic significance of its for men colours 	<p>about Nationalism feelings from Bengal schools Paintings</p>	
August 26	L-7	2	<ul style="list-style-type: none"> • The Mordern Indian art 	<p>To enable the learners to :</p> <ul style="list-style-type: none"> • Understand the concept of Modern Indian Art and its development during the late 19th and 20th centuries. • Identify major artists and their contributions to the development of modern art in India. 	<p>Learner will be able to :</p> <ul style="list-style-type: none"> • Identify the major phases of Modern Indian Art and understand its development during the late 19th and 20th centuries. 	<p>UT –II 17/08/26 (L- 5, 6 & 7) FM-25</p>

				<ul style="list-style-type: none"> • Analyze the characteristics and styles used in modern Indian paintings. • Recognize important artworks and understand their themes, techniques, and cultural significance. • Understand the influence of social, political, and cultural changes on the development of modern Indian art. • Develop the ability to appreciate and interpret modern artworks critically. • Compare different artistic styles and approaches used by modern Indian artists. • Enhance aesthetic sensitivity and visual literacy through the study of modern artworks. 	<ul style="list-style-type: none"> • Recognize important artists such as Raja Ravi Varma, Abanindranath Tagore, Nandalal Bose, and Amrita Sher-Gil. • Describe the characteristics and styles of different modern art movements in India. • Analyze selected artworks in terms of theme, composition, technique, and cultural context. • Understand the role of art institutions and movements such as the Bengal School of Art in shaping modern Indian painting. • Develop appreciation and critical understanding of how Indian artists combined traditional elements with modern ideas. • Compare traditional Indian art with modern artistic expressions to understand artistic transformation. ➤ Express informed opinions about modern Indian artworks and their relevance to contemporary society. 	
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September 26	L-7	2	<p>The Modern Indian Art</p> <ul style="list-style-type: none"> • Painting • Graphic • Sculpture 	<p>To enable the learners to:</p> <ul style="list-style-type: none"> • Identify major developments in Modern Indian Art in the fields of painting, graphic art, and sculpture during the 19th and 20th centuries. • Recognize important artists and their contributions such as Raja Ravi Varma, Nandalal Bose, Jamini Roy, Amrita Sher-Gil, Ramkinkar Baij, and Somnath Hore. • Describe the characteristics and techniques used in modern painting, graphic prints, and sculpture. • Analyze selected artworks in terms of subject matter, composition, form, texture, and artistic style. • Understand the social, cultural, and national influences that shaped modern Indian artistic expressions. • Compare different art forms (painting, graphics, sculpture) and recognize their unique visual language and techniques. <p>Develop aesthetic appreciation and critical thinking while interpreting modern Indian artworks.</p>	<p>Learners will be able to :</p> <ul style="list-style-type: none"> • Identify and recognize important modern Indian artists such as Raja Ravi Varma, Jamini Roy, Amrita Sher-Gil, and Maqbool Fida Husain and their contributions to modern Indian art. • Describe the subject matter and themes of the paintings “Rama Vanquishing the Pride of the Ocean,” “Mother and Child,” “Haldi Grinders,” and “Mother Teresa.” • Analyze the stylistic features such as composition, colour scheme, lines, and forms used in these paintings. • Understand the cultural and social context reflected in the artworks, including mythology, rural life, motherhood, and humanitarian values. • Compare different artistic styles of modern Indian painters and recognize how traditional Indian elements were combined with modern approaches. <p>➤ Develop aesthetic appreciation and critical thinking while</p>	<p>Half yearly -17. 09.26</p> <p>F.M-30</p> <p>CH-1, 2,3, 4, 5, 6 & 7</p>
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					interpreting the meaning and message of these paintings.	
October 26			•	>	➤	Pre-Board -I CH- 1, 2, 3 & 4 FM-30
November 26						Pre Board -II 19.12. 26 CH-5,6&7 FM-30
December 26						
January 27						