



Delhi Public School, Hapur

Pedagogical Syllabus Planner

Class: XII (2022-23)

SCIENCE STREAM

ENGLISH(301)

PRESCRIBED BOOKS

1. **FLAMINGO: NCERT Textbook**
2. **VISTAS: Supplementary Reader by NCERT**

GENERAL LEARNING OUTCOMES: On the completion of the academic course, the learners will be able to demonstrate an understanding of the four skills reading, writing, speaking and listening.

The learners will be able to appreciate prose, poetry and drama and organize ideas effectively in an appropriate, mechanically and grammatically correct style.

ASSESSMENT OF LEARNERS: Formal and informal assessments would be conducted. Classroom assessment technique (CAT) would be adopted through class discussions, worksheets, quiz and exercises and various activities. Home assignments and projects would be assigned and the students would be graded accordingly.

Assessment of Speaking and Listening (ASL) for both the terms to evaluate the speaking and listening skills.

General Objective: To lead the learners to substantiate an understanding of the connection between writing and thinking and demonstrate effectiveness in using verbal and non verbal language appropriate to the goal.

- Improve communication between student – student and teacher-student.
- To develop academic skills.
- To enhance the students’ knowledge of subject content.
- To read literature with an appreciation for inter-relatedness of plot, character, theme and style.
- Form an appreciation for all genres of literature.
- To encourage goal-oriented teamwork.

MARCH	PROJECTED CONTENT	SPECIFIC OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ACTIVITIES & ASSIGNMENTS	RESOURCES	No. Of working days
	The Last Lesson (Flamingo)	<p>-to make the students identify the genre to which the story belongs.</p> <p>-to understand the techniques used by the author</p> <p>- to enhance vocabulary</p> <p>- to enable them to comprehend the</p>	<p>The session would begin with an interaction on homework –and the way you treat it.</p> <p>(Student Teacher Interaction)</p> <p>The learners would interpret the title of the lesson.</p>	<p>-They would develop their Optimistic attitude towards life amidst many struggles.</p> <p>They would be able to familiarize</p>	<p>Group Discussion on Political enslavement is a curse on any Nation as it deprives it of its identity.</p>	<p>PPT</p> <p>Handout</p> <p>Source: http://en.wikipedia.org/wiki/File:Alsace-Lorraine.JPG</p>	12

		<p><i>cultural background of the story.</i></p> <p><i>-to enable them to realize the importance of a teacher in the life of a student.</i></p>	<p>The background knowledge of the author and his works would be given. The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.</p> <p>Difficult words and terms would be discussed. The prose will be explained. All possible questions and answers would be discussed and assigned.</p>	<p>themselves with specific background information of Alphonse Daudet/ history of France.</p> <p>They would be able to make connections between similar situations in different storylines/ life experiences like Indians under British imperialism .</p>	<p>For all range of learners in a group of six</p>	<p>Alsace & Lorraine During World War I</p>	
	<p>The Third Level (Vistas)</p>	<p>To make the students explore the concept of time-travel</p> <p>-to enable them to explore the mentality of the common man</p> <p>- to make them realize the torture of stress, sense of insecurity and fear that people of modern times have to undergo</p> <p>-To make them conclude that people find it hard to make peace with unpleasant things they come across and the past and future are real illusions that exist in the present</p>	<p>The learners would interpret the title of the lesson.</p> <p>The background knowledge of the author and his works would be given. The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.</p> <p>They would compare the chapter with The Adventure</p> <p>Difficult words would be listed and explained. The moral of the story would be discussed.</p>	<p>They would be able to familiarise themselves with the suppressed feeling and insecurities of the modern world</p> <p>They would understand that people find peace in finding escape from reality as Charley found a third level and Sam found peace in Galesburg.</p> <p>Sometimes it is difficult to differentiat</p>	<p>Group Discussion on Apparent illogicality sometimes turns out to be a futuristic projection</p> <p>For all range of learners in a group of six.</p>	<p>Handout</p>	

				e between reality and fantasy.			
	<p>My Mother at sixty-six (Flamingo)</p>	<p><i>-to encourage the students to appreciate poetry and read aloud with proper intonation</i></p> <p><i>-to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i></p> <p><i>-to read and recognize the purpose of economy of words and the hidden pathos and nuances of the lines, correlating them with author's background and personal experiences-</i></p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme.</p> <p>(student-teacher interaction)</p> <p>They would compare the poem with the poem A Photograph. The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm.</p> <p>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</p> <p>The poem would be explained covering the phrases, sentences and discourse as well as their structuring.</p> <p>Silent reading of the poem by the students within five minutes and listing the difficult terms.</p> <p>The figures of speech and rhyme scheme would be discussed.</p>	<p>Their vocabulary would be strengthened.</p> <p>Their analyzing skills would be enhanced.</p>	<p>analysis and present the synopsis of the discussion in the class.</p> <p>Group Activity</p> <p>For all range of learners comprising three students in one team</p>	<p>Audio-Visual (visual representation of the poem)</p> <p>Handouts</p>	
	<p>THE TIGER KING (Vistas)</p>	<p><i>-to enhance familiarizing with specific background information of author / book</i></p>	<p>The session would start with a short video on save tiger. The</p>	<p>The Learners will be able to Uncover motives,</p>	<p>Presentations on Treatment to Wild Life</p>	<p>Video on Save Tiger</p> <p>PPT</p>	

		<p><i>excerpt / history</i></p> <p><i>-to raise an awareness to conserve Wild Life.</i></p> <p><i>-to enable them to understand the importance to sustaining ecological balance.</i></p>	<p>learners would interpret the title of the story and relate it to the video shown.</p> <p>The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed.</p> <p>Difficult words would be listed and explained. The moral of the story would be discussed.</p>	<p>absorb didactics.</p> <p>They would be able to familiarize with specific Royal Indian background information of the author/ history of cruel insensitive kings who found pleasure in hunting and killing innocent animals.</p> <p>They would understand the importance of becoming sincere and trustworthy in thought and action.</p> <p>They would be understanding, responsible, tolerant and have respect for class identities – democratic citizenship.</p>	<p>Through Power Point Presentation.</p> <p>For all range of learners in a group of six</p>		
APRIL							
	Journey To The End of The Earth (Vistas)	<p><i>To enable them to understand the world's geological history</i></p> <p><i>To familiarise them with the coldest, driest and windiest continent, Antarctica</i></p>	<p>The session would start with a short video on Catastrophic Future of Mankind. The learners would interpret the title of the story and relate it to the video shown.</p>	<p>They will be able to realise the harm we have been causing to the earth</p> <p>They would be able to</p>	<p>Elocution</p> <p>Climate change is the greatest threat in human history.</p>	<p>Handout video on Catastrophic Future of Mankind.</p>	19

		<i>To warn them against too much interference with nature and excessive encroachment on or dominance over it</i>	<p>The background of the author would be given. The chapter would be read aloud. The theme and underlying meaning would be discussed.</p> <p>A comparative study between The Ailing Planet and the lesson.</p> <p>Difficult words would be listed and explained. The moral of the story would be discussed.</p>	<p>understand the gravity of the matter</p> <p>They would be sensitive enough to save the planet Earth</p>			
	WRITING SKILLS Notice Writing	<p><i>-to enable the students to apply the correct format while writing a notice.</i></p> <p><i>-to make the students comprehend why a notice is written and the style and procedure.</i></p>	<p>Warm up session: Learners would share their knowledge on the importance of a notice (Student-Teacher interaction)</p> <p>The Learners would be asked to speak about a notice they received and they remember still.</p> <p>The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. The teacher would discuss in detail what a notice should contain.</p> <p>The wide range of themes and Objectives covered by notice would be discussed with examples</p> <p>Special note on- 5 Ws What Where</p>	<p>Students will be able to analyse any NOTICE shown to them on the basis of the knowledge imparted.</p> <p>They will be able to frame notice about any event.</p> <p>They will be able to identify important information in any given notice.</p> <p>Students will be able to use appropriate style and format to write a NOTICE effectively.</p>	<p>Group Activity:</p> <p>Groups would be formed according to the range of Learners and distributed the role of 5 Ws and frame a notice on the subject given.</p> <p>Notice Writing exercises :</p> <p>Different topics on different fields of notice for all range of learners.</p>	PPT	(format and the objectives of notice different types and different fields through Visual Representation)

			When Who Whom			
	<p>LOST SPRING (Flamingo)</p>	<p>-to sensitize the students to the problem of child labour.</p> <p>- to facilitate making connections between similar situations in different storylines/life experiences</p>	<p>The session would begin with an audio –video presentation on the plight of poor children.</p> <p>The learners would be asked to interpret the title of the lesson relating it to the presentation.</p> <p>The background of the author would be given. The theme and story line would be explained.</p> <p>The teacher would develop the format in sequence or discourse (spoken with reference to the ethical/ global and personal domains.</p>	<p>Learners will be able to sensitize the learners to the problem of child labour.</p> <p>They would be able to identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/opinion/solution.</p> <p>They would enhance their analytical skills.</p> <p>They would be able to uncover the motives of the poor parents/politicians/Industrialists/middlemen.</p> <p>They would be able to absorb didactics and inspiration.</p> <p>They would strengthen their integrated skills.</p>	<p>E-Project on Child Labour : Shape Our Future Bright</p> <p>Group activity for all range of learners in a group of six comprising-</p> <p>After viewing the project given above Shape Our Future Bright and the documentary on child labour, write a report on the Problem of Child Labour in India for your school magazine.</p> <p>Being the head boy/girl</p>	<p>Audio-visual documentary on Child labour.</p> <p>PPT</p> <p>Hand outs</p>

					of your school, write a notice informing students about the 'Anti-Child-Labour' day going to be observed in your school.		
	INVITATION WRITING/ REPLIES	<i>To enable the learners to express their ideas cohesively without any difficulty. -to enable them to comprehend different written texts for personal/public information, their formats and purpose.</i>	Developing the format in sequence or discourse/spoken with reference to the educational, personal domains. The teacher would discuss with examples all kinds of invitations and the method of framing replies.	The learners would be able to express their ideas cohesively, completely, fluently and spontaneously with expressions, grammar usage and relevant vocabulary for a hospitable announcement of an event.	Framing and preparing invitation cards for different purposes.	PPT on invitations of marriages, annual/sports day, anniversary, birthdays, inaugurations etc.	
	DEEP WATER	<i>-to enable the students to enhance their understanding skills and create an interest on the topic to be studied. -to make the students enrich their vocabulary and strengthen their understanding skills. -to prepare the learners for digital learning.</i>	The session would begin with an interactive session wherein the teacher would ask the students to discuss about their phobias as related to the theme of the lesson. The prose would be read aloud. Difficult words would be discussed. The story outline, theme and	The learners would unfold their logical thinking skills. Their vocabulary will be enriched. They would be able to organize their thoughts,	Listening Assessment Worksheets on Listening task, Crisis Management, Creative writing to unfold logical thinking skills. (Individual Activity	PPT on Water Sports.	

		<p><i>-to enhance the learners' listening skill.</i></p> <p><i>-to enable them to strengthen their logical and critical thinking skills.</i></p> <p><i>-to develop their creative writing skill.</i></p> <p><i>-to prepare them for Crisis Management.</i></p> <p><i>-to inculcate the values of hard work and determination.</i></p>	<p>values would be discussed by the teacher through a Power Pont Presentation.</p> <p>The students would begrouped into six for the varied activities, discussions andpresentations</p>	<p>research work, compile andpresent in an economicw riting style.</p> <p>The creative writing skills would be enhanced. They would develop their listening, speaking, questioning and presentatio n skills.</p> <p>They would strengthen their decision making skills.</p>	<p>workshee t including questions for all range of learners.)</p> <p>Students would be divided into groups of six comprisin g all range of learners for presentat ion anddiscu sion on Water Sports.</p>		
	NOTE MAKING	<p><i>-to summarize information from different written text, reconstructing arguments and accounts in a coherent presentation.</i></p> <p><i>-to express spontaneous, concisely and precisely, differentiating finer shades of significance even inthe most complex situations</i></p> <p><i>-to express ideas With extra information and complexity, fluently and without difficulty in sentence construction.</i></p>	<p>In the beginning of the session, a text would be provided to the students to read and involve in note making making to test previous knowledge.</p> <p>The facilitator would train the students to read a text minutely, or listen carefully to select, analyse and summarize the main points.</p> <p>Ways of making notes would be discussed: Annotation, outline notes, column notes, mind maps and summary notes.</p>	<p>The learners would be ableto differentiate betweenan notation, outline notes, column notes, mind mapsand summary notes from a text.</p> <p>They would be able to use the note taking suggestions to develop good notes based on classroom discussions</p>	<p>Group comprehe nsion comprisin g all range of learners(3 students in one group)</p>	<p>PPT demonstr ating the technique and art of note making.</p>	

MAY							
	AN ELEMENTARY SCHOOL CLASS ROOM IN A SLUM (Flamingo)	<p><i>-to guide the students to relate the characteristics of literature to larger cultural and human values.</i></p> <p><i>-to sensitize the students to the problem of child labour.</i></p> <p><i>- to guide the students to become a social human and erase the prevalent inequalities of the society.</i></p>	<p>Pre- reading Activity: The session would start with an interaction on Government's eye on the schools of the slum areas. The title of the poem would be open for class interpretation.</p> <p>The facilitator would develop the format of text in sequence or discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life.</p>	<p>The learners would familiarize themselves with specific background information of social inequalities.</p> <p>They would recognize the purpose of theme and the hidden pathos and nuances of the lines, correlating them with indigenous/ personal experiences</p> <p>They would be able to build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children.</p>	<p>A comparative study of the poem Elementary school classroom in a slum with Lost Spring and present it through a PPT.</p> <p>Group activity for all range of learners in a group of three</p>	<p>PPT providing the synopsis.</p> <p>Documentary on slum children.</p>	19
	KEEPING QUIET (Flamingo)	<p><i>-to read and recognize the purpose of economy of words and the hidden feelings and nuances of the lines, correlating them with author's</i></p>	<p>The session would begin with the study of silence. The teacher would ask the learners to maintain silence and the study the sounds of silence for one minute.</p>	<p>The learners would be able to understand the need of the hour to maintain peace and cut out the clamour</p>	<p>Role Play on establishing Peace and Unity.</p> <p>Write a script on Peace</p>	<p>Correlated works of Neruda.</p> <p>PPT demonstrating the scenes of the poem.</p>	

		<p><i>background and personal experiences- -to build up didactics,</i></p> <p><i>empathy and sympathy with the speaker</i></p> <p><i>-to enable them to realize the need of the hour and establish peace.</i></p> <p><i>- to inculcate the values of introspection, retrospection, peace, sensitivity to the environment, universal brotherhood, empathy and self awareness.</i></p>	<p>The learners would discuss on the sounds and thoughts of silence and relate to the title of the poem.</p> <p>The background of the poet would be given. The poem would be read aloud and discussed. Difficult words would be listed out and discussed.</p> <p>The synopsis would be shown with the help of a PPT.</p>	<p>and bloodshed, correlating it with contemporary background and personal experiences .</p> <p>They would be able to upbraid and gently heed with the predictable loss of the world. (global domain)</p>	<p>and Unity and act on it. Group activity for all range of learners</p>		
	<p>A Thing of Beauty</p>	<p><i>-To make them understand that a thing of beauty is a source of constant joy</i></p> <p><i>-to make them realize nature has provided enough compensations for the pain and sorrows in the form of natural beauty</i></p> <p><i>-to enable them to learn that beauty lies not only in birth and growth but also in death</i></p> <p><i>-to make them understand the use of Allegory and other poetic devices</i></p>	<p>The session would start with the introduction of Keats' poem 'Endymion: A Poetic Romance' based on the classical Greek myth of the love of the Moon Goddess Cynthia, for a young shepherd prince, Endymion.</p> <p>The background of the poet would be given. The poem would be read aloud, explained and discussed. Difficult words would be listed out and discussed.</p>	<p>They would be able to learn: -A beautiful thing remains beautiful forever</p> <p>- it is like a cosy bower which ensures peace of mind, calm, healthy surroundings and a quiet sleep</p> <p>-worldly life is full of hardships and disappointments because of lack of noble natures</p>	<p>Group Discussion</p> <p>Special Attributes of A Thing of Beauty and its impact on human life</p>	Hand out	

				<p>- A beautiful object is treasured in our mind and provides us eternal and everlasting joy</p> <p>Beauty in all aspects: whether in growth or decay is an endless source of motivation</p>			
	<p>WRITING SKILLS Article Writing</p>	<p><i>-to enhance familiarizing with specific background information of author / book excerpt / History</i></p> <p><i>-to express ideas fluently and spontaneously without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</i></p>	<p>The session would start with a pre-writing activity to create an interest towards writing. The teacher would define what an article is and discuss the purpose of article writing. The different styles, subjects, purpose of article writing would be discussed. The teacher would explain the technique of accumulating ideas,</p> <p>focussing on ideas and facts, planning, organizing, evaluating, structuring and editing. They would be taught the importance and way of producing a finished piece of work with examples. The requirements of the content,</p>	<p>The students would develop an interest towards writing. Their planning and organizing techniques would be enhanced. They would be able to research on any subject and derive information from facts and present him in the form of a written piece. Their creative writing would be analysed. The interpreting and evaluative skills would be strengthened.</p>	<p>(C2-C1) Article Writing on facts (based on research) (B2-B1) Article Writing deriving ideas from interviews. (A2-A1) Article Writing based on Bravery and Will Power (hints would be given)</p>	<p>- newspaper articles</p> <p>- magazine articles</p> <p>-written pieces on various subjects</p> <p>- displaying blogs of various writers.</p>	

			beginning, body and end would be focussed.				
	REPORT WRITING	<p><i>-to develop students' abilities to organise information and construct it into a text.</i></p> <p><i>-to develop students' abilities to revise, redraft and improve their writing</i></p> <p><i>- To develop students' abilities to construct questions</i></p>	<p>The teacher in the beginning of the session would give students the opportunity to collect information on a declared issue before writing the report.</p> <p>During the session students will go through the process of developing ideas and collecting and organising information. They will then use the information to create the first draft of an imaginary report. They will then focus on some key areas of good writing and try to redraft their reports with these in mind.</p> <p>(Inductive Learning)</p>	<p>The learners will be able to discuss the purpose of various reports. They will be able to describe the kinds of information to include in specific reports and identify tips for writing a clear, concise, and useful report. They will recognize and address patterns and trends and be able to explain how the tone of a report can affect worker morale and motivation.</p>	<p>Write a Report on the sites visited by you during the school trips.</p> <p>Write a Report on a recent disaster with complementary newspaper clip.</p> <p>Individual activity to note progress.</p>	– Sample Report: Site Visits.	
JULY							
	THE RATTRAP (Flamingo)	<p><i>-to guide the students to relate the characteristics of literature to larger cultural and human values.</i></p> <p><i>-to facilitate making connections between similar situations in different storylines/life experiences.</i></p>	<p>The session would begin with an interactive stage wherein the students would discuss on the temptations in life on basis of the theme of the story.</p> <p>The title of the lesson would be opened to the class for interpretation.</p> <p>The background knowledge of the author would be given.</p>	<p>The students would be able to effectively provide a synopsis of the story. They will be able to analyze the values and thought process of the story. They would be able to identify the insecurity</p>	<p>Debate on The whole World is nothing but a great Rattrap.</p> <p>Group activity for all range of learners</p>	PPT presenting the synopsis of the story	19

			<p>The prose would be explained. Difficult words would be listed and explained. The moral of the story would be discussed.</p>	<p>while tackling personal fears and horrors that lurk in the recesses of our mind. They would be able to appreciate the significance of developing personal fears yet rising above them to savour real liberty.</p> <p>Their vocabulary would be enriched.</p>			
	<p>INDIGO (Flamingo)</p>	<p><i>To teach them a lesson of self reliance</i></p> <p><i>To enable them to learn the importance of patience, perseverance and determination</i></p>	<p>The session would start with a short documentary on Champaran Episode. They would be asked to list few words related to legal procedure Discussion about Gandhi ji ,the man behind India,s independence The title of the lesson would be opened to the class for interpretation.</p> <p>TheHistoric background knowledge ofthe episode would be given. The prose would be explained. Difficult words would be listed and explained. The moral ofthe story would be discussed.</p>	<p>They would be able to understand how ordinary people Contributed to the freedom movement.</p> <p>In those days what was the attitude of the Average Indians living in smaller localities towards advocates of home rule.</p> <p>They understand how Mahatama Gandhi came</p>	<p>Debate on</p> <p>Can we say that poor Indians are free from fear after independence?</p>	<p>A short documentary on Champaran Episode.</p> <p>Handout</p>	

				<p>forward to secure justice for oppressed people.</p> <p>They understand the value and contribution made by other Indians to the freedom movement</p>			
	<p>POET AND PANCAKES (Flamingo)</p>	<p><i>To familiarise them with the details of functioning at Gemini Studios</i></p> <p><i>To give them a glimpse of independent India in its infancy</i></p>	<p>They would be given an introduction to the events and personalities of Gemini Studios, a film company in the early days of Indian cinema</p> <p>Discussion over petty professional jealousies and meaningless trivial differences</p>	<p>They would understand that everyone was dedicated to the profession of moviemaking irrespective of caste, colour or creed.</p> <p>They had no political association, they were rather united to with a common goal to make movies</p>	<p>Group Discussion on Cinema has a great impact on society</p>	Handout	
	<p>WRITING SKILLS</p> <p>Letter to the Editor</p>	<p><i>-to express ideas harmoniously and chronologically</i></p> <p><i>without difficulty in expressions, grammar usage, format usage, relevant vocabulary.</i></p>	<p>The format, rules, technique would be discussed with examples.</p> <p>The usage of language would be taught and students would be assigned written tasks.</p>	<p>The learners would be able to organise their thoughts and express freely.</p> <p>They would develop an</p>	<p>Writing a report/letter to the editor on a recent disaster/metro with congruent newspaper</p>	<p>PPT Selecting and discussing Newspaper reports/editorial.</p>	

				interest towards writing thus enhancing their writing skills.	clip. For all range of learners to note progress.		
	POSTER MAKING	<i>-to express ideas aesthetically and relevantly with definition in purpose, expressions, grammar usage, format usage, relevant vocabulary.</i>	The teacher will acquire and display several different posters from various sources. Some examples may include: Movie posters, Community events, Advertisements Campaign signs, Billboard pictures Full-page newspaper ads Learners will brainstorm the purpose of posters. (Student- Teacher Interaction) Some responses may include: To get people's attention To get people to do something To give people information. The teacher would discuss and demonstrate the presentation stage, consolidation stage and the closing stage.	Comprehend an effective Poster making as a tool of Visual Communication. Focus on the message to be delivered. Keep the sequence well ordered. Use graphs and images effectively. Plan and organize a poster presentation. Use spacing, margins, colours, and layout to maximize effectiveness and list information about their invention.	Poster Making for all range of learners.	Visual presentation	
AUGUST							
	THE ENEMY (Vistas)	<i>-to make the students realize the essential worth of human life and universal brotherhood.</i> <i>- to help them think beyond countries and continents and races and wars.</i>	The session would start with an interactive session on the services of a doctor . The title of the lesson would be open for class Interpretation The background of the author	The learners will be able to familiarize themselves with specific background of political enmity.	A Study on War Stories and present it through a Power Point Presentation.	Documentary on The services of Doctors and Nurses during War times.	18

			<p>would be given.</p> <p>The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed.</p> <p>Difficult words would be listed out and discussed.</p>	<p>They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy. They will be able to understand the significance of professional ethics and social obligation in sensitive times.</p>	<p>For all range of learners in a group of 6 comprising-</p>		
	<p>SHOULD WIZARD HIT MOMMY (Vistas)</p>	<p><i>-to enable the students to respect the generation gap.</i></p> <p><i>-to strengthen family bonds enabling them to handle personal choices and happiness.</i></p>	<p>The session would start with an interaction on Are nursery rhymes and fairy tales a reflection of reality?</p> <p>The title of the lesson would be open for interpretation.</p> <p>The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</p>	<p>The learners would be able to familiarize with specific background while tackling personal choices on security, familiarity and happiness. They would be able to make connections between similar situations in personal experiences.</p>	<p>Debate on</p> <p>Should Parents always decide what is best for their children?</p> <p>Group activity for all range of learners in a group of six comprising:</p>	<p>PPT presenting the synopsis.</p>	

				They will be able to appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues.			
	ON THE FACE OF IT (Vistas)	<p><i>-to enable the learner to view others by removing the glasses of prejudice, hatred, and dislike.</i></p> <p><i>-to adapt reality of life Bravely</i></p> <p><i>-to build inner strength and look at the brighter sides of life.</i></p>	<p>The session would start with an interaction on appearances are deceptive. The title of the story would be open for interpretation. The background of the author would be given. The prose would be read aloud and discussed.</p> <p>It would follow by Developing the format of text in sequence or discourse /spoken with reference to the global, cultural, public domains of social life.</p>	<p>The learners would be able to fight out their loneliness, depression and disappointment.</p> <p>They would accept the physically challenged people positively in their life and expand their social interaction.</p> <p>They would be able to build up optimism and self confidence.</p>	Group discussion on “It’s got nothing to do with my face and what I look like”	<p>PPT presenting the synopsis</p> <p>Documentary on the success stories of physically challenged people.</p>	
	WRITING SKILLS Advertisement (commercial/ classified)	<p><i>-to culminate in the production of an advertisement in one of several various forms of media, intended for a specific demographic.</i></p> <p><i>-to enhance their creativity of ideas.</i></p> <p><i>-to improve their critical media literacy.</i></p> <p><i>-to construct own</i></p>	<p>A visual clipping of advertisements would be shown to the learners and they would interpret it through interaction. (student-student interaction)</p> <p>The concept, format, style and purpose would be explained with examples.</p>	<p>Students will learn persuasive techniques used in advertising, specifically, pathos or emotion, logos or logic, and ethos or credibility /character. They will use this knowledge to</p>	Creating Commercial advertisement in pairs. Pair Activity comprising-	<p>PPT Newspaper search</p>	

		<p>messages to convey the meanings they intend and to evoke the responses they desire.</p>		<p>analyze advertising in a variety of sources: print, television, and Web-based advertising. Students will also explore the concepts of demographics and marketing for a specific audience.</p>			
	<p>LETTER WRITING: Enquiry/Reply Order/Complaint/Reminder/Cancellation. Replies to the Letters.</p>	<p><i>-to express ideas harmoniously and chronologically without difficulty in expressions, grammar usage, format usage, relevant vocabulary and mechanics</i></p>	<p>The lesson consists of three stages that are outlined below:</p> <ol style="list-style-type: none"> 1) An ordering activity for group work with cards: Each group will be given a set of cards to order and the teacher will constantly observe and move during the activity to provide any assistance required. The correct version will then be displayed on the Green Board. 2) Find the deliberate mistakes for pair work: To vary the forms of interaction, this time the learners will be asked to work on the activity in pairs and photocopies will be provided. The correct answers will then be elicited. 3) A Questionnaire through which the learner can find out how much they 	<p>The learners will be able to express ideas fluently and chronologically, concisely without difficulty in purpose, expressions, grammar usage, format usage and relevant vocabulary.</p> <p>They will be able to express request/complaint/reminder/cancellation fluently and orderly without difficulty in suitable tone and expressions and relevant vocabulary.</p>	<p>Assignments on writing and replying to letters. Individual Activity to note progress.</p> <p>Warm – up Activity in group as mentioned in the methodology.</p>	<p>Sample letters PPT</p>	

			<p>know about letter writing: The students can work on this individually and photocopies will be provided for this purpose. (Inductive Learning)</p> <p>The format, usage, purpose and style would be demonstrated with examples.</p>				
SEPTEMBER							
	A ROADSIDE STAND	<p>-To enable them to understand the plight of rural folk caught in the struggle of development</p> <p>-To familiarise them with the snobbish and selfish attitude of the city folk</p> <p>-To explore equal opportunities for villages and cities to flourish</p> <p>- to arouse deepest sympathies and feelings for the poor villagers</p> <p>- to raise issue against the callous attitude of the rich and political class</p>	<p>Pre- reading Activity: The session would start with an interaction on The stark reality of class difference b/w the city rich and the rural poor.</p> <p>The title of the poem would be open for class interpretation.</p> <p>The facilitator would develop the format of text in sequence or discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life.</p> <p>The figures of speech and rhyme scheme would be discussed.</p>	<p>They would be able to learn:</p> <p>-The indifferent attitude of the city rich to the lot of rural poor.</p> <p>-People running the roadside stand did not expect any charity or donation.</p> <p>-the farmer wants to make some extra money to enjoy the lures of the city life.</p> <p>-the so-called welfare schemes are in fact deceptive.</p> <p>-the unfortunate fact that the progress and developme</p>	Debate on	Hand out	22

				nt is unequal b/w the cities and the villages			
	AUNT JENNIFER'S TIGERS (Flamingo)	<p><i>-to enable the learners to appreciate poetry</i></p> <p><i>-to infer the deeper meaning/message</i></p> <p><i>- to prepare the students for poetic forms and adept them with the figures of speech, rhyme and rhythm</i></p> <p><i>-to develop the ability of appreciation of ideas and criticizing the thinking.</i></p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem.</p> <p>The learners would make an interpretation of the title as it indicates the subject and theme.</p> <p>The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm.</p> <p>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</p> <p>The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by the students within five minutes and listing the difficult terms. The figure of speech and rhyme scheme would be discussed.</p>	<p>The learners will be able to facilitate making connections between similar situations in different storylines/ life experiences.</p> <p>They will be able to empathize with Aunt Jennifer's problems and seek resolution.</p> <p>They will be able to think and produce spontaneous, fluid and expression in poetic texts to convey a social change.</p> <p>They would discern prevailing inequalities in various guises.</p>	<p>Critical appreciation of the poem (Creative Writing Task)</p> <p>Individual Activity to note progress.</p>	PPT(audio -visual demonstration of the poem)	

	THE INTERVIEW	<p>-To make them realise the utility of 'interview' as a medium of communication</p> <p>-to familiarise them with the opinions of the various celebrities regarding an interview, its functions, methods and merits</p> <p>-to introduce interview as a perfect example of how information is elicited by an interviewer and how the response of the interviewee is closely linked to the questions put forth</p>	<p>The session would start with a short video showing an interview of a celebrity.</p> <p>The title of the story would be open for interpretation. The background of the author would be given. The prose would be read aloud and discussed.</p> <p>It would follow by Developing the format of text in sequence or discourse /spoken with reference to the global, cultural, public domains of social life.</p>	<p>They would be able to learn:</p> <p>-interview has become a common place of journalism</p> <p>-it is a source of truth and in practice it is an art, a supremely serviceable medium of communication</p> <p>-Umberto Eco likes being interviewed</p> <p>-he seems to be in a relaxed mood throughout the interaction</p>	ROLE PLAY: Prepare an interview with PM Modi about his life	Hand out	
	GOING PLACES (Flamingo)	<p><i>-to facilitate making connections between similar situations in different storylines/life experience</i></p> <p><i>-to make them accept the reality of life and shed away stubbornness.</i></p> <p><i>-to be able to accept responsibility and devote their attention in their expected duties.</i></p>	<p>The session would begin with an interaction on Fantasy and Reality.</p> <p>The title of the lesson would be open for class interpretation</p> <p>The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</p>	<p>The learners will be able to familiarize themselves with specific background information of adolescents and adolescent fantasizing.</p> <p>They would identify and make connections between similar situations in own life experiences</p>	Group Discussion on Hero-worship is the most favourite pastime of most Indians. For all range of learners in a group of 6 comprising-	PPT demonstrating the synopsis.	

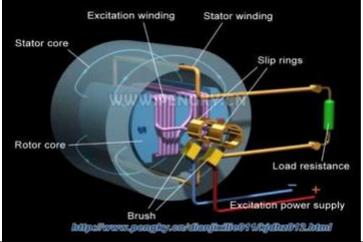
				where each of us suffers dreams are not rooted to the ground of common sense and tend to be exotic, glamorous and sophisticated.			
OCTOBER							
	EVAN TRIES AN O' LEVEL (Vistas)	<p><i>-to facilitate making connections between similar situations in different storylines/life experiences.</i></p> <p><i>-to help learners distinguish different perspectives; analyzing them; drawing conclusion/s</i></p> <p><i>-to encourage the uncovering of motives; absorbing didactics.</i></p>	<p>The session would start with an interaction on Would Education in the jails help in refining prisoners.</p> <p>The title of the lesson would be open for class interpretation. The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</p>	<p>The learners will be able to familiarize themselves with specific background of the cat and mouse role of the police and the criminal. They will be able to identify and make connections between similar situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity.</p>	<p>Discuss in your group analysing the story and justify the title 'Evans Tries an O-Level'.</p> <p>Discuss and suggest another title for the story.</p> <p>For all range of learners in a group of 6 comprising-</p>	PPT demonstrating the synopsis.	15
	WRITING SKILLS Letter of Job Application	<p><i>-to enable the learner to express their ideas fluently, chronologically and concisely.</i></p> <p><i>-to express request fluently and orderly with proper tone and expressions.</i></p>	<p>The teacher would stress the students on the importance of application – they may lead to an interview and discuss the content of a letter of application and note their responses on</p>	<p>The learners will be able to understand the nature and purpose of a letter of application.</p>	Select a job advert from the Times Classified (would be provided)	Samples	

			theblackboard/or discuss through a PPT.	They will be able to examine a variety of letters to determine best layout, content and style. They will be able to develop and produce their own letter of application and prepare cover letter and attached bio data.	<p>and write an appropriate letter of application.</p> <p>Exchange letters with a partner and use the checklist to see how well your partner has completed the letter.</p> <p>Feed back your thoughts to your partner offering CONSTRUCTIVE criticism (how it could be improved , what could be done differently?)</p> <p>Pair Activity comprising-</p>		
NOVEMBER							20
	MEMORIES OF CHILDHOOD (Flamingo)	<p><i>-to enable the learnersto developcomprehension.</i></p> <p><i>-to guide them to havea broader outlook.</i></p>	<p>The session would begin with a presentation on the great personalities who fought against social injustice.</p> <p>The title of the lesson would</p>	<p>The learners would be able to sensitize themselves to the issues of estranged cultural ties.</p>	<p>Creating Posters for Cultural equality.</p> <p>Individual activity to note progress.</p>	<p>PPT Documentary on the great personalities who fought against Social injustice.</p>	

			<p>be open for class interpretation.</p> <p>The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.</p>	<p>They will be able to make connections between similar situations in different storylines/life experiences .</p> <p>They will be able to initiate the role of an ambassador in the world ridden with racial and class differences.</p> <p>They would be able to recognize the universal/global theme of inequality.</p>			
DECEMBER - JANUARY							22 15
	RECAPITULATION and PREPARATION FOR FINAL BOARD EXAM.						
FEBRUARY							

PHYSICS(042)

MONTH	UNIT/TOPIC	METHODOLOGY/ ACTIVITIES	LEARNING OUTCOME	WORKING DAYS
March	<p>Unit I: Electrostatics Electric Charges; Conservation of charge, Coulomb's law-force between two point charges, forces between multiple charges; Electric field, electric field due to a point charge, electric field lines, electric dipole, Electric potential, potential difference, electric potential due to a point charge, a dipole and system of charges; equipotential surfaces.</p>	<p>1.Board teaching. 2.showing same charges repel & opposite charge attract each other using ebonite rode. 3.lacture method with examples.</p>	<p>1.To acquaint the History of charge and potential and its application .</p> 	12
April	<p>capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor.</p>	<p>1.on line teaching 2.PPT 3.Short videos. 4.test through google drive & pen paper. 5.practical through animation.(ohm's law) 6.lecture method through white board. 7.revision .</p>	<p>1.Understand the meaning of capacitor with special reference to practical activities. 2.Discuss the characteristics of flowing current.</p>	19
May	<p>Unit II: Current Electricity Ohm law Internal resistance of a cell, potential difference and emf of a cell, combination of cells in series and in parallel. Kirchoff's laws and simple applications. Wheatstone bridge, metre bridge. Potentiometer - principle and its applications</p>	<p>1.on line teaching 2.PPT 3.Short videos. 4.test through google drive. 5.practical through animation.(to find resistance using meter bridge.) 6.lecture method through white board. 7.revision .</p>	<p>1.Understad the concept of combination of cells.,. 2.Differentiate between meter bridge and potentiometer..</p>	19

June	Mock examination		.	14
July	Unit III: Magnetic Effects of Current and Magnetism Concept of magnetic field, Oersted's experiment. Biot - Savart law Force on a current-carrying conductor in a uniform magnetic field. Force between two parallel current-carrying conductors- definition of ampere. Torque experienced by a current loop in uniform magnet as an equivalent solenoid, magnetic field lines; Earth's magnetic field and magnetic elements.	1.on line teaching 2.PPT 3.Short videos. 4.test through google drive. 5.practical through animation.(to find internal resistance of cell using potentiometer..) 6.lecture method through white board. 7.revision .	1.Understand the concept of magnetic field in daily life. 2.Examine the nature and causes of different phenomenon of force and torque in life.	19
August	Unit IV: Electromagnetic Induction Alternating Currents Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's Law, Eddy currents. Self and mutual induction. Alternating currents, peak and RMS value of alternating current/voltage; AC generator and transformer. circuit, resonance;	1.on line teaching 2.PPT 3.Short videos. 4.practical through animation 6.lecture method through white board.	1.Discuss the meaning of induced emf and induced current. 2.Discuss the meaning of different types of generator.	18
				
September	Alternating Currents Alternating currents, peak and RMS value of alternating current/voltage; AC generator and transformer. circuit, resonance;	1.on line teaching 2.PPT 3.Short videos. 4.practical through animation 6.lecture method through white board.	1.Examine the role and application of alternating current in daily life.	22
				
October	Term –I Examination	Revision	Revision	15

November	<p>Unit V: Electromagnetic waves Electromagnetic waves and their characteristics (qualitative ideas only). Transverse nature of electromagnetic waves.</p> <p>Unit VI: Optics Refraction of light, total internal reflection and its applications, optical fibres, refraction at spherical surfaces, lenses, thin lens formula, lensmaker's formula. Magnification, power of a lens, combination of thin lenses in contact, combination of a lens and a mirror. Refraction and dispersion of light through a prism.</p> <p>Optical instruments : Microscopes and astronomical telescopes and their magnifying powers.</p>	<ol style="list-style-type: none"> Short notes. PPT Short videos. test through google drive. practical through animation.(to find refractive index of glass using prism..) lecture method through white board. revision 	<ol style="list-style-type: none"> Understanding the concept of modern and wire less physics. Understand the concept of behaviour of light in daily life. Examine the nature and causes of different phenomenon of nature 	20
December	<p>Wave optics: Wave front and Huygen's principle, Interference, Young's double slit experiment and expression for fringe width,. Diffraction due to a single slit,</p> <p>Unit VII: Dual Nature of Matter and Radiation Dual nature of radiation.; Einstein's photoelectric equation- particle nature of light. Matter waves-wave nature of particles, de Broglie relation.</p>	<ol style="list-style-type: none"> Short notes. PPT Short videos. test through google drive. practical through animation.(to find focal length of convex lens,and find refractive index of liquid.) lecture method through white board. revision 	<ol style="list-style-type: none"> Understand the concept of behaviour of light in daily life. Examine the nature and causes of different phenomenon of nature. 	22
January	<p>Unit VIII: Atoms and Nuclei Alpha-particle scattering experiment; Bohr model, energy levels, hydrogen spectrum. Composition and size of nucleus, Mass-energy relation, mass defect; nuclear fission, nuclear fusion.</p> <p>Unit IX: Electronic Devices</p>	<ol style="list-style-type: none"> Short notes. PPT Short videos. test through google drive. practical through animation.(to draw I-V curve for p-n junction.) lecture method through white board. revision 	<ol style="list-style-type: none"> Understand the concept of modern and quantum physics. Understand the concept of modern and digital physics. 	15

	Energy bands in solids conductor, insulator and semiconductor; semiconductor diode - I-V characteristics in forward and reverse bias, diode as a rectifier; I-V characteristics of LED, photodiode, solar cell.			
February	Revision	Revision	Revision	
March	Term –II Examination			

CHEMISTRY(043)

Month	Unit/topic	Methodology/ activities	Learning outcome	Working days
March	<p>Solid state: Classification of solids based on different binding forces: molecular, ionic, covalent and metallic solids, amorphous and crystalline solids (elementary idea). Unit cell in two dimensional and three dimensional lattices, calculation of density of unit cell, packing in solids, packing efficiency, voids, number of atoms per unit cell in acubic unit cell, point defects.</p> <p>Solutions: Types of solutions, expression of concentration of solutions of solids in liquids, solubility of gases in liquids, solid solutions, Raoult's law, colligative properties - relative lowering of vapour pressure, elevation of boiling point, depression of freezing point, osmotic pressure, determination of molecular masses using colligative properties.</p>	<p>Discussion of assignment given, Board Papers, Sample Papers</p> <p>Determination of concentration/ molarity of KMnO_4 solution by titrating it against a standard solution of: i) Oxalic acid, ii) Ferrous Ammonium Sulphate (Students will be required to prepare standard solutions by weighing themselves).</p>	<p>.describe the principles concerning solid state structures</p> <p>.describe specific crystal structures by applying basic crystallographic concepts</p> <p>. of the nature of solution-focused approach, including the underlying assumptions, values that guide this perspective;</p> <p>. of the contexts within which strength-based approach is practiced;</p> <p>. and possibility to practice the acquired knowledge through case analysis and practical assignments.</p>	12

April	Electrochemistry: Redox reactions, EMF of a cell, standard electrode potential, Nernst equation and its application to chemical cells, Relation between Gibbs energy change and EMF of a cell,	Discussion of assignment given, Board Papers, Sample Papers	Express the electrodes materials. Explain the type of electrodes	19
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	<p>conductance in electrolytic solutions, specific and molar conductivity, variations of conductivity with concentration, Kohlrausch's Law, electrolysis.</p> <p>Chemical kinetics: Rate of a reaction (Average and instantaneous), factors affecting rate of reaction: concentration, temperature, catalyst; order and molecularity of a reaction, rate law and specific rate constant, integrated rate equations and half-life (only for zero and first order reactions).</p>		<p>Determine rate law of chemical change based on experimental data.</p> <p>.Be able to identify the reaction order for a chemical change</p> <p>.Apply integrated rate equations to solve for the concentration of chemical species during a reaction of different orders.</p>	
May	<p>Surface chemistry: Adsorption - physisorption and chemisorption, factors affecting adsorption of gases on solids, colloidal state: distinction between true solutions, colloids and suspension; lyophilic, lyophobic, multi-molecular and macromolecular colloids; properties of colloids; Tyndall effect, Brownian movement, electrophoresis, coagulation.</p> <p>P-Block elements : Group -15 Elements: General introduction, electronic configuration, occurrence, oxidation states, trends in physical and chemical properties; Nitrogen preparation properties and uses; compounds of Nitrogen: preparation and properties of Ammonia and Nitric Acid. Group 16 Elements: General introduction, electronic configuration, oxidation states, occurrence, trends in physical and chemical properties, dioxygen: preparation, properties and uses, classification of Oxides, Ozone, Sulphur -allotropic forms; compounds of Sulphur: preparation properties and uses of Sulphur-dioxide, Sulphuric Acid: properties and uses; Oxoacids of Sulphur (Structures only). Group 17 Elements: General introduction, electronic configuration, oxidation states, occurrence, trends in physical and</p>	<p>Discussion of assignment given, Board Papers, Sample Papers Determination of concentration/ molarity of KMnO_4 solution by titrating it against a standard solution of: i) Oxalic acid, ii) Ferrous Ammonium Sulphate (Students will be required to prepare standard solutions by weighing themselves).</p>	<p>.define and explain surface- and interfacial phenomena.</p> <p>describe and explain different types of colloidal systems.</p> <p>Describe interactions between colloidal particles and explain colloidal stability and instability.</p> <p>Recognize valid definitions of, and use in a correct context, the terms, concepts and principles in the following Table. (All Questions)</p>	20

	<p>chemical properties; compounds of halogens, Preparation, properties and uses of Chlorine and Hydrochloric acid, interhalogen compounds, Oxoacids of halogens (structures only). Group 18 Elements: General introduction, electronic configuration, occurrence, trends in physical and chemical properties, uses.</p>			
June	<p>'d and 'f' Block Elements: General introduction, electronic configuration, occurrence and characteristics of transition metals, general trends in properties of the first row transition metals – metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation.</p> <p>Lanthanoids - Electronic configuration, oxidation states and lanthanoid contraction and its consequences</p> <p>Coordination compounds :Introduction, ligands, coordination number, colour, magnetic properties and shapes, IUPAC nomenclature of mononuclear coordination compounds. Bonding, Werner's theory, VBT, and CFT.</p>	<p>Discussion of assignment given, Board Papers, Sample Papers Qualitative analysis Determination of one cation and one anion in a given salt.</p> <p>Cation - Pb^{2+}, Cu^{2+}, Al^{3+}, Fe^{3+}, Mn^{2+}, Zn^{2+}, Cu^{2+}, Co^{2+}, Ni^{2+}, Ca^{2+}, Sr^{2+}, Ba^{2+}, Mg^{2+}, $[NH_4]^+$ + Anions – $[CO_3]^{2-}$, S^{2-}, $[SO_3]^{2-}$, $[SO_4]^{2-}$, $[NO_2]^-$, Cl^-, Br^-, I^-, $[PO_4]^{3-}$, $[C_2O_4]^{2-}$, CH_3COO^- (Note: Insoluble salts excluded)</p>	<p>.Understand the concept related to atomic radii and ionization enthalpy .use of the inert pair effect ,shielding effect in case of radius of d block element</p> <p>Understand the concept of lanthanoid contraction and actinoid contraction. discuss the properties of coordination compounds. Categorize Coordination Compounds. Relate Valence Bond Theory and Hybridization. Discuss Valence Bond Theory. consider Effective Atomic Number Theory and Werner Complexes.</p>	14
July	<p>Haloalkanes and Haloarenes, Haloalkanes: Nomenclature, nature of C–X bond, physical and chemical properties, optical rotation mechanism of substitution reactions. Haloarenes: Nature of C–X bond, substitution reactions (Directive influence of halogen in monosubstituted compounds only).</p>	<p>Discussion of assignment given, Board Papers, Sample Papers Qualitative analysis Determination of one cation and one anion in a given salt.</p> <p>Cation - Pb^{2+}, Cu^{2+}, Al^{3+}, Fe^{3+}, Mn^{2+}, Zn^{2+}, Cu^{2+}, Co^{2+}, Ni^{2+}, Ca^{2+}, Sr^{2+}, Ba^{2+}, Mg^{2+}, $[NH_4]^+$ + Anions – $[CO_3]^{2-}$, S^{2-},</p>	<p>Classify the various organic halo compounds.. Recognise the nature of C-X bond. Describe the general methods of preparation of haloalkanes and haloarenes. Explain the physical and chemical properties of haloalkanes and haloarenes. Describe the mechanism of nucleophilic substitution and elimination r</p>	19

August	Alcohols, Phenol and Ethers: Nomenclature, methods of preparation, physical and chemical properties (of primary alcohols only), identification of primary, secondary and tertiary alcohols, mechanism of dehydration. Phenols: Nomenclature, methods of preparation, physical and chemical properties, acidic nature of phenol, electrophilic substitution reactions, uses of phenols. Ethers: Nomenclature, methods of preparation, physical and chemical properties, uses	Discuss of assignment given, Board papers, Sample papers [SO ₃] ²⁻ , [SO ₄] ²⁻ , [NO ₂] ⁻ , Cl ⁻ , Br ⁻ , I ⁻ , [PO ₄] ³⁻ , [C ₂ O ₄] ²⁻ , CH ₃ COO ⁻ (Note: Insoluble salts excluded)	Classify alcohol phenol and ether and also name them according to IUPAC nomenclature. (2) Understand the various reactions involved in the preparation of alcohol phenol and ether. (3) Correlate the gradation in melting, boiling points and other physical properties with their structure. (4) Discuss the chemical reactions of alcohol phenol and ether and understand the mechanisms involved in various reactions	18
September	Aldehydes, Ketones and carboxylic acid: Nomenclature, nature of carbonyl group, methods of preparation, physical and chemical properties, mechanism of nucleophilic addition, reactivity of alpha hydrogen in aldehydes, uses. Carboxylic Acids: Aldehyde, ketone and carboxylic acid Nomenclature, acidic nature, methods of preparation, physical and chemical properties; uses	Discuss of assignment given, Board papers, Sample papers Project; Study of presence of oxalate ions in guava fruit at different stages of ripening.	Explain the difference between an aldehyde and a ketone Name aldehydes and ketones according to the IUPAC system given the structural formulas and vice versa Discuss the physical properties of aldehydes and ketones List some characteristic reactions of aldehydes and ketones Define keto-enol tautomerism	22
October	Amines: Nomenclature, classification, structure, methods of preparation, physical and chemical properties, uses, identification of primary, secondary and tertiary amines. Biomolecules: Carbohydrates - Classification (aldoses and ketoses), monosaccharides (glucose and fructose), D-L configuration Proteins - Elementary idea of - amino acids, peptide bond, polypeptides, proteins, structure of proteins - primary, secondary, tertiary structure and quaternary structures (qualitative idea only), denaturation of proteins. Nucleic Acids: DNA and RNA.	Discussion of assignment given, Board Papers, Sample Papers Preparation of Organic Compounds Preparation of any one of the following compounds i) Acetanilide ii) Di-benzal Acetone iii) p-Nitroacetanilide iv) Aniline yellow or 2-Naphthol Aniline dye. H. Tests for the functional groups present in organic compounds: Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and amino (Primary) groups. I.	<ul style="list-style-type: none"> Give examples of a primary, secondary and tertiary amine Name amines according to the IUPAC system given the structural formulas and vice versa Discuss the physical properties of amines including their basicity Outline the structures of DNA and RNA and explain the structural difference List the roles of different types of RNA such as transfer RNA, ribosomal RNA, messenger RNA 	15

		Characteristic tests of carbohydrates, fats and proteins in pure samples and their detection in given food stuffs.		
November	Chemistry in Everydaylife: General principles and process of isolation:			20
December	Revision			22
January	Revision			15

MATHEMATICS(041)

PRESCRIBED BOOKS

1. NCERT Textbook
2. NCERT Exemplar

GENERAL LEARNING OUTCOMES: On the completion of the academic course, students become familiar with the characteristics of mathematical communication: carefully defined terms and concepts, the use of symbols to represent them, precisely stated propositions and proofs justifying them. Thus they acquire proficiency in this special language which serves as a medium of thought that involves a combination of words, symbols having logical reasoning, formulas, etc.

ASSESSMENT OF LEARNERS: Formal and informal assessments would be conducted. Classroom assessment technique (CAT) would be adopted through class discussions, worksheets, exercises and various activities. Home assignments and activities would be assigned and the students would be graded accordingly.

General Objective:

1. Mathematisation (ability to think logically, formulate and handle abstractions) rather than knowledge of procedures (formal and mechanical).
2. Mathematical vocabulary.
3. Exploring concepts / series of concepts in several ways to develop and elaborate her understanding of them and the interrelationship between them.
4. Developing the processes involved in mathematical reasoning.
5. Developing the processes of dealing with greater abstractions, moving from particular to general to particular.
6. Movement with facility from one representation to another of a concept or process.
7. Solving and posing problems.
8. Realising as to how and why mathematics is all around us by establishing linkages with one's life and experiences and across the curriculum.
9. Seeing connections with what she has studied so far, consolidate it and begin to try to understand the formal thought process involved..

MARCH	PROJECTED CONTENT	SPECIFIC OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ACTIVITIES & ASSIGNMENTS	RESOURCES	Working Days
	Relation and function	To make students understand the basic concepts of Types of relations, Types of functions, Composition of functions and invertible functions, Binary operations.	-Start the session by asking the question related to set theory, Cartesian product, function and its types, domain and range of functions. - Lecture method	To identify one to one, onto and invertible functions., To find inverse of a function if it exists., To identify whether the binary operation is associative, commutative., To find identity and inverse of binary operations	-Practice sheet - vertical line test and horizontal line test for functions.	PDF Files Handout Refresher books.	12

	Inverse Trigonometric Functions	To make students understand the basic concepts of -Inverse values of trigonometric functions. - Properties and identities of inverse Trigonometric functions	Start the session by asking the question related to -invertible functions. -Trigonometric functions.	To find inverse values of trigonometric functions	Graphs of trigonometric functions and to restrict their domain to make them invertible.	Handout Practice sheets	
APRIL							
	Linear programming	The problem and mathematical formulation, Applications in daily life	Introduce the topic by giving real life example of maximizing and minimizing objective functions. -Graphs and solution region of linear inequations	Students will be able to now find Solutions to problems related to linear programming.	Formation of programming problems and making their own diet chart in minimum cost with proper nutrients.	Handouts Practice sheets. Refresher books.	19
	Vector Algebra	Dot product and cross product of 2 vectors, Scalar triple product of 3 vectors, projection of one vector on another , To analyze vectors if dot product or cross product is zero	Start the seeion by asking about the types of quantities around us and start differentiating them on the basis of magnitude only and magnitude and direction.	To find dot product and cross product of 2 vectors, To find Scalar triple product of 3 vectors, To find projection of one vector on another , To analyze vectors if dot product or cross product is zero.	Practice sheets.	Handouts Practice sheets. Refresher books.	
MAY							
	Three Dimensional Geometry	Equation of line in space in Cartesian and vector form, equation of plane in Cartesian and vector form , To find angle between 2 lines using DCS, distance between 2 lines, angle	Start the session by asking questions on vectors and their products, now step by step start the introduction of 3D geometry.	To find equation of line in space in Cartesian and vector form, To find equation of plane in Cartesian and vector form , To find angle between 2 lines using DCS, To find distance between 2 lines, To find angle between 2 planes using normal lines, To find distance	To find the shortest distance between two skew lines & verify it analytically	Handouts Practice sheets. Refresher books	20

		between 2 planes using normal lines, distance between a point from a plane		between a point from a plane			
	Matrices	Types of Matrices, Operations on matrices, Transpose of a matrix, Symmetric and skew symmetric matrices, Elementary row transformations of a matrix, Inverse of a matrix	-Start the concept of matrices with some real life examples. -lecture method	To add 2 matrices, Expressing matrix as sum of symmetric and skew symmetric matrices, To find inverse of a matrix by using elementary row transformations	Amount of investment using Matrix multiplication	Handouts Practice sheets. Refresher books	
JUNE							
	Matrices (contd.) Determinants	Properties of determinants, Area of a triangle, Minors and cofactors, Adjoint and inverse of a matrix, Applications of determinants and matrices	Start the concept of determinants by asking concepts of matrices and then differentiating between them.	To find area of triangle, To understand properties to simplify determinants, To solve system of equations using matrices.	Amount of investment using Matrix multiplication	Handouts Practice sheets. Refresher books	14
JULY							
	Continuity and differentiability. Derivatives	Continuity, Differentiability, Exponential and logarithmic functions, Logarithmic differentiation, Derivatives in parametric form, Second order derivatives	Start the concept by asking question on trigonometry, limits and then introduce the concept of continuity and derivatives.	To identify points of discontinuity of functions, To identify points of non-differentiability of functions, To find derivatives of exponential and logarithmic functions, To find derivatives of functions in parametric form	To find analytically the limit of a function $f(x)$ at $x = c$ and also to check the continuity of the function at that point	Handouts Practice sheets. Refresher books	19
AUGUST							
	Application of Derivatives	Rate of change of dependent variable due to change in independent	Start the session by giving the real life situations of derivatives and asking formulas	To find Rate of change of dependent variable due to change in independent	To construct an open box of max. volume	Handouts Practice sheets.	18

		variable, increasing and decreasing functions, equation of tangent and normal at a point on the given curve, error in a variable due to error in another variable, approximate values of quantities using derivatives, maxima and minima points of a function	of previous topic. Lecture and explanation method.	variable, To identify increasing and decreasing functions, To find equation of tangent and normal at a point on the given curve, To find error in a variable due to error in another variable, To find approximate values of quantities using derivatives, To find maxima and minima points of a function	from given rectangular sheet by cutting squares from each corner.	Refresher books	
SEPTEMBER							20
	Integration	Integration as an inverse process of differentiation, Methods of Integration, Integration of special functions, Method of Partial fractions, By-Parts, Definite Integral, Definite integral using substitution and properties	Start the session by asking questions on derivatives and then explain the reverse process. -Explanation method	To solve both indefinite and definite integrals		Handouts Practice sheets. Refresher books	
OCTOBER							
	Application of integration	Introduction, Area under simple curves, Area between 2 curves	Start the session by asking areas of different curves and then explain to break areas in n number of rectangles of same width and then adding them with help of integration.	To find Area using integration	Finding area under a given curve using Integration .	Handouts Practice sheets. Refresher books	15

			-Demonstration and explanation method.				
	Differential equations	Introduction, Degree and order, General and particular solution, Formation of differential equation, Solution to first order, first degree differential equations	Start the session by asking different type of equations and derivatives, now relate derivative with equation. -Explanation method.	To identify degree and order of a differential equation, To form differential equation when solution is given, To solve differential equations using variable separable, homogeneous, Linear DE method	Formation of differential equation for different family of curves.	Handouts Practice sheets. Refresher books	
NOVEMBER							
	Probability	Probability using conditional probability formula, solve problem by Bayes' theorem, probability distribution of different random variables, solve problem by using Bernoulli trials	Start the session by asking questions on probability and then introduce them with some typical problems and methods to solve them.	To find probability using conditional probability formula, To identify and solve problem by Bayes' theorem, To find probability distribution of different random variables, To identify and solve problem by using Bernoulli trials,	To explain the computation of the conditional probability of a given event A, when event B has already occurred, by an example of throwing a dice.	Handouts Practice sheets. Refresher books	20
DECEMBER - JANUARY							20 15
	RECAPITULATION and PREPARATION FOR FINAL BOARD EXAM.						
FEBRUARY							

Computer Science(083)

MONTH	UNIT/TOPIC	METHODOLOGY/ ACTIVITIES	LEARNING OUTCOME	WORKINGDAYS
TERM-I				
March	❖ Revision tour of ClassXI (Python)	<ul style="list-style-type: none"> • Design a revision based python programs on basics of programming . • Design a revision based python programs on Design a revision based python programs Strings. • Design a revision based python programs on Looping. • Design a revision based python programs on basics of Lists/Tuples/Dictionary 	<ul style="list-style-type: none"> • Students will learn to recall their skills of programming for Logical and conceptual part. • Students will revise practically. 	12
April	❖ Functions in Python ❖ Recursion in Python	<ul style="list-style-type: none"> • Demonstration of User defined function in Python • Demonstration of passing mechanism of arguments in function at calling • Default arguments, types of arguments • Global/Local scope of variable • RECURSION & its demonstration 	<ul style="list-style-type: none"> • Learners would be able to design function based programs • Recursive functions can be developed 	19
May	❖ Modules in Python ❖ File Handling in Python	<ul style="list-style-type: none"> • Demonstration of own designed modules in python • To Read/Write/Append Files • Binary/Text files demonstration • Accessing modes of files • tell() ,seek() functions are accessible to process the data • CSV files with its pickling /unpickling process 	<ul style="list-style-type: none"> • Students would be aware about own defined modules in python • Learners would be able to design and access files& its operations practically through various python program • Learners will get to store data in CSV format through python programs 	20

June	❖ CSV in Python	<ul style="list-style-type: none"> • CSV file based dump()/Load() demonstration • Read()/Write contents from /onto file 	<ul style="list-style-type: none"> • Students would aware about knowledge of various CSV functions. • Programming knowledge is grasped by students to design various CSV data handling formats. 	14
July	❖ Advance File Handling (Python)	<ul style="list-style-type: none"> • Importing & exporting data b/w various files • Fetching data from different parts of file 	<ul style="list-style-type: none"> • Students would able to design programs on files content with their location wise • Merging/Breaking file programmatically in python 	19
August	❖ Data Structure(Stack) in Python ❖ Stack Application	<ul style="list-style-type: none"> • Necessities of different types of data structure in python • Introduction of Stack and its operation practically in Python :POP() / PUSH() • Real life application of stack in python 	<ul style="list-style-type: none"> • Student will learn practically Stack based programs in Python • Library Mgt system through STACK() 	18
September	❖ Data Structure(Queue) in Python Queue Application	<ul style="list-style-type: none"> • Introduction of Queue and its operation practically in Python :REAR() /FRONT() • ENQUEUE() /DEQUEUE() • Real life application of stack in python • 	<ul style="list-style-type: none"> • Student will learn practically Queue based programs in Python • Railway Reservation system through QUEUE() 	22
October	REVISION & TERM-I & EXAMINATION			15

TERM-II

November	<p align="center">❖ DataBase Management & MySql</p>	<ul style="list-style-type: none"> • Make an online account to write the blog on it • Prepare a powerpoint presentation on webapplication. • Create database online, table in mysql. • Applying different type of queries over the data like: - insert/select/modify/ delete etc. • Online Demonstration of DDL/DML commands in mysql using Bank table. • Providing datatype and its size through database table queries in mysql 	<ul style="list-style-type: none"> • Student connects multiple tables to remove inconsistency in data • Students will learn practically SQL-Queries on tables to fetch and access data using CREATE ,INSERT ,UPDATE ,ALTER , DROP ,DELETE commands. 	20
December	<p align="center">Connectivity b/w Database(MySQL) with Python</p>	<ul style="list-style-type: none"> • Demonstrate Connection string with Python and MySQL • Fetchone()/fetchall()/fetchmany() in connection mode • Demonstrate advance SQL-aggregate functions & constraints & operators –LIKE operator ,Group By ,Order By for sorting 	<ul style="list-style-type: none"> • Students will learn practically Python-SQL-Database connectivity • Students will learn practically SQL-Grouped data ,Sorting list of data values from tables/ database. 	22
January	<p align="center">❖ Web applications & Computer Networking</p>	<ul style="list-style-type: none"> • Demonstrate types of N/W & its Architecture (P2P , Client-Server) • Switching Techniques- Circuit/ Packet • Wired/Wireless Media • Internet devices-Modem, Gateway, Router, Repeater • Instant Messaging-Web/App based • Blogging & Internet Security 	<ul style="list-style-type: none"> • Students will get better understanding of network devices. Easily recognized the device and their uses in the network • Students will learn practically about Computer Network Architecture & Topologies, Firewall ,cookies etc • Students will learn practically how to create Blog and use it... how to do online transaction safely etc 	15
February	Revision of All chapters in TERM-II along with Viva and Project			20

Physical Education(048)

MONTH	UNIT/TOPIC	METHODOLOGY/ ACTIVITIES	LEARNING OUTCOME	WORKING DAYS
March	Planning in Sports	Lecture Method Question Answer Technique Audio-Visual Class Discussion Draw a labeled diagram of field & equipment (Rules, Terminologies & Skills).	Students are able to learn about meaning& objectives of planning. Students are able to learn about various committees & its responsibilities. Students are able to learn about tournament – Knock-Out, League Or Round Robin &Combination Students are able to learn about procedure to Draw Fixtures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic). Students are able to learn about intramural & extramural – Meaning, Objectives & Its Significance Specific Sports Programme (Sports Day, Health Run, Run For Fun, Run For Specific Cause & Run For Unity).	12
April	Sports & Nutrition	Lecture Method Question Answer Technique Audio-Visual Class Discussion Waist and Hip ratio calculation of 10 students and graphical representation of the data.	Students are able to learn about balanced diet & nutrition: Macro & Micro Nutrients. Students are able to learn about nutritive & non-nutritive components of diet. Students are able to learn about eating for weight control Students are able to learn about pitfalls of dieting, food intolerance & food myths.	19
May	Children & Women in Sports	Lecture Method Question Answer Technique Audio-Visual Class Discussion Enlist the famous female athletes with their games and records.	Students are able to learn about Motor development & factors affecting it. Students are able to learn about Exercise Guidelines at different stages of growth& Development. Students are able to learn about Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow Legs and Scoliosis and their corrective measures. Students are able to learn about Sports participation of women in India. Students are able to learn about Special consideration (Menarch & Menstrual Dysfunction) Female	20

	Test & Measurement in Sports	<p>Demonstration and Lecture Method Question Answer Technique Audio-Visual Class Discussion</p> <p>Write down the Procedure for administering Senior Citizen Fitness Test for 5 elderly family members</p>	<p>Athletes Triad (Oestoperosis, Amenoria, Eating Disorders).</p> <p>Students are able to learn about Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit & Reach, Partial Curl Up, Push Ups (Boys), Modified Push Ups (Girls), Standing Broad Jump, Agility – 4x10 M Shuttle Run o General Motor Fitness – Students are able to learn about Barrow three item general motor ability (Standing Broad Jump, Zig Zag Run, Medicine Ball Put – For Boys: 03 Kg & For Girls: 01 Kg) Students are able to learn about Measurement of Cardio Vascular Fitness – Harvard Step Test/Rockport Test - Computation of Fitness Index: Duration of the Exercise in Seconds x 100 5.5 x Pulse count of 1-1.5 Min after Exercise Students are able to learn about Rikli & Jones - Senior Citizen Fitness Test 1. Chair Stand Test for lower body strength 2. Arm Curl Test for upper body strength 3. Chair Sit & Reach Test for lower body flexibility 4. Back Scratch Test for upper body flexibility 5. Eight Foot Up & Go Test for agility . Six Minute Walk Test for Aerobic Endurance.</p>	
July	Biomechanics & Sports	<p>Demonstration and Lecture Method Question Answer Technique Audio-Visual Class Discussion</p> <p>Prepare list of all muscles in human body and all joints</p>	<p>Students are able to learn about Meaning and Students are able to learn about Importance of Biomechanics in Sports Types of movements (Flexion, Extension, Abduction & Adduction) Students are able to learn about Newton’s Law of Motion& its application in sports Friction & Sports.</p>	19
August	Yoga & Lifestyle	<p>Demonstration and Lecture Method Question Answer Technique Audio-Visual Class Discussion</p>	<p>Students are able to learn about Asanas as preventive measures. Students are able to learn about Obesity: Procedure, Benefits&contraindication sforVajrasana, Hastasana, Trikonasana, ArdhMatsyendrasana.</p>	18

		<p>Writ down the procedure for Asanas, Benefits & Contraindication for any Five Asanas for each lifestyle disease.</p>	<p>Students are able to learn about Diabetes:Procedure,Benefits & contraindications for Bhujangasana,Paschimottasana, Pavan Muktasana, ArdhMatsyendrasana</p> <p>Students are able to learn about Asthma:Procedure,Benefit s&contraindicationsforSuk hasana,Chakrasana,Gomuk hasana, Parvatasana, Bhujangasana, Paschimottasana,Matsyasa na</p> <p>Students are able to learn about Hypertension:Tadasana,Vajrasana, PavanMuktasana,ArdhaChakrasana,Bhujangasana, Sharasana</p>	
September		Revision and Examination		
October	Physical Education & Sports for CWSN (Children With Special Needs - Divyang)	<p>Lecture Method</p> <p>Question Answer Technique</p> <p>Audio-Visual</p> <p>Class Discussion</p>	<p>Students are able to learn about Concept of Disability & Disorder</p> <p>Students are able to learn about Types of Disability, its causes & nature (cognitive disability, intellectual disability, physical disability)</p> <p>Students are able to learn about Types of Disorder, its cause & nature (ADHD, SPD, ASD, ODD, OCD)</p> <p>Students are able to learn about Disability Etiquettes..</p> <p>Students are able to learn about Advantage of Physical Activities for children with special needs.</p> <p>Students are able to learn about Strategies to make Physical Activities assessable for children with special need.</p>	15
November	Physiology & Injuries in Sports	<p>Demonstration and Lecture Method.</p> <p>Question Answer Technique</p> <p>Audio-Visual</p> <p>Class Discussion</p> <p>Power Point Presentation on soft tissue injury and joint injury and bone injury</p>	<p>Students are able to learn about Physiological factor determining component of Physical Fitness</p> <p>Students are able to learn about Effect of exercise on Cardio Respiratory System & Effect of exercise on Muscular System</p> <p>Students are able to learn about Physiological changes due to ageing.</p> <p>Students are able to learn about Sports injuries: Classification (Soft Tissue Injuries :(Abrasion, Contusion, Laceration, Incision, Sprain & Strain) Bone & Joint Injuries: (Dislocation, Fractures: Stress Fracture, Green Stick, Communated, Transverse Oblique &</p>	20

	Psychology & Sports	Lecture Method Question Answer Technique Audio-Visual Class Discussion	<p>Impacted) Causes, Prevention & treatment. Students are able to learn about First Aid – Aims & Objectives.</p> <p>Students are able to learn about Personality; its definition & types – Trait & Types (Sheldon & Jung Classification) & Big Five Theory. Students are able to learn about Motivation, its type & techniques. Students are able to learn about Exercise Adherence; Reasons to Exercise, Benefits of Exercise, Strategies for Enhancing Adherence to Exercise. Students are able to learn about Meaning, Concept & Types of Aggressions in Sports.</p>	
December	Training in Sports	<p>Demonstration and Lecture Method Question Answer Technique Audio-Visual Class Discussion</p> <p>Pictorial Presentation of Circuit Training for strength and endurance.</p>	<p>Students are able to learn about Strength – Definition, types & methods of improving Strength – Isometric, Isotonic & Isokinetic. Students are able to learn about Endurance - Definition, types & methods to develop Endurance – Continuous Training, Interval Training & Fartlek Training. Students are able to learn about Speed – Definition, types & methods to develop Speed – Acceleration Run & Pace Run. Students are able to learn about Flexibility – Definition, types & methods to improve flexibility. Students are able to learn about Coordinative Abilities – Definition & types. Students are able to learn about Circuit Training - Introduction & its importance.</p>	22

BIOLOGY(044)

Month/Chapters	Topics	Assignment	Learning Outcome	Working days
March	Types of asexual reproduction, Events of sexual reproduction	Zoom meeting, Ppt, Board Marker, lecture method, short videos and test google.	Students are able to answer different mode of asexual reproduction	12
	1. Reproduction in Organisms 2. Sexual Reproduction in Flowering Plants	Microsporangium, Mega sporangium, Double fertilization, embryo development	Zoom meeting, Ppt, Board Marker, lecture method, short videos and test google. Students are able to draw diagrams of anther, embryo sac, embryos.	
April	3. Human Reproduction	Male and female reproductive system, embryogenesis	Zoom meeting, Ppt, Board Marker, lecture method, short videos and test google. Students are able to draw diagrams, can answer the process of fertilization	19
	4. Reproductive Health	Birth control, STDs and ART.	Zoom meeting, Ppt, Board Marker, lecture method, short videos and test google. Can answer which method prevents from STDs.	
May		Zoom meeting, Ppt, Board Marker, lecture	Are able to answer the unit of inheritance and the	20

5. Inheritance and Variations	Mendelism, Post mendelism and Mendelian Disorders	method, short videos and test google.	universal law of inheritance	
June 6. Molecular Basis of Inheritance	Central dogma, Gene expression, genetic code	Zoom meeting, PPt, Board Marker, lecture method, short videos and test google.	Are able to answer the genetic material, can differentiate between replication and trancription	14
July 8. Human health and disease	Common diseases, immunity, cancer, drug and alcohol abuse	Zoom meeting, PPt, Board Marker, lecture method, short videos and test google	Can answer, what is cancer? Which antibody is present in mother`s milk.	19
August 9. Microbes in Human Welfare	Microbes in industries, medical, sewage treatment and biogas pttroduction	Zoom meeting, PPt, Board Marker, lecture method, short videos and test google	Able to answer the components of biogas, activated sludge and inoculums.	18
September 10. Principles and techniques of Biotechnology	Recombinant DNA technology, Tools, PCR, Biosafety	Zoom meeting, PPt, Board Marker, lecture method, short videos and test google	Can answer, what is vector and passenger DNA, Polymerase used in PCR.	22
October 11. Applications of biotechnology	Modified plants and animals, Synthesis of insulin	Zoom meeting, PPt, Board Marker, lecture method, short videos and test	Can differentiate between mature insulin and pro- insulin.	15

November				
12. Organisms and population	Effects of abiotic factors, population density, population growth and population interaction	Zoom meeting, PPT, Board Marker, lecture method, short videos and test google	Can differentiate between commensalism and ammensalism.	20
13. Ecosystem	Ecosystem, food chain, food web, biological succession	Zoom meeting, PPT, Board Marker, lecture method, short videos and test google	Able to plot the graph in the form of different types of pyramids	
December	1st Pre-Board			22
January	2 nd Pre-Board			15

Commerce STREAM

Entrepreneurship(066)

MONTH	UNIT/TOPIC	METHODOLOGY/ ACTIVITIES	LEARNING OUTCOME	WORKING DAYS
March	<p>Unit-1 Entrepreneurial Opportunities</p> <ul style="list-style-type: none"> • Sensing Entrepreneurial Opportunities • Environment Scanning • Problem Identification • Idea fields • Spotting Trends • Creativity and Innovation • Selecting the Right Opportunity 	<p>Direct Teaching Learning Methods:</p> <ul style="list-style-type: none"> - Entrepreneurship Tutoring <p>Interactive Teaching Learning Methods</p> <ul style="list-style-type: none"> - Process – Oriented learning Discussion - Searching Environment problems 	<ul style="list-style-type: none"> • Comprehend the concept and elements of business opportunity • Discuss the process of sensing opportunities • Understand the need to scan the environment • Enlist the various forces affecting business environment • Identify the different idea field • Understand the concept of opportunity and market assessment • Appreciate the ways in which trends can be spotted • Understand the process of creativity and innovation • Transform ideas into business opportunities 	12
April	<p>Unit 2: Entrepreneurial Planning</p> <ul style="list-style-type: none"> • Forms of business organization- Sole proprietorship, Partnership, Company • Business Plan: concept, format. • Components: Organisational plan; Operational plan; Production plan; Financial plan; Marketing plan; HR planning 	<p>Practical – Operational Teaching Learning Methods:</p> <ul style="list-style-type: none"> - Business Planning - Starting Business <p>Interactive Teaching Learning Methods</p> <ul style="list-style-type: none"> - Process – Oriented learning Discussion - Business Planning 	<ul style="list-style-type: none"> • Recall the meaning of the various forms of business organization • Understand the characteristics of the various forms of business organization • Understand the difference between a Public and Private Company • Appreciate the reasons for a private company being more desirable • Appreciate the concept and importance of a Business Plan • Describe the various components of Business plan • Differentiate among the various components of Business plan • Develop a Business Plan 	19

<p>May</p>	<p>Unit 4: Enterprise Growth Strategies</p> <ul style="list-style-type: none"> • Franchising: Concept, types, advantages, limitations. • Mergers and Acquisition: Concept, reasons, types. • Reasons for failure of Mergers and Acquisitions. 	<p>Direct Teaching Learning Methods:</p> <ul style="list-style-type: none"> - Watching Official speech - Networking - Mentoring 	<ul style="list-style-type: none"> • Understand the concept of growth & development of an enterprise • Discuss the concept, types, advantages and limitations of franchise • Appreciate growth of business through mergers and acquisitions • Discuss the different types of mergers and acquisitions • Understand the reasons for failure of mergers and acquisitions 	<p>20</p>
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June	<p>Unit 3: Enterprise Marketing</p> <ul style="list-style-type: none"> • Marketing and Sales Strategy • Branding, Logo, Tagline • Promotion Strategy • Negotiations - Importance and Methods • Customer Relationship Management • Vendor Management 	<p>Practical – Operational Teaching Learning Methods:</p> <ul style="list-style-type: none"> - Role Playing - Practical Experience 	<ul style="list-style-type: none"> • Discuss the various marketing strategies used in a business • Explain Marketing Mix. • Understand the concept of Branding, Packaging and Labeling • Describe the various methods of Pricing • Discuss the various factors affecting the channels of distribution • Understand the concept and types of sales strategy • Discuss different tools of promotion • Appreciate the objectives and different modes of Advertising • Understand the concept of personal selling, sales promotion, public relations • Discuss the various techniques of sales promotion 	14
July	<p>Revision:-</p> <ul style="list-style-type: none"> • Unit-1 Entrepreneurial Opportunities • Unit 2: Entrepreneurial Planning 	<p>Interactive Teaching Learning Methods</p> <ul style="list-style-type: none"> - Discussion - Doubts 	<ul style="list-style-type: none"> • Recall of topics:- • Sensing Entrepreneurial Opportunities • Environment Scanning • Problem Identification • Idea fields • Spotting Trends • Creativity and Innovation • Selecting the Right Opportunity • Forms of business organization- Sole proprietorship, Partnership, Company • Business Plan: concept, format. HR planning 	19
August	<p>Unit 6: Resource Mobilization</p> <ul style="list-style-type: none"> • Capital Market- Primary and 	<p>Practical – Operational Teaching Learning Methods:</p> <ul style="list-style-type: none"> - Learn investing 	<ul style="list-style-type: none"> • Understand the need of finance in Business • Discuss the various sources of funds required for a firm 	18

	<p>Secondary</p> <ul style="list-style-type: none"> • Stock Exchange- Concept, features, functions and importance • Securities and Exchange Board of India- History, establishment, powers • Angel Investor: Features • Venture Capital: Features, funding. 	<p>- Video watching</p> <p><u>Project Work - I</u> Market Survey</p> <p>- Research Project</p>	<ul style="list-style-type: none"> • Understand the ways of raising funds in primary market • Understand the importance of secondary market for mobilization of Resources • To discuss the relevance of stock exchange for a business enterprise and in the economy. • Understand the role of SEBI in capital market. • Appreciate the Angel Investors and Venture Capitalists as a source of business finance. 	
September	<p>Revision:-</p> <ul style="list-style-type: none"> • Unit 3: Enterprise Marketing • Unit 4: Enterprise Growth Strategies <p>TERM EXAMINATION</p>	<p>Interactive Teaching Learning Methods</p> <ul style="list-style-type: none"> - Discussion - Doubts 	<ul style="list-style-type: none"> • Recall of topics:- • Marketing and Sales Strategy • Branding, Logo, Tagline • Promotion Strategy • Negotiations - Importance and Methods • Customer Relationship Management • Vendor Management • Franchising: Concept, types, advantages, limitations. • Mergers and Acquisition: Concept, reasons, types. Reasons for failure of Mergers and Acquisitions 	22
October	<p>Unit 5: Business Arithmetic</p> <ul style="list-style-type: none"> • Unit of Sale, Unit Cost for multiple products or services • Break even Analysis for multiple products or services • Computation of Working Capital • Inventory Control 	<p>Practical – Operational Teaching Learning Methods:</p> <ul style="list-style-type: none"> - Class Practice - Learning from mistakes <p><u>Project Work - II</u> Business Plan</p> <ul style="list-style-type: none"> - Logo Designing - Branding - Advertisement Designing 	<ul style="list-style-type: none"> • Understand the concept of Unit Cost and Unit Price • Calculate Break-even point for Multiple products and services. • Understand the concept of Inventory Control • Compute the working capital of a business. • Calculate Return on Investment; Return on Equity and Economic Order Quantity 	15
November	<p>Revision (All Units)</p>	<p>Interactive Teaching Learning Methods</p> <ul style="list-style-type: none"> - Discussion - Doubts 		20
December	Pre-Board - I		Knowledge Assesment	22
January	Pre-Board - II		Knowledge Assesment	15

BUSINESS STUDIES(054)

MONTH	UNIT/TOPIC	Working days	Methodology	Activity	Learning outcomes
Mar	Part A: Principles and Functions of Management Unit 1: Nature and Significance of Management	12	Related video	Make groups of 5 – 6 students each according to the size of class. Let them run a garment manufacturing company. Assign the following tasks to each group.	
	Management - concept, objectives, and importance			(i) Let group 'A' identify the activities that take place in the company. (ii) Let group 'B' classify these activities into managerial and non- managerial activities. (iii) Let group 'C' identify the planning activities. (iv) Let group 'D' identify the organising activities.	Understand the concept of management. Explain the meaning of 'Effectiveness and Efficiency'. Discuss the objectives of management. Describe the importance of management.
	Management as Science, Art and Profession			(v) Let group 'E' identify the staffing activities. (vi) Let group 'F' identify the directing activities.	Examine the nature of management as a science, art and profession.
	Levels of Management			(vii) Let group 'G' identify the controlling activities. (viii) Let group 'H' identify the coordinating activities.	Understand the role of top, middle and lower levels of management
	Management functions-planning, organizing, staffing, directing and controlling			The teacher can then summarise these activities and derive appropriate conclusions. The above activity can be done for any sector such as software export house, or an auto company.	Explain the functions of management
	Coordination-concept and importance			The teacher should do some	Discuss the concept and characteristics of coordination. Explain the importance of coordination

				preparation in finding out the actual activities with the help of Internet and printed material relevant to the sector which is selected. The students can also be involved in the searching exercise by the teacher.	
	Unit 2: Principles of Management				
	Principles of Management- concept and significance			From business magazines, annual reports, newspapers or internet find out what changes are taking place in companies relating to corporate governance, production practices etc. Prepare a scrapbook. Discuss these cases with your teacher and friends. Prepare a report of the same.	Understand the concept of principles of management. Explain the significance of management principles.
	Fayol's principles of management				Discuss the principles of management developed by Fayol.
	Taylor's Scientific management- principles and techniques				Explain the principles and techniques of 'Scientific Management'. Compare the contributions of Fayol and Taylor.
Apr	Unit 3: Business Environment	19	Online teaching through Zoom: - Case Studies - PPT - Short Videos test through Google Classroom	Select a business enterprise with which you are familiar. From your recollection of current events (events you may have read about in newspapers or magazines or have heard about on television or radio) identify some of the important environmental force, which have had impact on this enterprise.	
	Business Environment- concept and importance				Understand the concept of 'Business Environment'. Describe the importance of business environment

	Dimensions of Business Environment- Economic, Social, Technological, Political and Legal				Describe the various dimensions of 'Business Environment'.
	Unit 4: Planning				
	Concept, importance and limitation		Online teaching through Zoom: <ul style="list-style-type: none"> - Case Studies - PPT - Short Videos test through Google Classroom		<ul style="list-style-type: none"> - understand the concept of planning - limitations and importance of planning
	Planning process			Interview a local small-business manager about how their objectives are set and the time taken to achieve them. How do their answers compare with what you have learnt in the chapter.	-
					Understand Process of planning
May	Unit 5: Organizing	20			
	Concept and importance			A company, which manufactures a popular brand of toys, has been enjoying good market reputation. It has a functional organisational structure with separate	Understand the meaning and importance of organising

	Organising Process			departments for Production, Marketing, Finance, Human Resources and Research and Development. Lately to use its brand name and also to cash on to new business opportunities it is thinking to diversify into manufacture of new range of electronic toys for which a new market is emerging.	
	Structure of organisation- functional and divisional concept. Formal and informal organisation- concept			<p>Questions:</p> <p>Prepare a report regarding organisation structure giving concrete reasons with regard to benefits the company will derive from the steps it should take.</p>	Understand the structure of Organization- Functional Divisional
	Delegation: concept, elements and importance				Understand the concept of delegation
	Decentralization: concept and importance				Understand the concept of decentralization
June	Unit 6: Staffing	14			
	Concept and importance of staffing		Online teaching through Zoom: <ul style="list-style-type: none"> - Case Studies - PPT - Short Videos test through Google Classroom	A company is manufacturing paper plates and bowls. It produces 100000 plates and bowls each day. Due to local festival, it got an urgent order of extra 50,000 plates bowls. Advise how the company will fulfill its order and which method of recruitment would you suggest.	Understand the concept of Staffing, importance.

	Staffing process				<ul style="list-style-type: none"> • Understand staffing process
	Recruitment process				<ul style="list-style-type: none"> • understand recruitment process
	Selection - process				<ul style="list-style-type: none"> • understand thoroughly selection process
	Training and Development - Concept and importance, Methods of training - on the job and off the job - vestibule training, apprenticeship training and internship training				<ul style="list-style-type: none"> • Aware about types of training • understand the concept of develpt.
	Unit 7: Directing				
	Concept and importance				<ul style="list-style-type: none"> • Thoroughly aware About the concept of Directing.
	Elements of Directing				<ul style="list-style-type: none"> • Awareness of elements of directing

July	Motivation - concept, Maslow's hierarchy of needs, Financial and non-financial incentives	19	Online teaching through Zoom: - Case Studies - PPT - Short Videos test through Google Classroom	In an organisation employees always feel they are under stress. They take least initiative and fear to express their problems before the manager. What do you think is wrong with the manager ?	<ul style="list-style-type: none"> understand the concept of motivation and Maslow need hierarchy theory.
	Leadership - concept, styles - authoritative, democratic and laissez faire				<ul style="list-style-type: none"> understand the concept of leadership , its styles
	Communication - concept, formal and informal communication				<ul style="list-style-type: none"> understand the concept of communication and its types
	Unit 8: Controlling				
	Controlling - Concept and importance			Case study of an organization by setting a standard and measuring the actual performance , comparing it with the standard and find deviations and then students will be asked to suggest the management how the undesirable behaviour can be controlled.	Understand the basic concept of controlling
	Steps in process of control				<ul style="list-style-type: none"> understanding the control process
Aug	Part B: Business Finance and Marketing Unit 9: Financial Management	18	Online teaching through Zoom: - Case Studies - PPT - Short Videos test through Google Classroom		
	Concept, role and objectives of Financial Management		ART INTEGRATED ACTIVITY -	Pick up annual reports of 2 or more companies engaged in the	<ul style="list-style-type: none"> understand the basic concept of financial mgt.

	Financial decisions: investment, financing and dividend- Meaning and factors affecting		Group discussion on recent financial decision taken by banks.	same line of business. You can access this data on the respective websites of the companies and other sources. Compare their capital structures. Analyse the reasons for the difference. You can also use ratio analysis for this. Prepare a report of your findings and discuss it in the class with the help of your teacher.	<ul style="list-style-type: none"> Awareness of three financial decisions
	Financial Planning - concept and importance				<ul style="list-style-type: none"> understand financial planning
	Capital Structure – concept and factors affecting capital structure				<ul style="list-style-type: none"> Awareness of capital structure
	Fixed and Working Capital - Concept and factors affecting their requirements				<ul style="list-style-type: none"> understanding fixed and working cap.
Sep	Revision and Term I examination	22			
Oct	Unit 10: Financial Markets	15	Online teaching through Zoom: <ul style="list-style-type: none"> Case Studies PPT Short Videos test through Google Classroom		
	Financial Markets: Concept, Functions and types				Financial Markets: Concept understanding
	Money market and its instruments				
	Capital market and its types (primary and secondary), methods of floatation in the primary market			Study the wwebsite of Mumbai Stock Exchange, i.e., www.bseindia.com and compile information which you find useful. Discuss it in your class and find out how it can help you should you decide to invest in the stock market. Prepare a report on your findings with the help of your teacher.	<ul style="list-style-type: none"> Functions and types of financial market awareness
	Stock Exchange - Functions and trading procedure				Stock Exchange – Functions awareness
	Securities and Exchange Board of India (SEBI) - objectives and functions				<ul style="list-style-type: none"> SEBI) - objectives and function awareness

	Unit 11: Marketing				
	Marketing – Concept, functions and philosophies				
	Marketing Mix – Concept and elements				Marketing – Concept, functions and philosophies awareness
	Product - branding, labelling and packaging – Concept			Collect ten advertisements appearing in newspapers, magazines etc about recent sales promotional schemes about some consumers durable or non durable products of your choice. Also collect some promotional material about these products written on the package of these products (cartons/wrappers/bottles etc.) and write important features of the scheme in your notebook. Make a presentation in your class about the sales promotional schemes.	Marketing Mix – Concept and elements deep awareness
	Price - Concept, Factors determining price				
	Promotion – Concept and elements; Advertising, Personal Selling, Sales Promotion and Public Relations				Promotion – Concept and elements; Advertising, Personal Selling, Sales Promotion and Public Relations thorough awareness
Nov	Unit 12: Consumer Protection	20	Online teaching through Zoom: - Case Studies - PPT - Short Videos test through Google Classroom		
	Concept of consumer protection				<ul style="list-style-type: none"> • Concept of consumer awareness
	Consumer Protection Act 1986: Meaning of consumer Rights and responsibilities of			Visit a consumer organisation in your town. List down the various functions performed by it.	Consumer Protection Act 1986: Meaning of consumer <ul style="list-style-type: none"> • Rights and

	consumers Who can file a complaint? Redressal machinery Remedies available				responsibilities of consumers Thorough understanding
Dec	First Pre board	22			
Jan	Second Pre Board	15			

ACCOUNTANCY (055)

MONTH	UNIT/TOPIC	METHODOLOGY/ ACTIVITIES	LEARNING OUTCOME	WORKING DAYS
March	<p>*Accounting for Partnership Firms - Fundamental</p> <p>*Valuation of Goodwill</p>	Smart Board; Lecture Notes, Zoom Classes PPT, Short Videos Group Discussion	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> *state the meaning of partnership, partnership firm and partnership deed. * describe the characteristic features of partnership and the contents of partnership deed. * discuss the significance of provision of Partnership Act in the absence of partnership deed. * differentiate between fixed and fluctuating capital, outline the process and develop the understanding and skill of preparation of Profit and Loss Appropriation Account. * develop the understanding and skill of preparation profit and loss appropriation account involving guarantee of profits. *develop the understanding and skill of making past adjustments. <p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> * state the meaning, nature and factors affecting goodwill * develop the understanding and skill of valuation of goodwill using different methods. 	12
April	<p>*Change in Profit sharing Ratio</p> <p>*Admission of a Partner</p>	Smart Board; Lecture Notes, Zoom Classes PPT	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> *state the meaning of sacrificing ratio, gaining ratio and the change in profit sharing ratio among existing partners. * develop the understanding of accounting treatment of revaluation assets and reassessment of liabilities and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet. <p>*explain the effect of change in profit sharing ratio on admission of a new partner.</p> <p>* develop the understanding and skill of treatment of goodwill as per AS-26, treatment of revaluation of assets and re-assessment of liabilities, treatment of reserves and accumulated profits, adjustment of capital accounts and preparation of balance sheet of the new firm.</p>	19
May	<p>*Retirement a Partner And</p> <p>*Death Of a Partner</p>	Smart Board; Lecture Notes, Zoom Classes PPT	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> *explain the effect of retirement / death of a partner on change in profit sharing ratio * develop the understanding of accounting treatment of goodwill, revaluation of assets and re-assessment of liabilities and adjustment of accumulated profits and reserve on Retirement a Partner. <p>* develop the skill of calculation of deceased partners share till the time of his death.</p> <p>* discuss the preparation of the capital accounts of the remaining partners and the balance sheet of the firm after retirement / Death Of a Partner.</p>	20

	*Dissolution Of a Partnership Firm		<ul style="list-style-type: none"> * understand the situations under which a partnership firm can be dissolved * develop the understanding of preparation of realisation account and other related accounts. 	
June	Financial Statements of Not for Profit Organization	Smart Board; Lecture Notes, Zoom Classes PPT	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of a Not-for-profit organisation and its distinction from a profit making entity. • state the meaning of receipts and payments account, and understanding its features. • develop the understanding and skill of preparing receipts and payments account. • state the meaning of income and expenditure account and understand its features • develop the understanding and skill of preparing income and expenditure account and balance sheet of a not-for-profit organisation with the help of given receipts and payments account and additional information 	14
July	Accounting for Share Capital Accounting for Debentures(Issue Of Debenture & Redemption Of Debenture)	Smart Board; Lecture Notes, Zoom Classes PPT	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> * state the meaning of share and share capital and differentiate between equity shares and preference shares and different types of share capital. * understand the meaning of private placement of shares and Employee Stock Option Plan. * explain the accounting treatment of share capital transactions regarding issue of shares. * develop the understanding of accounting treatment of forfeiture and re-issue of forfeited shares. * describe the presentation of share capital in the balance sheet of the company as per schedule III part I of the Companies Act 2013. *explain the accounting treatment of different categories of transactions related to issue of debentures. * develop the understanding and skill of writing of discount / loss on issue of debentures * understand the concept of collateral security and its presentation in balance sheet. * develop the skill of calculating interest on debentures and its accounting treatment. * state the meaning of redemption of debentures. 	19
August	Financial statement of A company & Financial Statement Analysis	Smart Board; Lecture Notes, Zoom Classes PPT Art Integrated Activity	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> * develop the understanding of major headings and sub-headings (as per Schedule III to the Companies Act, 2013) of balance sheet as per the prescribed norms / formats. * state the meaning, objectives and limitations of financial statement analysis. * discuss the meaning of different tools of 'financial statements analysis'. 	18
September	Revision & First Term			22

	Examination			
October	Accounting Ratio Cash Flow Statement	Smart Board; Lecture Notes, Zoom Classes PPT	After going through this Unit, the students will be able to: *state the meaning, objectives and significance of different types of ratios. *develop the understanding of computation of current ratio and quick ratio *develop the skill of computation of debt equity ratio, total asset to debt ratio, proprietary ratio and interest coverage ratio. *develop the skill of computation of inventory turnover ratio, trade receivables and trade payables ratio and working capital turnover ratio. *develop the skill of computation of gross profit ratio, operating ratio, operating profit ratio, net profit ratio and return on investment *state the meaning and objectives of cash flow statement. *develop the understanding of preparation of Cash Flow Statement using indirect method as per AS 3 with given adjustments.	15
November	Tools of Financial Statement Analysis	Smart Board; Lecture Notes, Zoom Classes PPT	After going through this Unit, the students will be able to: develop the understanding and skill of preparation of comparative and common size financial statements.	20
December	Revision & 1 st Preboard			22
January	Revision & 2 nd Preboard			15

Economics(030)

Month	Sub Topics	Audio Visual Inputs	Methodology /Activities/ Assignment/ Discussion/ Project	Learning Outcomes	Working Days
March	<p>What is Macroeconomics? Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation.</p> <p>Circular flow of income (two sector model); Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method.</p> <p>Aggregates related to National Income: Gross National Product (GNP), Net National Product (NNP), Gross and Net Domestic Product (GDP and NDP) - at market price, at factor cost; Real and Nominal GDP; GDP and Welfare</p>	Related Video	<p>-Power point presentations -Short videos. - chalk board method.(online) -lecture method . -Explanation with examples</p> <p>Taking an example of a Bakery Shop, Students will be asked to select any bakery product and will be required to calculate: 1) Intermediate cost 2) Final cost</p> <p>Discussion of Board Papers, Sample Papers and Marking Scheme</p>	<p>After reading this material the learners will be able to:</p> <ol style="list-style-type: none"> 1. Define the basic concepts of national income. 2. Enlist various concepts to be remembered while calculating the national income 3. Recognize the formulae for three methods of calculating the national income. Apply various methods in estimation of national income. 	12
April	<p>Money - meaning and supply of money - Currency held by the public and net demand deposits held by commercial banks. Money creation by the commercial banking system. Central bank and its functions (example of the Reserve Bank of India): Bank of issue, Govt. Bank, Banker's Bank,</p>	Related video on topic Money and Banking	<p>-Power point presentations -Short videos. - chalk board method.(online) -lecture method . -Explanation with examples</p> <p>Perform a group activity where few students have to play the role of the central bank and commercial bank while rest of the students have to act as public. Now explain how RBI controls credit. (Creative thinking skills/Problem solving)</p>	<p>After reading this material the learners will be able to:</p> <ol style="list-style-type: none"> 1. Define barter system, money supply, commercial bank, central bank. 2. Explain drawbacks of barter system, functions of money, central bank and commercial bank . 	19

			Discussion of Board Papers, Sample Papers and Marking Scheme		
May	<p>Aggregate demand and its components. Propensity to consume and propensity to save (average and marginal). Short-run equilibrium output; investment multiplier and its mechanism. Meaning of full employment and involuntary unemployment. Problems of excess demand and deficient demand; measures to correct them - changes in government spending, taxes and money supply.</p>	Related Video on Aggregate demand and its components.	<p>Taking a real life example students will be asked to explain the impact of investment.</p> <p>Discussion of Board Papers, Sample Papers and Marking Scheme</p>	<p>After reading this material the learners will be able to:</p> <ol style="list-style-type: none"> 1. Define Aggregate Demand and Aggregate Supply 2. List out the components of AD and AS. 3. Identify the formulae of both the concepts. 4. Draw and explain the diagrams of AD, AS, Saving, Investment, APC, APS, MPC, MPS, Consumption Function and Saving Function. 5. Find out inflationary gap and deflationary gap in the economy. 	20
June	<p>Government budget - meaning, objectives and components. Classification of receipts - revenue receipts and capital receipts; classification of expenditure – revenue expenditure and capital expenditure. Measures of government deficit - revenue deficit, fiscal deficit, primary deficit, their meaning.</p>	Related Video	<p>Prepare a short project on how government can use the budgetary policies in reducing inequality of income in the economy. (Creative thinking skills)</p> <p>(HINT: PDS, Subsidy, Rationalization of Taxes)</p> <p>Discussion of Board Papers, Sample Papers and Marking Scheme</p>	<p>After reading this material the learners will be able to:</p> <ol style="list-style-type: none"> 1. Define budget, objectives and structure of budget 2. Explain the difference between Revenue budget and Revenue receipts, Capital budget and Capital receipts 3. Explain difference between Revenue expenditure and Capital expenditure 4. Explain Primary deficit, Fiscal deficit and its implications. 	14

<p>July</p>	<p>Balance of payments account - meaning and components; Foreign exchange rate - meaning of fixed and flexible rates and managed floating.</p>	<p>Related Video</p>	<p>-Power point presentations -Short videos. - chalk board method.(online) -lecture method . -Explanation with examples</p> <p>Group discussion by creating a real theme of international market in the classroom.(covering the impact of changes in the exchange rate)</p> <p>Discussion of Board Papers, Sample Papers and Marking Scheme</p>	<p>After reading this material the learners will be able to:</p> <ol style="list-style-type: none"> 1. Define Balance of trade and Balance of payments. 2. Distinguish between current account and capital account 3. Compare the contrast between autonomous items and accommodating items 4. Distinguish between fixed exchange rate system, floating exchange rate system and managed floating 5. Explain how foreign exchange rate is determined in a free market. 6. Draw the diagram of exchange rate determination in a flexible exchange rate system. 	<p>19</p>
	<p>A brief introduction of the state of Indian economy on the eve of independence. Common goals of Five Year Plans. Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy, etc.), industry (industrial licensing, etc.) and foreign trade. Economic Reforms since 1991: Features and appraisals of liberalisation, globalisation and privatisation (LPG policy); Concepts of demonetization and GST</p>	<p>Related Video</p>	<p>-Power point presentations -Short videos. - chalk board method.(online) -lecture method . -Explanation with examples</p> <p>Prepare a comparative report on the methods of agriculture in India & US.</p> <p>Discussion of Board Papers, Sample Papers and Marking Scheme</p>	<p>After reading this material the learners will:</p> <ol style="list-style-type: none"> 1. Become familiar with the state of the Indian economy in 1947, the year of India's independence. 2. Understand the factors that led to the under development and stagnation of the Indian economy 3. Elaborate and explain demographic profile, occupational structure and infrastructure on the eve of independence. 	

	Poverty- absolute and relative; Main programmes for poverty alleviation: A critical assessment	Related Video	<p>-Power point presentations -Short videos. - chalk board method.(online) -lecture method . -Explanation with examples</p> <p>Find out the most vulnerable group in your city.. Collect the details for discussion in the classroom covering the problems faced by such people and suggest remedies to them. (Interpersonal skill and empathy skill)</p> <p>Discussion of Board Papers, Sample Papers and Marking Scheme</p>	<p>After reading this material the learners will:</p> <ol style="list-style-type: none"> 1. Learn about various attributes of poverty 2. Comprehend the diverse dimensions relating to the concept of poverty 3. Critically appreciate the way poverty is estimated. 	
August	Rural development: Key issues - credit and marketing - role of cooperatives; agricultural diversification; alternative farming - organic farming	Related Video	<p>Pick any of the Government scheme and do its analysis for the rural development. (Critical thinking skills (thinking about other possible solutions) and empathy, effective communication)</p> <p>Discussion of Board Papers, Sample Papers and Marking Scheme</p>	<p>After reading this material the learners will:</p> <ol style="list-style-type: none"> 1. Understand rural development and major issues associated with it 2. Appreciate how crucial the development of rural areas is for India's overall development 3. Understand the critical role of credit and marketing systems in rural development 4. Learn about the importance of diversification of productive activities to sustain livelihoods. 5. Understand the significance of organic farming in sustainable development. 	18
	Human Capital Formation: How people become resource; Role of human capital in economic development; Employment: Formal and informal growth; problems and policies	Related Video	<p>Prepare a report giving your personal views on the topic " Education is still a Challenge". (Effective communication skills during class discussion and gathering information from different people)</p> <p>Discussion of Board Papers, Sample Papers and Marking Scheme</p> <p>-Power point presentations -Short videos.</p>	<p>After reading this material the learners will:</p> <ol style="list-style-type: none"> 1. Learn about Human Resources, Human Capital formation and Human Development. 2. Have understood the links between investment in Human Capital, Economic growth and Human Development 3. Have understood the need for 	

			<p>- chalk board method.(online) -lecture method . -Explanation with examples</p> <p>Suggest the methods of reducing the informal employment and also mention how it can be beneficial for the country. (Effective communication, critical thinking, analyzing the difference between both the sectors)Discussion of Board Papers, Sample Papers and Marking Scheme</p>	<p>government spending on education and health 4. Have learnt about the state of India's educational attainment</p> <p>After reading this material the learners will: 1. Understand a few basic concepts relating to employment such as economic activity, worker, workforce and unemployment 2. Understand the nature of participation of men and women 3. Know the nature and extent of unemployment 4. Assess the initiatives taken by the government in generating employment opportunities in various sectors</p>	
September	1stTerm Examinations				22
October	<p>Infrastructure: Meaning and Types: Case Studies: Health: Problems and Policies- A critical assessment;</p> <p>Sustainable Economic Development: Meaning, Effects of Economic Development on Resources and Environment, including global warming</p>	Related Video	<p>Art Integrated Learning: Through a pictorial presentation or PPT show how your city is at present and how you see it as your DREAM CITY.</p> <p>(Effective communication and Critical thinking (analyzing and deciding the</p> <p>Discussion of Board Papers, Sample Papers and Marking Scheme</p> <p>Group discussion on the concept of River Pollution in Pretext of religious ceremonies and industrial waste.</p> <p>Discussion of Board Papers, Sample Papers and Marking Scheme</p>	<p>After reading this material the learners will: 1. Understand the main challenges India faces in the area of social and economic infrastructure. 2. Understand the role of infrastructure in economic development 3. Understand the role of health as a critical component of infrastructure 4. Understand the problems and prospects of the energy and health sectors 5. Understand the health infrastructure of India.</p>	15

<p>November</p>	<p>A comparison with neighbors: India and Pakistan India and China Issues: growth, population, sectoral development and other Human Development Indicators</p>	<p>Related Video</p>	<p>Prepare a pie chart on the expenditure pattern of India , China and Pakistan.</p> <p>Discussion of Board Papers, Sample Papers and Marking Scheme Project Presentation</p>	<p>After reading this material the learners will:</p> <p>1. Learn and figure out comparative trends</p> <p>After reading this material the learners will:</p> <p>1. Learn and understand the concept of environment 2. Analyze the cause and effects of environment degradation and resource depletion 3. Understand the nature of environmental challenges facing India.</p> <p>4. Relate environmental issues to the larger context of sustainable development. in various economic and human development indicators of India, China and Pakistan. 2. Assess the strategies that these countries have adopted to reach their present state of development.</p>	<p>20</p>
<p>December</p>	<p>PREBOARDS 1</p>				<p>22</p>
<p>January</p>	<p>PREBOARDS 2</p>				<p>15</p>

HUMANITIES STREAM

POLITICAL SCIENCE(028)

Month	Unit and Sub-topics	Methodology and Activities	Learning Outcomes	Working Days
March	Unit 1: Cold War Era and Non-Aligned Movement Sub-topics: <ul style="list-style-type: none"> • Emergence of two power blocs/Bipolarity • Non-aligned Movement (NAM). 	Methodology: <ul style="list-style-type: none"> • Lecture method • Story telling method • Use of Blackboard • Explanation with examples • Peer-teaching • Reference videos • Probing questions for analytical and creative learning • Discussion of assignment-based and previous year board questions Activity: Role plays as different countries involved in Cold War situation during the time 1945-1991	At the end of the unit the learners will be able to: <ul style="list-style-type: none"> • Understand the historical significance of the Cold War period • Relate Cold War period to present day scenario • Realise the role and significance of NAM 	12
	Unit 2: The End of Bipolarity (NCERT) Sub-topics: <ul style="list-style-type: none"> • What was the Soviet System? • Gorbachev and Disintegration • Causes of disintegration • Consequences of disintegration • Shock Therapy • Tensions and conflicts • India and post-Communist countries 	Methodology: <ul style="list-style-type: none"> • Lecture method • Story telling method • Use of Blackboard • Explanation with examples • Peer-teaching • Reference videos • Probing questions for analytical and creative learning • Discussion of assignment-based and previous year board questions Activity: Individual Presentation on the case study of the conflict in the countries of Middle East.	At the end of the unit the learners will be able to: <ul style="list-style-type: none"> • Know about USSR • Analyse the causes of disintegration of USSR • Appreciate the significance of the disintegration of USSR on present day world politics • Understand India's relation with Russia 	

<p>April</p>	<p>Unit 2: The End of Bipolarity (Extra topics)</p> <ul style="list-style-type: none"> • Unipolar World • Middle East Crisis – Afghanistan, • Gulf War, • Democratic Politics and Democratization – CIS and the 21st Century (Arab Spring). 	<p>Methodology:</p> <ul style="list-style-type: none"> • Lecture method • Story telling method • Use of Blackboard • Explanation with examples • Peer-teaching • Reference videos • Probing questions for analytical and creative learning • Discussion of assignment-based and previous year board questions <p>Activity: Debate on the topic “Effectiveness of the United Nations in the present times”</p>	<p>At the end of the unit the learners will be able to:</p> <ul style="list-style-type: none"> • Know about different crises that took place in Middle-East particularly the Afghanistan and Gulf war crises • Understand the historical process of formation of CIS • Understand the significance and relevance of Arab Spring movement <p>At the end of the unit the learners will be able to:</p>	<p>19</p>
	<p>Unit 3: United Nations and its Organisation</p> <ul style="list-style-type: none"> • Principle Organs • Key Agencies: UNESCO, UNICEF, WHO, ILO • Security Council and the Need for its Expansion 	<p>Methodology:</p> <ul style="list-style-type: none"> • Lecture method • Story telling method • Use of Blackboard • Explanation with examples • Peer-teaching • Reference videos • Probing questions for analytical and creative learning • Discussion of assignment-based and previous year board questions • Discussion of current affairs concerning UN <p>Activity: “Effectiveness of the United Nations in the present times”</p>	<ul style="list-style-type: none"> • Know about the features and importance of United Nations and its principal organs and agencies • Analyse the limitations of UN and create suggestions for reformation of the system 	
<p>May</p>	<p>Unit 1: Challenges of Nation Building</p> <ul style="list-style-type: none"> • Nation and Nation Building • Sardar Vallabh Bhai Patel and Integration of States • Legacy of Partition: • Challenge of Refugee, Resettlement, Kashmir Issue • Nehru’s Approach to Nation – Building 	<p>Methodology:</p> <ul style="list-style-type: none"> • Lecture method • Story telling method • Use of Blackboard • Explanation with examples • Peer-teaching • Reference videos • Probing questions for analytical and creative learning 	<p>At the end of the unit the learners will be able to:</p> <ul style="list-style-type: none"> • Know about the historical process of partition • Understand the politics behind the partition of India • Identify the effects of the Partition on India • Realise the efforts of important leaders towards 	<p>20</p>

	<ul style="list-style-type: none"> Political Conflicts over Language and Linguistic Organization of States <p>Unit 2: Planning and Development</p> <ul style="list-style-type: none"> Changing nature of India's Economic Development Planning Commission and Five-year Plans 	<ul style="list-style-type: none"> Discussion of assignment-based and previous year board questions <p>Activity: Individual presentation on "Process of partition and its after-effects on the Indian political situation".</p>	<p>integration and linguistic reorganisation of India.</p> <ul style="list-style-type: none"> Appreciate the role of Sardar Patel in the integration of India <p>At the end of the unit the learners will be able to:</p> <ul style="list-style-type: none"> Understand meaning of the 	
	<ul style="list-style-type: none"> National Development Council NITI Aayog 	<p>Methodology:</p> <ul style="list-style-type: none"> Lecture method Story telling method Use of Blackboard Explanation with examples Peer-teaching Reference videos Probing questions for analytical and creative learning Discussion of assignment-based and previous year board questions <p>Activity: Role Play of NITI Aayog and National Development Council in the development of the country</p>	<ul style="list-style-type: none"> term Development as used in India Know about the process of Planning in India Recognise the role of governmental agencies like NITI Aayog and NDC in economic planning of the country 	
June	<p>Unit 3: India's Foreign Policy</p> <ul style="list-style-type: none"> Principles of Foreign Policy India's Changing Relations with Other Nations: US, Russia, China, Israel India's Relations with its Neighbours: Pakistan, Bangladesh 	<p>Methodology:</p> <ul style="list-style-type: none"> Lecture method Story telling method Use of Blackboard Explanation with examples Peer-teaching Reference videos Probing questions for analytical and creative learning Discussion of assignment-based and previous year board questions <p>Activity: Individual presentation on Narration of the different tenets of India's Foreign Policy.</p>	<p>At the end of the unit the learners will be able to:</p> <ul style="list-style-type: none"> Understand meaning of the term Foreign Policy of any country Know about the basic principles of India's Foreign policy Identify the present status of relationship of India with its neighbours 	14
July	<p>Unit 7: New Centres of Power (Term 2 syllabus)</p>	<p>Methodology:</p> <ul style="list-style-type: none"> Lecture method teaching Story telling method teaching 	<p>At the end of the unit the learners will be able to:</p>	19

	<ul style="list-style-type: none"> Organizations: European Union, ASEAN, SAARC, BRICS. Nations: Russia, China, Israel, India. 	<ul style="list-style-type: none"> Use of Blackboard Explanation with examples Peer-teaching Reference videos Probing questions for analytical and creative learning Discussion of assignment-based and previous year board questions <p>Activity:</p> <ol style="list-style-type: none"> Exploratory activity: Individual presentation on case study of different topics of the chapter New Centres of Power Quiz on different topics of the chapter 	<ul style="list-style-type: none"> Know about different emerging centres of power today. particularly the EU, ASEAN etc. Understand the rise of India as a superpower Recognise the significance and relevance of this superpowers in world politics today <p>At the end of the unit the learners will be able to:</p> <ul style="list-style-type: none"> Understand the political condition of the countries of South Asia today 	
	<p>Unit 8: South Asia and the Contemporary World (Term 2 syllabus)</p> <ul style="list-style-type: none"> Conflicts and efforts for Peace and Democratization in South Asia Pakistan, Nepal, Bangladesh, Sri Lanka, Maldives 	<p>Methodology:</p> <ul style="list-style-type: none"> Lecture method Story telling method Use of Blackboard Explanation with examples Peer-teaching Reference videos Probing questions for analytical and creative learning Discussion of assignment-based and previous year board questions <p>Activity:</p> <ol style="list-style-type: none"> PPT preparation on the historic process of democratisation in South Asia. Reporting on the case study of current political conditions of the countries of South Asia. 	<ul style="list-style-type: none"> Relate their historical process of democratisation with that of India Realise the context of India's present relationship with the countries 	
August	<p>Unit 9: Globalisation</p> <ul style="list-style-type: none"> Meaning Manifestations Debates 	<p>Methodology:</p> <ul style="list-style-type: none"> Lecture method Story telling method Use of Blackboard Explanation with examples Peer-teaching Reference videos Probing questions for analytical and creative learning 	<p>At the end of the unit the learners will be able to:</p> <ul style="list-style-type: none"> Know about the process of Globalisation Understand the significance and relevance of the process on India and the world today 	18

	<p>Unit 2. Era of One-Party Dominance (Party and the Party System)</p> <ul style="list-style-type: none"> • Congress System 	<ul style="list-style-type: none"> • Discussion of assignment-based and previous year board questions <p>Activity: Debate on the topic “Impact of Globalisation in present world scenario”</p> <p>Methodology:</p> <ul style="list-style-type: none"> • Lecture method teaching • Story telling method teaching • Use of Blackboard • Explanation with examples • Peer-teaching • Reference videos • Probing questions for analytical and creative learning • Discussion of assignment-based and previous year board questions <p>Activity: PPT presentation on the different Political parties of India</p>	<p>At the end of the unit the learners will be able to:</p> <ul style="list-style-type: none"> • Describe the “Congress system” • Explain the different opposition parties of Congress during the period 1950s-1960s 	
September	Revision and Term-1 Examination	<p>Interactive Teaching-Learning</p> <p>Discussion Doubt-clarification Sample paper discussion Model papers discussion</p>		22
October	<p>Unit 5: Challenges to and Restoration of the Congress System (Party and the Party System)</p> <ul style="list-style-type: none"> • Bi-party System • Multi-party • Coalition System 	<p>Methodology:</p> <ul style="list-style-type: none"> • Lecture method • Story telling method • Use of Blackboard • Explanation with examples • Peer-teaching • Reference videos • Probing questions for analytical and creative learning • Discussion of assignment-based and previous year board questions <p>Activity: PPT on Congress split of 1969</p>	<p>At the end of the unit the learners will be able to:</p> <ul style="list-style-type: none"> • Know about the different kinds of Party system • Understand the process of Congress party functioning during this period • Understand the significance and relevance of coalition politics on India today 	15
	<p>Unit 11: Democratic Resurgence</p> <ul style="list-style-type: none"> • Jaya Prakash Narayan and Total Revolution 	<p>Methodology:</p> <ul style="list-style-type: none"> • Lecture method • Story telling method 	<p>At the end of the unit the learners will be able to:</p> <ul style="list-style-type: none"> • Know about the Emergency that was imposed on India 	

	<ul style="list-style-type: none"> • Ram Manohar Lohia and Socialism • Pandit Deendayal Upadhyaya and Integral Humanism, National Emergency • Democratic Upsurges – Participation of the Adults, Backwards and Youth. 	<ul style="list-style-type: none"> • Use of Blackboard • Explanation with examples • Peer-teaching • Reference videos • Probing questions for analytical and creative learning • Discussion of assignment-based and previous year board questions <p>Activity: Debate on the topic “Impact of National Emergency in India-Positive-Negative”</p>	<ul style="list-style-type: none"> • Analyse the effects of the causes on Indian democratic politics 	
November	Unit 12: Indian Politics: Trends and Development	<p>Methodology:</p> <ul style="list-style-type: none"> • Lecture method • Story telling method • Use of Blackboard • Explanation with examples • Peer-teaching • Reference videos • Probing questions for analytical and creative learning • Discussion of assignment-based and previous year board questions <p>Activity: Individual Reporting on the present condition of politics in India.</p> <p>Interactive Teaching-Learning Discussion Doubt-clarification Sample paper discussion Model papers discussion</p>	<p>At the end of the unit the learners will be able to:</p> <ul style="list-style-type: none"> • Know about different alliances that have ruled the country • Understand the historical rise of BJP party 	20
	Revision of all the units			
December	Pre-Board-1			22
January	Pre-Board-2			15

Geography(029)

MONTHS	<u>UNIT/ TOPIC</u>	LEARNING OUTCOME	METHODOLOGY/ACTIVITY	Working days
March	Part A: Human Geography Unit I: Ch1- Human Geography: Nature and scope Topics- <ul style="list-style-type: none"> • Nature of human geography • Naturalisation of Human and Humanisation of Nature • Human Geography through the corridors of time • Fields and sub-fields of Human Geography 	<ul style="list-style-type: none"> • Familiarize with concepts of Human geography • Understand the importance of Geographic thoughts <ul style="list-style-type: none"> • Environmental determinism • Possibalism • Neo- determinism 	<ul style="list-style-type: none"> • Familiarize with key concepts, terminology and core principles of Geography. • Compare conditions and connections in one place to another. • Identify regions as places that are similar or connected. • Understand the relationship between the physical environment and the human activities. • Map skill 	12
	Ch2- The world population Topics- <ul style="list-style-type: none"> • Patterns of population distribution in the world • Density of population • Factors influencing the distribution of population • Population growth • Components of population change • Migration • Trends in population growth • Doubling time of world population • Spatial pattern of population change 	<ul style="list-style-type: none"> • The contribution of the countries in the world's population. • Geographical , Economic , Social and cultural factors. 	<ul style="list-style-type: none"> • Understand the relationship between the physical environment and the human activities. • Flow chart for the Demographic transition. • Identify regions as places that are similar or connected. 	

	<ul style="list-style-type: none"> • Impact of population change • Demographic transition • Population control measures 			
<u>April</u>	Ch3- Population composition Topics- <ul style="list-style-type: none"> • Sex composition • Rural urban composition 	<ul style="list-style-type: none"> • Familiarize with concepts of Age structure, age sex pyramid, expanding population, constant population, declining populations • Literacy, occupational structure 	<ul style="list-style-type: none"> • Compare conditions and connections in one place to another. • Understanding with age-sex pyramid. 	19
	Ch4- Human development Topics- <ul style="list-style-type: none"> • Growth and development • The four pillars of human geography • Approchaches to human development • International comparisons 	<ul style="list-style-type: none"> • Familiarize with concepts of growth and development • Equity, Sustainability, Productivity, Empowerment 	<ul style="list-style-type: none"> • Understanding the development of WDR and HDI. • Analysis the supporters of Human development 	
	Ch5- Primary Activities Topics- <ul style="list-style-type: none"> • Hunting and gathering • Pastrolism • Agricultural • Mining 	<ul style="list-style-type: none"> • Understanding with the concept of nomadic herding, commercial livestocks etc • Subsistance, Primitive subsistence,Intensive, plantation , extensive agriculture etc • Factors and methods of mining 	<ul style="list-style-type: none"> • Understanding the human activity and nomadic herding, commercial livestocks and other terminology. 	
<u>May</u>	Ch 1- Population: Distribution,density,growth and Composition Topics- <ul style="list-style-type: none"> • Patterns of Population distribution in the world • Factors • Trends in population growth 	<ul style="list-style-type: none"> • Specialization of skill • Mechanization • Technological Innovation 	<ul style="list-style-type: none"> • Familiarize with key concepts, terminology and core principles of Geography. • Compare conditions and connections in one place to another. 	20

	<ul style="list-style-type: none"> • Impacts 			
	Ch2- Migration: Types, Causes and Consequences <ul style="list-style-type: none"> • Streams of Migration • Causes 	<ul style="list-style-type: none"> • Understanding with the concept of Migration • Mechanization • Technological Innovation 	<ul style="list-style-type: none"> • Understand the relationship between the physical environment and the human activities. 	
June	Examination			
July	Ch4- Human Settlements Topics- <ul style="list-style-type: none"> • Types • Urbanisation 	<ul style="list-style-type: none"> • Classification of human settlements • Its types • Classification of urbanisation 	<ul style="list-style-type: none"> • Identify regions as places that are similar or connected. 	19
	Ch5- Land Resources and agriculture Topics- <ul style="list-style-type: none"> • Land use categories • Land use changes in India • Types of farming • Agricultural Development in India 	<ul style="list-style-type: none"> • Classification of Land use • Land use changes in India with case study • Types of farming • Agricultural Development in India 	<ul style="list-style-type: none"> • Strategy of development of Agricultural • Understanding the Problems of Indian agriculture • Understand the relationship between the physical environment and the human activities. <p style="text-align: center;">Map skill</p>	
August	Ch6- Water Resources Topics- <ul style="list-style-type: none"> • Types of Water resources in India • Water demand and utilization • Water conservation and Management 	<ul style="list-style-type: none"> • Classification of Water resources • Water demand and utilization In India • Indian Water conservation and Management and govt. Policy 	<ul style="list-style-type: none"> • Identify regions as places that are similar or connected. 	18
	Ch10- Human settlements <ul style="list-style-type: none"> • Types • Urbanisation 	<ul style="list-style-type: none"> • Classification of human settlements • Its types • Classification of urbanisation 	<ul style="list-style-type: none"> • Compare conditions and connections in one place to another. 	

			<ul style="list-style-type: none"> Identify regions as places that are similar or connected. 	
September	Revision and Examination			
October	Ch6- Secondary activities Topic- <ul style="list-style-type: none"> Manufacturing Types of Industries Methods of production 	<ul style="list-style-type: none"> Understanding with the concept of high technology industry Distribution of Industries in India 	<ul style="list-style-type: none"> Identify regions as places that are similar or connected. 	15
	Ch7- Tertiary and Quarternary activity <ul style="list-style-type: none"> Types Trade and commerce Types of trading 	<ul style="list-style-type: none"> Understanding of characteristics of trade. The number of population involved. 	<ul style="list-style-type: none"> Compare conditions and connections in one place to another. Identify regions as places that are similar or connected. 	
	Ch3- Human Development <ul style="list-style-type: none"> Human development in India HDI 	<ul style="list-style-type: none"> Indicators of economic attainments, healthy, Social empowerment 	<ul style="list-style-type: none"> Compare conditions and connections in one place to another. Identify regions as places that are similar or connected. 	
November	Ch8- Transport and Communication <ul style="list-style-type: none"> Land Transport Road Transport Rail Transport Water transport Air transport 	<ul style="list-style-type: none"> Understanding of Land Transport Road Transport National highways State highways District roads Rural roads Other Roads 	<ul style="list-style-type: none"> Familiarize with key concepts. Compare conditions and connections in one place to another. 	20

	Ch9- International trade Topics- <ul style="list-style-type: none"> • Exports • Imports • Important Sea routes • Air ports • Pipeline • Communication 	<ul style="list-style-type: none"> • Understanding the concept of Exports • Imports • Important Sea routes • Air ports • Pipeline 	<ul style="list-style-type: none"> • Compare conditions and connections in one place to another. • Identify regions as places that are similar or connected. 	
	Ch7- Mineral and energy Resources Topic- <ul style="list-style-type: none"> • Type of Mineral Resources • Distribution of minerals in India • Conservation of mineral resources 	<ul style="list-style-type: none"> • Ferrous and non-ferrous • Non conventional energy sources • Methods of conservation of mineral resources. 	<ul style="list-style-type: none"> • Familiarize with key concepts, terminology and core principles of Geography. • Compare conditions and connections in one place to another. 	
	Ch9- Planning and Sustainable Development in Indian Context <ul style="list-style-type: none"> • Target area planning • Hill area development programme • Drought prone area programme • Case –study • Sustainable Development • Case-study 	<ul style="list-style-type: none"> • Understanding of Target area planning • Understanding of Hill area development programme • Understanding of Drought prone area programme 	<ul style="list-style-type: none"> • Identify regions as places that are similar or connected. 	
December	Ch10- Transport and Communication <ul style="list-style-type: none"> • Land Transport • Road Transport • Rail Transport • Water transport • Air transport 	<ul style="list-style-type: none"> • Land Transport • Road Transport • National highways • State highways • District roads • Rural roads • Other Roads 	<ul style="list-style-type: none"> • Compare conditions and connections in one place to another 	22
	Ch11- International trade <ul style="list-style-type: none"> • Changing patterns of the composition of India's exports • Imports • Important Sea routes 	<ul style="list-style-type: none"> • Understanding of Imports and exports • Satellite communication • Cyber space- Internet 	<ul style="list-style-type: none"> • Compare conditions and connections in one place to another. • Identify regions as places that are similar or connected. 	

	<ul style="list-style-type: none"> • Air ports • Pipeline • Communication 			
	Ch-8 Manufacturing Industries Topic- <ul style="list-style-type: none"> • Types of Industries • Location of Industries • Knowledge based Industries • Industrial regions in India 	<ul style="list-style-type: none"> • Understanding Types of Industries • Location of Industries • Knowledge based Industries • Industrial regions in India 	<ul style="list-style-type: none"> • Familiarize with key concepts and terminology. • Compare conditions and connections in one place to another. 	
	Ch12- Geographical Perspective on Selected Issues and Problems Topics- <ul style="list-style-type: none"> • Environmental Pollution • Urban waste disposal • Migration • Land digridation 	<ul style="list-style-type: none"> • Water • Air • Noise • Case study of migration • Problems of slums 	<ul style="list-style-type: none"> • Identify regions as places that are similar or connected. 	

HISTORY (027)

Month	UNIT/TOPIC	LEARNING OUTCOME	METHODOLOGY/ACTIVITY	working days
March	<p>TERM-I</p> <p>PART-I 1. BRICKS, BEADS AND BONES -The Harappan Civilization</p>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • State and deduce the multi-lateral aspects of Harappan civilization in order to understand the first civilization of the world. <p>Develop an ability to use and analyze socio- economic, political aspects of Harappa.</p>	<ul style="list-style-type: none"> • Familiarize the learner with early urban centers as economic and social institution. • Introduce the ways in which new data can lead to a revision of existing notions of history <p>Illustrate steps of making archaeologists/ historians.</p>	12
April	<p>PART-I 2.KINGS, FARMERS AND TOWNS -Early States and Economies (c.600 BCE-600 CE)</p> <p>3.KINSHIP, CASTE AND CLASS -Early Societies (c. 600 BCE-600 CE)</p>	<p>Familiarize the learner with major trends in the political and economic history of the subcontinent.</p> <ul style="list-style-type: none"> • Introduce inscriptio nal analysis and the ways in which these have shaped the • understanding of political and economic processes. • Familiarize the learners with issues in social history. <p>Introduce the strategies of textual analysis and their use in reconstructing</p>	<ul style="list-style-type: none"> • Explain major trends in the 6th century BCE in order to understand the political and economic history of the subcontinent. <p>Analyze inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.</p> <p>At the completion of this unit students will be able to</p> <ul style="list-style-type: none"> • Analyze social norms in order to understand the perspectives of society given in the scriptures of ancient India. <p>Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata.</p>	19

		social history.		
May	<p>PART-II 4. THINKERS, BELIEFS AND BUILDINGS Cultural Developments (c. 600 BCE-600 CE)</p> <p>5. THROUGH THE EYES OF TRAVELLERS Perceptions of Society (c. tenth to seventeenth centuries)</p> <p>6. BHAKTI –SUFITRADITIONS Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</p>	<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. • 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. • Familiarize the learner with the religious developments. Discuss ways of analyzing devotional literature as sources of history. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Compare the distinct religious facets in order to understand the religious developments in ancient India <p>Elucidate the rich religious sculpture and infer the stories hidden in it.</p> <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Identify 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. <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period. <p>Comprehend the religious movement in order to establish unity, peace, harmony and brotherhood in society.</p>	20

June	<p>7. AN IMPERIAL CAPITAL VIJAYANAGARA (c. fourteenth to sixteenth centuries)</p> <p>8. PEASANTS, ZAMINDARS AND THE STATE Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries)</p>	<ul style="list-style-type: none"> Familiarize the learner with the new buildings that were built during the time. Discuss the ways in which architecture can be analyzed to reconstruct history. Discuss the developments in agrarian relations. Discuss how to supplement official documents with other sources. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India <p>Analyze accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city.</p> <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period. Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries. 	14
	TERM-II			
July	<p>9. KINGS AND CHRONICLES-The Mughal Courts (c. sixteenth-seventeenth centuries)</p>	<p>Familiarize the learner with the major landmarks in the political history. Show how chronicles and other sources are used to reconstruct the histories of political institutions.</p>	<ul style="list-style-type: none"> Summarize the political and social practices of Mughal empire in order to understand their administrative dynamics. Examine the account given in the chronicles to reconstruct the social, religious and cultural history of Mughals 	19
August	<p>PART-III</p> <p>10. COLONIALISM AND THE COUNTRYSIDE Exploring Official Archives</p>	<ul style="list-style-type: none"> Discuss how colonialism affected zamindars, 	<p>At the completion of this unit students will be able to:</p>	18

	<p>11.REBELS AND THE RAJ 1857 Revolt and its Representations</p>	<p>peasants and artisans.</p> <ul style="list-style-type: none"> • Comprehend the problems and limits of using official sources for understanding the lives of the people. • Discuss how the events of 1857 are being interpreted. <p>Discuss how visual material can be used by historians.</p>	<ul style="list-style-type: none"> • Compare and contrast the revenue systems introduced by the British in order to understand the economic aspects of colonization in India. <p>Analyze the colonial official records& reports in order to understand the divergent interest of British and Indians.</p> <p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Correlate the planning and coordination of the rebels of 1857 to infer its domains and nature. • Examine the momentum of the revolt in order to understand its spread. • Analyze how revolt created vision of unity amongst Indians. 	
<p>September</p>	<p>Revision & First Term Examination</p> <p>11.REBELS AND THE RAJ1857 Revolt and its Representations</p>	<ul style="list-style-type: none"> • Discuss how the events of 1857 are being interpreted. <p>Discuss how visual material can be used by historians.</p>	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Correlate the planning and coordination of the rebels of 1857 to infer its domains and nature. • Examine the momentum of the revolt in order to understand its spread. 	<p>22</p>

		<p>through the years of communal violence.</p> <ul style="list-style-type: none"> Show the possibilities and limits of oral sources. 	<p>partition.</p> <ul style="list-style-type: none"> 	
November	<p>15.FRAMING THE CONSTITUTION The Beginning of a New Era</p>	<ul style="list-style-type: none"> Discuss how the founding ideals of the new nation state were debated and formulated. <p>Understand how such debates and discussions can be read by historians.</p>	<ul style="list-style-type: none"> Highlight the role of Constituent Assembly in order to understand functionaries in framing the constitution of India. Analyze how debates and discussions around important issues in the Constituent Assembly shaped our Constitution. 	20
December	Revision / First Pre-Board			22

