

Text Books

| Subject | Book | Publication |
|---------------------------------|---|-----------------|
| Core English (301) | Hornbill: Text Book Core Course | NCERT |
| | Snapshots: Supplementary Reader Core Course | NCER |
| | Novel: The Canterville Ghost | APC |
| Mathematics (041) | A text book for Class XI | NCERT |
| Accountancy (055) | Double Entry Book Keeping by T.S. Grewal | Sultan Chand |
| Business Studies (054) | Text Book of Business Studies | NCERT |
| Economics (030) | Indian Economics Development | NCERT |
| | Statistics for Economics by N M Shah | Arya Book Depot |
| History (027) | Themes in the World History | NCERT |
| Political Science (028) | Indian Constitution at Work | NCERT |
| | Political Theory | NCERT |
| Physical Education (048) | Health and Physical Education XI | Saraswati |
| | Practical File | Saraswati |

NOTEBOOKS/STATIONERY

| Subject | Register |
|--------------------|----------|
| English | 2 |
| Mathematics | 4 |
| Accountancy | 4 |
| Business Studies | 2 |
| Economics | 3 |
| Political Science | 2 |
| Physical Education | 1+1 (PF) |
| History | 2 |

English

MONTH: APRIL

| Content/ Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|--|--|----------------------|--|---|--|
| Introduction of core English, Grammar, PSA Hornbill – Poem Writing Skills | | | <ul style="list-style-type: none"> • Introduction of core English PSA <ul style="list-style-type: none"> • Antonyms, Synonyms • Analogies Grammar <ul style="list-style-type: none"> • Modals, Tenses, Determiners | Grammar <ul style="list-style-type: none"> • Active Passive Voice • Clauses Writing Skills <ul style="list-style-type: none"> • Notice | <ul style="list-style-type: none"> • Figures of Speech Hornbill <ul style="list-style-type: none"> • A Photograph Grammar <ul style="list-style-type: none"> • Editing / Omitting • Re-ordering of Sentences |
| Learning Objectives | To enable the students to - <ul style="list-style-type: none"> • communicate effectively • develop and integrate the use of four language skills • develop interest in and appreciation of literature | | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Appropriate use of Grammar • Accuracy in speech and writing • Practice for PSA • Appreciation of Poetry | | | | |
| Teaching Aids | <ul style="list-style-type: none"> • PSA Sample Papers, Assignments | | | | |
| Assessment | <ul style="list-style-type: none"> • Working with words • Sharing of childhood experiences | | | | |

MONTH: MAY

| Content/ Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|---|--|--|--|---|
| Hornbill – Prose Snapshots - Lesson Writing Skills Grammar Novel | Hornbill <ul style="list-style-type: none"> • The Portrait of a Lady Writing Skills <ul style="list-style-type: none"> • Introduction to Note Making | Snapshots <ul style="list-style-type: none"> • The Summer of the Beautiful White Horse Writing Skills <ul style="list-style-type: none"> • Note Making | Grammar <ul style="list-style-type: none"> • Dialogue Completion Novel <ul style="list-style-type: none"> • Introduction to the Novel and the author • Chapters 1-2 | Writing Skills <ul style="list-style-type: none"> • Letter to the Editor • Notice (Revision) Novel <ul style="list-style-type: none"> • Chapters 3-4 |

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| Learning Objectives | To enable the students to - <ul style="list-style-type: none"> • appreciate the literary text • write in a style appropriate for communicative purposes • summarise or make notes from a given text |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Understanding and appreciation of various themes • Analysing the universality of theme • Focus on portrayal of character • Enhancing written expression |
| Teaching Aids | <ul style="list-style-type: none"> • PPT, Newspaper, Reference Book |
| Assessment | <ul style="list-style-type: none"> • Classroom discussion on human relations • Working with words • Writing Assignments |

MONTH: JULY

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|--|---|---|--|----------------------------|
| Novel Hornbill – Prose, Poem Writing Skills Snapshots - Lesson Grammar Reading Skills | Writing Skills <ul style="list-style-type: none"> • Poster Making Snapshots <ul style="list-style-type: none"> • The Address | Hornbill <ul style="list-style-type: none"> • We are not afraid to die..... Writing Skills <ul style="list-style-type: none"> • Article Writing | Hornbill <ul style="list-style-type: none"> • The Voice of the Rain Snapshots <ul style="list-style-type: none"> • Ranga’s Marriage | Novel <ul style="list-style-type: none"> • Chapters 5-7 Writing Skills <ul style="list-style-type: none"> • Letter of Placing Order / Complaint Reading Skills <ul style="list-style-type: none"> • Note Making - Practice | Cycle Tests |
| Learning Objectives | To enable the students to - <ul style="list-style-type: none"> • read silently at varying speed • identify the main points of a text • anticipate and predict what will come next in a text • analyse, interpret and infer the poem • read extensively on their own | | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Understanding of the content in the contemporary context | | | | |

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| | <ul style="list-style-type: none"> • Effects of war on human behaviour • Understanding of human behaviour in different situations • Learning some interesting combination of words used in the text • Understanding the virtues of love, compassion and sympathy • Appreciation of nature through poetry • Appreciation of humour in the text |
| Teaching Aids | <ul style="list-style-type: none"> • Assignment, Newspaper, Sample Posters, PPT |
| Assessment | <ul style="list-style-type: none"> • Classroom discussion, writing assignments |

MONTH: AUGUST

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|---|--|---|--|
| Snapshots- Lesson Writing Skills Grammar ASL – Term 1 | Writing Skills <ul style="list-style-type: none"> • Introduction to Advertisement Writing Snapshots <ul style="list-style-type: none"> • The Tale of Melon City | Snapshots <ul style="list-style-type: none"> • The Tale of Melon City (Contd.) Writing Skills <ul style="list-style-type: none"> • Poster • Advertisement | ASL <ul style="list-style-type: none"> • Practice for Speaking & Listening Skills Writing Skills <ul style="list-style-type: none"> • Report Writing Grammar <ul style="list-style-type: none"> • Sentence Transformation | <ul style="list-style-type: none"> • ASL (Term 1) |
| Learning Objectives | To enable the students to - <ul style="list-style-type: none"> • plan, prganise and present ideas coherently • use an appropriate style and format to write a letter/report • interpret the poem by relating the theme to the present-day context • understand and interpret spontaneous spoken discourse in familiar social situations | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Knowledge of specific terminology • Focus on formats • Learning to use formal language • Listen for information required for specific purpose | | | |
| Teaching Aids | <ul style="list-style-type: none"> • PPT, ASL Reference Material, Newspaper | | | |
| Assessment | <ul style="list-style-type: none"> • Classroom discussion, writing assignments | | | |

MONTH: SEPTEMBER

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|---|---|----------------------------|----------------------------|----------------------------|----------------------------------|
| Speaking & Listening Skills Assessment Term Exam - I | Writing Skills • Letter Writing – Official letters on school related issues and Business Letters | Revision | Term Exam I | Term Exam I | • Discussion of answer sheets |

MONTH: OCTOBER

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|---|---|--|--|
| Hornbill – Prose Snapshots – Lesson Grammar Writing Skills | Hornbill • Discovering Tut Writing Skills • Article | Hornbill • The Ailing Planet Writing Skills • Poster | Grammar Practice Snapshots • Albert Einstein at School | Writing Skills • Job Application (Introduction) |
| Leaning Objectives | To enable the students to - • sensitise the students towards deteriorating environment • relate the learners’ knowledge of the historical facts to the text • recode information from one text type to another eg. advertisement to letter • write coherently by introducing, developing and concluding a topic | | | |
| Expected Learning Outcome | • Appreciation and analysis of historical facts • Understanding the need to save environmental degradation • Childhood experiences of the greatest physicist • Portrayal of characters in a play | | | |
| Teaching Aids | • Role play, Reference Book, Internet, PPT, Newspaper | | | |
| Assessment | • Writing task, Classroom discussion, Role play, Research work | | | |

MONTH: NOVEMBER

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|--|--|---|---|
| Hornbill - Poem, Prose Writing Skills Grammar Reading Skills ASL – Term 2 | Hornbill <ul style="list-style-type: none"> • Childhood Writing Skills <ul style="list-style-type: none"> • Narrative Reading Comprehension | Grammar <ul style="list-style-type: none"> • Editing, Omission, reordering of words/phrases, • Gap filling | Hornbill <ul style="list-style-type: none"> • The Browing Version Writing Skills <ul style="list-style-type: none"> • Letter Writing – Asking for & giving Information / Making Enquiries | Writing Skills <ul style="list-style-type: none"> • Letter Writing – Asking for & giving Information / Making Enquiries • ASL – Term 2 |
| Learning Objectives | To enable the students to - <ul style="list-style-type: none"> • be able to relate to the poet’s feelings as a child • revise and reinforce structures already learnt • enhance creativity through written tasks • appreciate the literary piece of work | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Appreciation of poetry • Appropriate use of grammar • Understanding and analysing teacher-student relationship • To write in a precise, formal language • Enhancing reading skills | | | |
| Teaching Aids | <ul style="list-style-type: none"> • PPT, Internet, Reference Material, CBSE ASL Material | | | |
| Assessment | <ul style="list-style-type: none"> • Writing a narrative, practice of grammar exercises | | | |

MONTH: DECEMBER

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|---|---|---|--|---|
| Hornbill – Poem Snapshots - Lesson ASL – Term 2 Writing Skills Reading Skills | Speaking and Listening Skills (ASL – Term 2) | Hornbill <ul style="list-style-type: none"> • Father to Son Writing Skills <ul style="list-style-type: none"> • Speech Note Making | Snapshots <ul style="list-style-type: none"> • Mother’s Day Writing Skills <ul style="list-style-type: none"> • Article, Speech Writing | Snapshots <ul style="list-style-type: none"> • Birth Grammar <ul style="list-style-type: none"> • Practice | Revision Cycle Tests |

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| Learning Objectives | To enable the students to - <ul style="list-style-type: none"> • sensitise the learners towards the growing generation gap • be able to generate ideas to think beyond the text • broaden the learners' imagination • write precisely in a given format |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Understanding of human emotions and one's rights • Appreciating the noble profession of a doctor • Appreciating the virtues of sincerity and determination • Comprehension of proper formats and content |
| Teaching Aids | • PPT, Newspaper, Reference Book |
| Assessment: | • Class Discussion, Assignments |

MONTH : JANUARY

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---------------------------------------|--|--|--|---|
| Novel Writing Skills | Winter Break Cycle Tests | Winter Break Cycle Tests Novel • Recapitulation of Charactersketches | Writing Skills • Report Writing • Letter Writing • Narrative | Writing Skills • Advertisements • Poster • Notice • Article/Speech |
| Learning Objectives | To enable the students to - <ul style="list-style-type: none"> • revise and reinforce structures already learnt • think on their own and express their ideas using their knowledge and imagination | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Self-montoring • Enhancement of writing skills | | | |
| Teaching Aids | • PPT, Newspaper, Reference Book | | | |
| Assessment | • Classroom Discussion, assignments | | | |

MONTH: FEBRUARY

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|----------------------------------|---|--|---|--|
| Revision | <ul style="list-style-type: none"> • Revision • Literature | <ul style="list-style-type: none"> • Revision • Reading Skills • Note Making • Grammar | <ul style="list-style-type: none"> • Revision • Novel | <ul style="list-style-type: none"> • Revision |
| Learning Objectives | <ul style="list-style-type: none"> • To express ideas in clear grammatically correct English, using appropriate punctuation & cohesion devices | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Understand and respond appropriately to directive language | | | |
| Teaching Aids | <ul style="list-style-type: none"> • Sample Papers, Newspaper | | | |
| Assessment | <ul style="list-style-type: none"> • Assignments, Revision tests | | | |

MONTH: MARCH

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|-----------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Revision | Term –II Exam | Term –II Exam | Term –II Exam | Paper Discussion | Achiever’s Day |

Mathematics

MONTH: APRIL

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|---|---|----------------------|--|---|---|
| Chapter 1: Sets Chapter 2 : Relation and Functions | | | <ul style="list-style-type: none"> • Sets and their representations • Empty set. Finite and Infinite sets • Equal sets, Subsets • Subsets of a set | <ul style="list-style-type: none"> • Power set, Universal set & Venn diagrams • Union and Intersection of sets • Difference of sets. Complement of a set. • Properties of Complement Sets | <ul style="list-style-type: none"> • Ordered pairs, Cartesian product of sets • Concept of Relation/function, domain, co-domain and range of a relation/function • Various types of functions Sum, difference, product and quotients of functions • Special functions |
| Learning Objective | To enable the students to - <ul style="list-style-type: none"> • learn about sets & their representation • understand different types of sets • understand relation between elements of 2 sets • understand functions & its range, domain | | | | |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> • learn sets & their representation • understand different types of sets • learn about relation between element of 2 sets • understand function, its domain & range | | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Class and Home Assignment • By Detailed Questioning from the Students in Class room Teaching | | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Board, Exemplar NCERT | | | | |

MONTH: MAY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|---|--|---|---|
| Chapter 3: Trigonometry Chapter 5 : Complex Numbers | <ul style="list-style-type: none"> • Domain & Range of various Functions • Positive and negative angles. Measuring angles in radians and in degrees and conversion from one measure to another | <ul style="list-style-type: none"> • Signs of trigonometric functions • Values of Different Trigonometric functions for various angles • Domain, range & Graph of trigonometric functions • Expressing $\sin(x \pm y)$ and $\cos(x \pm y)$ in terms of $\sin x$, $\sin y$, $\cos x$ & $\cos y$ | <ul style="list-style-type: none"> • Deducing the identities • General solution of trigonometric equations • Proof and simple applications of sine and cosine formulae | <ul style="list-style-type: none"> • Need for complex numbers • Algebraic properties of complex numbers • Argand plane and polar representation of complex numbers • Solution of Quadratic equations in the complex number system |
| Learning Objective | To enable the students to - <ul style="list-style-type: none"> • understand functions & its range, domain • learn about the different units of measurement of an angle • understand signs of trigonometric functions • solve trigonometric ratio of compound angles & trigonometric equations • understand imaginary numbers • How to apply different properties of complex numbers | | | |
| Expected Learning Outcome | Students would be able to- <ul style="list-style-type: none"> • learn different units of an angles • understand the signs of trigonometric functions • learn how to solve trigonometric equations • understand complex numbers & would apply properties. • understand function, its domain & range | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Class and Home Assignment • By Detailed Questioning from the Students in Class room Teaching | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Board, Exemplar NCERT | | | |

MONTH: JULY

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|---|--|---|---|----------------------|----------------------|
| Chapter 6 : Linear Inequalities Chapter 7 : Permutation & Combinations | <ul style="list-style-type: none"> • Concept of inequality • Algebraic solutions of linear equalities in one variable and their graphical representation • Solution of linear inequalities in two variables graphically | <ul style="list-style-type: none"> • Applications of Linear Inequalities • Fundamental principle of counting • Permutations when all the objects are distinct. • Factorial Notation | <ul style="list-style-type: none"> • Permutations when the objects are not distinct. • Combinations and its properties Problems of permutations and combinations together | Revision | Cycle Test |
| Learning Objective | To enable the students to - <ul style="list-style-type: none"> • find the solution of linear inequality algebraically and graphically • understand and apply the concept of P & C in daily life | | | | |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> • find the solution of linear inequality algebraically and graphically • apply the concept of P & C in daily life. | | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Class and Home Assignment • By Detailed Questioning from the Students in Class room Teaching | | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Board, Exemplar NCERT | | | | |

MONTH: AUGUST

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|--|---|---|---|---|
| Chapter 8 : Binomial Theorem Chapter 9: Sequence & Series Chapter 10: Straight Line | <ul style="list-style-type: none"> • Introduction of Binomial Theorem • Binomial theorem for positive integer n. • General Term, Middle term of binomial expansion | <ul style="list-style-type: none"> • Applications of binomial expansion • Concept of Arithmetic Progression, Arithmetic Mean (A.M.) | <ul style="list-style-type: none"> • Geometric Progression (G.P.), General term of a G.P., Sum of n terms of a G.P • Infinite G.P. and its sum • Geometric mean (G.M.), Relation between A.M. and G.M. Sum to n- terms of the special series | <ul style="list-style-type: none"> • Slope of a line • Condition for parallelism and perpendicularity of lines in terms of their slopes • Co-linearity of 3 points • Angle between two lines • Various forms of the equation of a line |

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| Learning Objective | To enable the students to - <ul style="list-style-type: none"> • apply binomial theorem in solving algebraic equations • understand arithmetic & geometric progression and their application • understand the concept of slope • learn different forms of a line & its application |
| Expected Learning Outcome | Students would be able to- <ul style="list-style-type: none"> • learn to apply binomial theorem in solving algebraic equations • understand arithmetic & geometric progression and their application • understand the concept of slope • learn different forms of a line & its application |
| Assessment/ Activity | <ul style="list-style-type: none"> • Class and Home Assignment • By Detailed Questioning from the Students in Class room Teaching |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Board, Exemplar NCERT |

MONTH: SEPTEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|----------------------------------|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Chapter 10: Straight Line | <ul style="list-style-type: none"> • Reduction of $Ax + By + C = 0$ into <ul style="list-style-type: none"> (a) Slope intercept form (b) Intercept form (c) Normal Form • Distance of a point from a line • Distance between two parallel lines. • Revision for Term End Exam - I | Revision | Term - I Exam | Term - I Exam | Discussion of Answersheet |
| Learning Objective | To enable the students to - <ul style="list-style-type: none"> • convert/reduce one form of line into other • find the distance between a point & a line • find the distance between two parallel lines | | | | |
| Expected Learning Outcome | Students would be able to – <ul style="list-style-type: none"> • convert/reduce one form of line into other | | | | |

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| | <ul style="list-style-type: none"> • find the distance between a point & a line • find the distance between two parallel lines |
| Assessment/ Activity | <ul style="list-style-type: none"> • Class and Home Assignment • By Detailed Questioning from the Students in Class room Teaching |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Board, Exemplar NCERT |

MONTH: OCTOBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|---|---|--|--|
| Chapter 11: Conic Sections Chapter 12: Introduction To 3-D Geometry Chapter 13: Limits & Derivatives | <ul style="list-style-type: none"> • Different sections of a cone • Standard equations and simple properties of Circle, parabola, ellipse | <ul style="list-style-type: none"> • Concept of Hyperbola along with its properties • Concept of Octants, Coordinates of a point in space • Distance between two points • Section Formula • Centroid of a triangle | <ul style="list-style-type: none"> • Derivative introduced as rate of change both as that of distance function and geometrically • Intutive idea of limit. | <ul style="list-style-type: none"> • Concept of limit of a function • Left hand limit • Right hand limit • Limits of polynomials |
| Learning Objective | To enable the students to - <ul style="list-style-type: none"> • understand the meaning of conic section • differentiate between circle, parabola, ellipse, & hyperbola • understand the concept of three dimensional geometry and its properties. • understand the concept of limits | | | |
| Expected Learning Outcome | Students would be able to – <ul style="list-style-type: none"> • understand the meaning of conic section • differentiate between circle, parabola, ellipse , hyperbola. • understand the concept of three dimensional geometry and its properties. • understand the concept of limits | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Class and Home Assignment • By Detailed Questioning from the Students in Class room Teaching | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Board, Exemplar NCERT | | | |

MONTH: NOVEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|---|---|---|---|
| Chapter 13 : Limits & Derivatives | <ul style="list-style-type: none"> Limits of rational function, trig. Function, exponential function, logarithmic function | <ul style="list-style-type: none"> Concept of derivative | <ul style="list-style-type: none"> Derivative of polynomial function using first principle Derivative of Trig. Function, exponential function, logarithmic function using first principle | <ul style="list-style-type: none"> Derivative of sum, difference, product, quotient of two functions Chain Rule |
| Learning Objective | To enable the students to - <ul style="list-style-type: none"> critically analyze the notion of limits & solve various limits apply their knowledge for finding the derivative of functions | | | |
| Expected Learning Outcome | Students would be able to – <ul style="list-style-type: none"> critically analyze the notion of limits & solve various limits apply their understanding in the application of calculus. | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> Class and Home Assignment By Detailed Questioning from the Students in Class room Teaching | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> Smart Board, Exemplar NCERT | | | |

MONTH: DECEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|---|--|----------------------------|----------------------------|----------------------------|
| Chapter 14 : Mathematical Reasoning | <ul style="list-style-type: none"> Mathematical statements Negative statement Compound/Component Statement | <ul style="list-style-type: none"> Inclusive and exclusive “or” Contra positive and converse | Revision | Revision | Revision Cycle Test |
| Learning Objective | To enable the students to - <ul style="list-style-type: none"> differentiate between mathematical statement and a statement understand the concept of concept of compound, contra positive statements | | | | |
| Expected Learning Outcome | Students would be able to- <ul style="list-style-type: none"> differentiate between mathematical statement and a statement understand the concept of compound, contra positive statements | | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> Class and Home Assignment By Detailed Questioning from the Students in Class room Teaching | | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> Smart Board, Exemplar NCERT | | | | |

MONTH: JANUARY

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|---|---|--|---|---|
| Chapter 15 : Statistics Chapter 16 : Probability | Winter Break Cycle Test | Winter Break <ul style="list-style-type: none"> • Cycle Test • Meaning of Range • Mean deviation about <ol style="list-style-type: none"> a) Mean | <ul style="list-style-type: none"> • Mean deviation about <ol style="list-style-type: none"> b) Median c) any point 'a' • Variance • Standard Deviation • Coefficient of Variation | <ul style="list-style-type: none"> • Random Experiment • Outcomes and Sample Space • Types of events • Mutually Exclusive & Exhaustive • Axiomatic approach to probability |
| Learning Objective | To enable the students to - <ul style="list-style-type: none"> • analyze and apply measure of dispersion • find the probability of various events | | | |
| Expected Learning Outcome | Students would be able to – <ul style="list-style-type: none"> • critically analyze and apply their knowledge of measure of dispersion • find the probability of various events | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Class and Home Assignment • By Detailed Questioning from the Students in Class room Teaching | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Board, Exemplar NCERT | | | |

MONTH: FEBRUARY

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|--|---|----------------------|----------------------|-------------------------|
| Chapter 4 : Principle of Mathematical Induction | <ul style="list-style-type: none"> • Probability of various events under different conditions • Concept of Mathematical Induction • Problems based on P.M.I. | Revision | Revision | Term End-II Exam |
| Learning Objective | <ul style="list-style-type: none"> • To understand Induction method | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Students would be able to apply induction method | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Class and Home Assignment • By Detailed Questioning from the Students in Class room Teaching | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Board, NCERT (Text-Book), Exemplar NCERT & Black Board | | | |

MONTH: MARCH

| Content/ Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|-----------------|-----------------------|-----------------------|-----------------------|----------------------|----------------------|
| Revision | Term - II Exam | Term - II Exam | Term - II Exam | Paper Discussion | Achiever's Day |

Commerce

Accountancy

MONTH: APRIL

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|--|--|----------------------|--|---|--|
| <p>Unit 1: Introduction to Accounting</p> <p>Unit 3: Recording of Transactions</p> | | | <p>Unit 1</p> <ul style="list-style-type: none"> Introduction to Accounting - Objectives, advantages and limitations, types of accounting information; Users of accounting information Basic Accounting Terms: Business Transaction, account, capital, drawings, liability(Non-current and current); Asset(Non-current; tangible and intangible assets and current assets). | <p>Unit 1</p> <p>Receipts(capital and revenue), expenditure, expense, income, profits, gains and losses, purchases, purchase returns, sales, sales returns, stock, trade receivables, trade payables, goods, cost, vouchers, discount- trade and cash</p> <p>Unit 3</p> <ul style="list-style-type: none"> Accounting Equation: Analysis of transactions using accounting equation | <p>Unit 3</p> <ul style="list-style-type: none"> Accounting Equation: Analysis of transactions using accounting equation (cont.) |
| Learning Objective | <p>To enable the students to –</p> <ul style="list-style-type: none"> understand the meaning , characteristics and objectives of Accounting appreciate Accounting as a Source of Information identify needs of users of accounting information understand basic accounting terms analyse the effect of business transactions on Accounting Equation | | | | |
| Expected Learning Outcome | <p>Students would be able to-</p> <ul style="list-style-type: none"> explain the meaning , characteristics and objectives of accounting appreciate accounting as a source of information identify needs of users of accounting information understand basic accounting terms analyse the effect of business transactions on Accounting Equation | | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> Class Interaction/ Home assignment/class test | | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> Smart Board/ assignments | | | | |

MONTH: MAY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|--|---|---|---|
| Unit 2: Recording of Transactions | Unit 2 <ul style="list-style-type: none"> Accounting Equation: Analysis of transactions using accounting equation Origin of transactions: Source documents (invoice, cash memo, pay in slip, cheque), preparation of vouchers- cash and non-cash | Unit 2 <ul style="list-style-type: none"> Rules of Debit and Credit: for assets, liabilities, capital, revenue and expenses | Unit 2 <ul style="list-style-type: none"> Books of Original Entry: recording- Journal | Unit 2 <ul style="list-style-type: none"> Books of Original Entry: recording- Journal |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> analyse the effect of business transactions on Accounting Equation understand meaning of a Account, Debit and Credit apply the rules of debit and credit in business transactions understand the classification of Accounts explain the source documents of Accounting list the names of Books of Original Entry understand meaning and format of Journal | | | |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> analyse the effect of business transactions on accounting equation understand meaning of a account, debit and credit apply the rules of debit and credit in business transactions understand the classification of accounts explain the source documents of accounting list the names of books of original entry understand meaning and format of journal record entries in Journal | | | |
| Assessment/ Activity | Class Interaction,/Home assignment/ class test | | | |
| Teaching Aids /Resources | Smart Board/ assignments | | | |

MONTH: JULY

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|--|--|--|---|---|----------------------|
| Unit 3: Recording of Transactions | Unit 3 <ul style="list-style-type: none"> Ledger- Format, posting from Journal, balancing of accounts Trial Balance: objectives and preparation (balance method only) | Unit 3 <ul style="list-style-type: none"> Ledger- Format, posting from Journal, balancing of accounts Trial Balance: objectives and preparation (balance method only) | Unit 3 <ul style="list-style-type: none"> Cash Book: Simple cash book, double column cash book and its ledger posting | Unit 3 <ul style="list-style-type: none"> Cash Book: Simple cash book, double column cash book and its ledger posting | Cycle Test |
| Learning Objective | To enable the students to - <ul style="list-style-type: none"> understand meaning and importance of Ledger understand format of Ledger and Posting from Subsidiary Books explain meaning of Trial Balance prepare Trial Balance prepare different types of cash book | | | | |
| Expected Learning Outcome | Students would be able to- <ul style="list-style-type: none"> explain meaning and importance of ledger understand format of ledger and posting from journal close and balance of accounts explain meaning of trial balance prepare trial balance from ledger balances prepare different types of cash book | | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> Class Interaction/ Home assignment/ class test | | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> Smart Board/ assignments | | | | |

MONTH: AUGUST

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|---|---|--|--|---|
| Unit 3: Recording of Transactions Unit 4: Preparation of Ledger, Trial Balance and Bank Reconciliation Statement | Unit 3 <ul style="list-style-type: none"> Triple column cash book | Unit 3 <ul style="list-style-type: none"> Petty cash book Other Subsidiary Books- Purchases Book, Sales Book and its ledger posting | Unit 3 <ul style="list-style-type: none"> Other Subsidiary Books- Purchases Returns Book, Sales Returns Book, and Journal Proper | Unit 4 <ul style="list-style-type: none"> Bank Reconciliation Statement: preparation, corrected cash book balance |

| | |
|----------------------------------|---|
| Learning Objective | To enable the students to - <ul style="list-style-type: none"> • understand as to why and how the tripple column cash book and petty cash book prepared • know how the other subsidiary books are prepared • understand causes of differences in Cash book and Pass book balance • understand the meaning of Bank Reconciliation Statement • prepare Bank Reconciliation Statement |
| Expected Learning Outcome | Students would be able to <ul style="list-style-type: none"> • understand as to why and how the tripple column cash book and petty cash book prepared • know how the other subsidiary books are prepared • understand the meaning of bank reconciliation statement • explain causes of differences in cash book and pass book balance • prepare Bank Reconciliation Statement |
| Assessment/ Activity | Class Interaction/ Home assignment / class test |
| Teaching Aids /Resources | Smart Board/ assignments |

MONTH: SEPTEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|---|---|---|----------------------|----------------------------|--|
| Unit 4: Preparation of Ledger, Trial Balance and Bank Reconciliation Statement Unit 5: Depreciation, Provisions and Reserves | Unit 4 <ul style="list-style-type: none"> • Bank Reconciliation Statement: preparation, corrected cash book balance (cont..) | Unit 4 <ul style="list-style-type: none"> • Bank Reconciliation Statement: preparation, corrected cash book balance • Revision | Term - I Exam | Term - I Examn | Unit 5 <ul style="list-style-type: none"> • Depreciation- Concept, need and factors affecting depreciation |
| Learning Objective | To enable the students to - <ul style="list-style-type: none"> • prepare Bank Reconciliation Statement • understand meaning and need for providing depreciation | | | | |
| Expected Learning Outcome | Students would be able to- <ul style="list-style-type: none"> • prepare bank reconciliation statement • understand meaning and need for providing depreciation | | | | |
| Assessment/ Activity | Class Interaction, Home assignment, class test | | | | |
| Teaching Aids /Resources | Smart Board, assignments | | | | |

MONTH: OCTOBER

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|--|--|---|---|---|
| <p>Unit 5: Depreciation, Provisions and Reserves</p> <p>Unit 6: Accounting for Bills of Exchange</p> | <p>Unit 5</p> <ul style="list-style-type: none"> • Depreciation- Methods of computation of depreciation: Straight Line Method (charging to asset account) | <p>Unit 5</p> <ul style="list-style-type: none"> • Depreciation- Methods of computation of depreciation: Written Down Value Method • Accounting Treatment of Depreciation- By creating provision for depreciation account(cont.) | <p>Unit 5</p> <ul style="list-style-type: none"> • Accounting Treatment of Depreciation- By creating provision for depreciation account. • Provisions and Reserves: Concept, objectives and difference between provisions and reserves, Types of Reserves- Revenue reserve, capital reserve, general reserve and specific reserves | <p>Unit 6</p> <ul style="list-style-type: none"> • Bills of Exchange and Promissory Note: Definition, features, parties, specimen and distinction • Important Terms: Term of bill, due date, days of grace, date of maturity, discounting of bill, endorsement of bill, bill sent for collection, dishonor of bill, noting of bill, retirement and renewal of a bill |
| <p>Learning Objective</p> | <p>To enable the students to –</p> <ul style="list-style-type: none"> • understand Methods of providing Depreciation • understand Methods of Recording Depreciation • explain meaning and objectives of Provisions and Reserves • understand the definition, features, parties and specimen of Bill of Exchange and Promissory Note • distinguish between Bill of Exchange and Promissory Note • understand the Accounting treatment of Bill Transactions in different cases | | | |
| <p>Expected Learning Outcome</p> | <p>Students would be able to</p> <ul style="list-style-type: none"> • understand methods of providing depreciation • understand methods of recording depreciation • explain meaning and objectives of provisions and reserves • understand the definition, features, parties and specimen of bill of exchange and promissory note • distinguish between bill of exchange and promissory note • understand the Accounting treatment of Bill Transactions in different cases | | | |
| <p>Assessment/ Activity</p> | <p>Class Interaction/ Home assignment / class test</p> | | | |
| <p>Teaching Aids /Resources</p> | <p>Smart Board/ assignments</p> | | | |

MONTH: NOVEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|--|---|--|--|
| <p>Unit 6: Accounting for Bills of Exchange</p> <p>Unit 2: Theory Base of Accounting</p> <p>Unit 8: Financial Statements of Sole Proprietorship</p> | <p>Unit 6</p> <ul style="list-style-type: none"> Accounting treatment of bill transactions (bill is retained till due date)Accounting treatment of bill transactions- Bills of Exchange is discounted, Bill Sent For Collection, Endorsement of bill, dishonor of bill when it is retained till due date | <p>Unit 6</p> <ul style="list-style-type: none"> Accounting treatment of bill transactions- Dishonor of bill when it is discounted with the bank, in case of endorsement Accounting for Bills of Exchange – Dishonor of Bill | <p>Unit 6</p> <ul style="list-style-type: none"> Accounting for Bills of Exchange – Renewal of Bill <p>Unit 2</p> <ul style="list-style-type: none"> Theory Base of Accounting- Fundamental Accounting Assumptions, Accounting Principles, Bases of Accounting, Accounting Standards and IFRS – Concept and objectives | <p>Unit 8</p> <ul style="list-style-type: none"> Financial Statements (without adjustments : Objectives and Importance Trading and Profit and Loss Account- Gross Profit, Operating Profit and Net Profit Balance Sheet: Need, grouping, marshalling of assets and liabilities |
| Learning Objective | <p>To enable the students to –</p> <ul style="list-style-type: none"> understand the Accounting treatment of Bill Transactions in different cases understand meaning and nature of accounting principles understand meaning and objectives of IFRS understand Bases of Accounting- Cash basis and Accrual basis understand meaning and objectives of Financial Statements appreciate grouping and marshalling of Assets and Liabilities identify capital and revenue expenditure, capital and revenue receipts prepare Financial Statements of sole proprietorship | | | |
| Expected Learning Outcome | <p>Students would be able to</p> <ul style="list-style-type: none"> understand the accounting treatment of bill transactions in different cases understand meaning and nature of accounting principles understand meaning and objectives of ifrs understand bases of accounting- cash basis and accrual basis understand meaning and objectives of financial statements appreciate grouping and marshalling of assets and liabilities identify capital and revenue expenditure, capital and revenue receipts prepare Financial Statements of sole proprietorship | | | |
| Assessment/ Activity | Class Interaction/ Home Assignment/ class test | | | |
| Teaching Aids /Resources | Smart Board/ assignments | | | |

MONTH: DECEMBER

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|---|---|---|---|--|--------------------------|
| <p>Unit 8: Financial Statements of Sole Proprietorship</p> <p>Unit 10: Accounts from Incomplete Records</p> <p>Unit 11: Computers in Accounting</p> <p>Project Work</p> | <p>Unit 8</p> <ul style="list-style-type: none"> Preparation of Trading and Profit and Loss Account and Balance Sheet of sole proprietorship- Adjustments in preparation of financial statements: Closing stock, outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation, bad debts, provision for doubtful debts, provision for discount on debtors | <p>Unit 8</p> <ul style="list-style-type: none"> Preparation of Trading and Profit and Loss Account and Balance Sheet of sole proprietorship- Adjustments in preparation of financial statements: Abnormal loss, goods taken for personal use and goods distributed as free samples, manager's commission | <p>Unit 10</p> <ul style="list-style-type: none"> Incomplete Records: use and limitations Ascertainment of Profit/loss by statement of affairs method <p>Unit 11</p> <ul style="list-style-type: none"> Introduction to Computer and AIS: Introduction to computers (Elements, Capabilities, Limitations of Computer System) Introduction to operating software, utility software and application software. Introduction to AIS, as a part of MIS Automation of Accounting Process- meaning (Comparison between manual accounting process and computerized accounting process). | <p>Revision & Project Discussion</p> | <p>Cycle Test</p> |
| <p>Learning Objective</p> | <p>To enable the students to –</p> <ul style="list-style-type: none"> analyse need for adjustments in the Final Accounts know how to calculate the profit from incomplete records understand meaning of computer and elements of computer system appreciate Automation of Accounting Process compare manual and computerized accounting analyse sourcing of accounting software inculcate innovative and analytical skills by Project Work | | | | |

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| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> • analyse need for adjustments in the final accounts • know how to calculate the profit from incomplete records • understand meaning of computer and elements of computer system • appreciate automation of accounting process • compare manual and computerized accounting • analyse sourcing of accounting software • inculcate innovative and analytical skills by Project Work |
| Assessment/ Activity | Class Interaction/ Home Assignment/ class test |
| Teaching Aids /Resources | Smart Board/ assignments |

MONTH: JANUARY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|---|--|---|---|
| Unit 9: Financial Statements of Not-for-Profit Organizations | Winter Break Cycle Test | Winter Break Cycle Test Unit 9 <ul style="list-style-type: none"> • Not –for-Profit Organizations - concept • Receipts and Payments A/c - features • Income and Expenditure account – features, format | Unit 9 <ul style="list-style-type: none"> • Treatment of important items – legacy, donations, entrance fees, subscriptions, life membership fees, fund based accounting • Income and Expenditure account – preparation of Income and Expenditure Account and Balance sheet from the given Receipt and Payments account with additional information | Unit 9 <ul style="list-style-type: none"> • Income and Expenditure account – preparation of Income and Expenditure Account and balance sheet from the given Receipts and Payments account with additional information |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> • understand concept of Not-For-Profit Organisations • explain features of Not-For-Profit Organisations • understand fund based accounting • prepare Income and Expenditure Account and Balance Sheet from the given Receipts and Payments Account with additional information | | | |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> • understand concept of not-for-profit organisations • explain features of not-for-profit organisations | | | |

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| | <ul style="list-style-type: none"> • understand fund based accounting • prepare income and expenditure account and balance sheet from the given receipts and payments account with additional information |
| Assessment/ Activity | Class Interaction/ Home Assignment/ class test |
| Teaching Aids /Resources | Smart Board/ assignments |

MONTH: FEBRUARY

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|--|---|---|----------------------|----------------------|
| Unit 7: Rectification of Errors | Unit 7 <ul style="list-style-type: none"> • Errors- types: errors of omission, commission, principal and compensating; their effect on trial balance • Detection and rectification of errors | Unit 7 <ul style="list-style-type: none"> • Errors- Detection and rectification of errors ; preparation of Suspense A/c | Revision | Revision |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> • understand classification of Errors- errors of omission, commission, principal and compensating • identify errors affecting and not affecting the trial balance • rectify errors by rectifying journal entries • prepare suspense account | | | |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> • explain the classification of errors- errors of omission, commission, principal and compensating • identify errors affecting and not affecting the trial balance • rectify errors by rectifying journal entries • prepare suspense account | | | |
| Assessment/ Activity | Class Interaction/ Home Assignment/ class test | | | |
| Teaching Aids /Resources | Smart Board/ assignments | | | |

MONTH: MARCH

| Content/ Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|----------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | Term - II Exam | Term - II Exam | Term - II Exam | Paper Discussion | Achiever's Day |

Business Studies

MONTH: APRIL

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|---|--|----------------------|--|---|--|
| Unit 1: Nature and Purpose of Business | | | Unit 1 <ul style="list-style-type: none"> • Concept and characteristics of business • Business, Profession and Employment: meaning and their distinctive features • Objectives of business- Economic, social | Unit 1 <ul style="list-style-type: none"> • Role of profit in business • Classification of business activities: Industry and Commerce • Industry-types: Primary, Secondary, tertiary- meaning and sub types | Unit 1 <ul style="list-style-type: none"> • Commerce- trade: types (internal, external, wholesale and retail) • Auxiliaries to trade: insurance, transportation, warehousing, communication and advertising • Business Risks- Meaning, nature and causes |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> • understand the concept and characteristics of business • identify the various types of economic activities • describe the various types of industry • examine the role of profit in business • understand the role of Commerce, trade and auxiliaries to trade • explain the concept and causes of business risks | | | | |
| Expected Learning Outcome | Students would be able to- <ul style="list-style-type: none"> • discuss the concept and characteristics of business • describe the various types of economic activities, types of industry • evaluate the role of profit in business • understand the role of Commerce, trade and auxiliaries to trade and concept of business risk | | | | |
| Assessment/ Activity | Group discussion/ Home assignment/class test | | | | |
| Teaching Aids /Resources | Smart Board/ assignments/ business news/ diagrams | | | | |

MONTH: MAY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|---|--|--|---|
| Unit 2: Forms of Business Organizations | Unit 2 <ul style="list-style-type: none"> • Sole Proprietorship- meaning, features, merits and limitations • Partnership- meaning, features • Partnership -types, merits and limitations of partnership, registration of a partnership firm • Partnership- Partnership deed, Types of Partners | Unit 2 <ul style="list-style-type: none"> • Hindu Undivided Family Business: meaning, features. • Cooperative Societies- features, types , merits and limitations | Unit 2 <ul style="list-style-type: none"> • Company: meaning, features, private and public company, merits and limitations • Formation of a company- four stages • Important documents: MOA, AOA (Cont.) | Unit 2 <ul style="list-style-type: none"> • Formation of a company- four stages • Important documents: MOA, AOA • Relevance of certificate of incorporation and certificate of commencement • Starting a business- basic factors |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> • list the different forms of business organization • explain the concept of Sole Proprietorship and Partnership Firm • understand the features of sole proprietorship, partnership and cooperative society • examine the merits and limitations of sole proprietorship, partnership and cooperative society, company • distinguish between various forms of business organizations • understand the steps in the formation of a company • explain the factors to be considered while starting a business | | | |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> • list the different forms of business organization • explain the features of sole proprietorship, partnership and cooperative society • examine the merits and limitations of sole proprietorship, partnership and cooperative society, company • compare various forms of business organizations • highlight the steps in the formation of a company | | | |
| Assessment/ Activity | Survey of Business Firms/Home assignment /class test | | | |
| Teaching Aids /Resources | Smart Board/ assignments/ business news | | | |

MONTH: JULY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|----------------------------------|---|---|---|---|----------------------------|
| Unit 4: Business Services | Unit 4 <ul style="list-style-type: none"> Banking: Types of bank accounts- savings, current, recurring, fixed deposit and multiple option deposit account | Unit 4 <ul style="list-style-type: none"> Banking services with special reference to issue of bank draft, banker’s cheque ,RTGS , NEFT, bank overdraft, cash credits e-banking | Unit 4 <ul style="list-style-type: none"> Postal and telecom services: mail(UPC, registered post, parcel, speed post and courier) Other services | Unit 4 <ul style="list-style-type: none"> Insurance: principles Concept of life insurance, health, fire and marine | Cycle Test |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> explain the nature and types of business services define banking explain banking services and e- banking give an overview of postal and telecom services define insurance explain the meaning and principles of insurance describe the types of insurance | | | | |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> explain the nature and types of business services define banking explain banking services and e- banking give an overview of postal and telecom services define insurance explain the meaning and principles of insurance | | | | |
| Assessment/ Activity | Survey of Banking services/ Class Interaction/ class test | | | | |
| Teaching Aids /Resources | Smart Board/ assignments/ business news | | | | |

MONTH: AUGUST

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|---|---|--|---|
| <p>Unit 5: Emerging Modes of business</p> <p>Unit 6: Social Responsibility of Business and Business Ethics</p> | <p>Unit 5</p> <ul style="list-style-type: none"> • E-business- meaning, (meaning of e- commerce), benefits, limitations • E-business- scope (B2B, B2C, Intra-B, C2C Commerce) • Resources required for successful e-business implementation • On Line Transactions, Payment Mechanism | <p>Unit 5</p> <ul style="list-style-type: none"> • Security and Safety of e-business transactions • Outsourcing – Concept, need and scope of BPO and KPO • Smart Cards and ATM's- meaning and utility | <p>Unit 6</p> <ul style="list-style-type: none"> • Concept of social responsibility • Case for social responsibility • Responsibility towards owners, investors, consumers, employees, govt. and community | <p>Unit 6</p> <ul style="list-style-type: none"> • Environment protection and business • Business Ethics- concept and elements |
| <p>Learning Objective</p> | <p>To enable the students to –</p> <ul style="list-style-type: none"> • understand the meaning of e-Business and e-commerce • describe the scope of e-Business • appreciate the systems of payment in e-Business • suggest suitable measures for security and safety of business transactions • understand the concept and benefits of outsourcing • explain the concept and case of social responsibility • describe the responsibility of business towards owners, employees, consumers, govt. , community • explain the role of business in environmental protection | | | |
| <p>Expected Learning Outcome</p> | <p>Students would be able to -</p> <ul style="list-style-type: none"> • know the meaning of e-business and e-commerce • describe the scope of e-business • appreciate the systems of payment in e-business • suggest suitable measures for security and safety of business transactions • explain the concept and benefits of outsourcing • understand the concept and case of social responsibility | | | |

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| | <ul style="list-style-type: none"> • examine the case of social responsibility • describe the responsibility of business towards owners, employees, consumers, govt. , community • explain the role of business in environmental protection |
| Assessment/ Activity | Class Interaction/ Home Assignment/ Class test |
| Teaching Aids /Resources | Smart Board/ Assignments/ Business News |

MONTH: SEPTEMBER

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|---|---|---|-----------------------|-----------------------|---|
| Unit 8: Small Business Unit 7: Sources of Business Finance | Unit 8 <ul style="list-style-type: none"> • Small scale enterprise as defined by MSMED Act,2006(Micro, Small and Medium Enterprise Development Act) • Role of small business in India with special reference to rural areas | Unit 8 <ul style="list-style-type: none"> • Government schemes and agencies for small scale industries (National Small Industries Corporation) and DIC (District Industrial centre) with special reference to rural, backward and hilly areas • Revision | Term - I Exam. | Term - I Exam. | Unit 7 <ul style="list-style-type: none"> • Concept of business finance: meaning and need of business finance |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> • define small scale industry • appreciate the role of small enterprises in India • highlight measures taken by the govt. to promote small scale sector • understand special schemes for industrial units in rural, backward and hilly areas • understand the concept of Business Finance • understand the concept of Business Finance | | | | |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> • understand the concept of business finance • define small scale industry • appreciate the role of small enterprises in india • highlight measures taken by the govt. to promote small scale sector • explain special schemes for industrial units in rural, backward and hilly areas • understand the concept of Business Finance | | | | |

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| Assessment/ Activity | Class Interaction/ Home assignment/ class test |
| Teaching Aids /Resources | Smart Board/ assignments/ business news |

MONTH: OCTOBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|---|--|--|---|
| Unit 7: Sources of Business Finance | Unit 7 <ul style="list-style-type: none"> • Sources: Owners funds; Borrowed funds • Owner’s funds, equity shares, (meaning, features) | Unit 7 <ul style="list-style-type: none"> • Owner’s funds-, equity shares, (merits and limitations) preference shares, | Unit 7 <ul style="list-style-type: none"> • Retained earnings, GDR, ADR, IDR (meaning, merits and limitations) | Unit 7 <ul style="list-style-type: none"> • Borrowed funds: debentures and bonds , loan from financial institution, loans from commercial banks (meaning, merits and limitations) |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> • discuss the nature and significance of business finance • discuss the features, merits and limitations of various sources of finance • distinguish between owners’ funds and borrowed funds • appreciate the features of international sources of finance • state the meaning of international trade • appreciate the scope of international business | | | |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> • discuss the nature and significance of business finance • explain the long term and short term sources of business finance • discuss the features, merits and limitations of various sources of finance • distinguish between owners’ funds and borrowed funds • state the meaning of international trade • appreciate the scope of international business | | | |
| Assessment/ Activity | Class Interaction, Home assignment, class test (pen and paper test) | | | |
| Teaching Aids /Resources | Smart Board, assignments, business news | | | |

MONTH: NOVEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|---|---|---|--|
| <p>Unit 7: Sources of Business Finance</p> <p>Unit 9: Internal Trade</p> | <p>Unit 7</p> <ul style="list-style-type: none"> Borrowed funds: public deposits, trade credit ICD (inter corporate deposits) (meaning, merits and limitations) | <p>Unit 9</p> <ul style="list-style-type: none"> Services rendered by a wholesaler Services rendered by a retailer Types of retail trade: Itinerant retailers (meaning, features, types), small scale fixed shops (meaning, features and types) | <p>Unit 9</p> <ul style="list-style-type: none"> Large Scale retailers- departmental stores, chain stores, (meaning, features, merits and limitations) mail order business, Concept of automatic vending machine | <p>Unit 9</p> <ul style="list-style-type: none"> Chambers of Commerce and Industry: basic functions Main documents used in internal trade: Performa Invoice, Invoice, Debit note, Credit note, LR and RR, Uses and formats Terms of trade: COD, FOB, CIF, E&OE |
| Learning Objective | <p>To enable the students to –</p> <ul style="list-style-type: none"> explain meaning and types of internal trade discuss the functions and services of wholesalers and retailers appreciate the distinctive features of departmental store, chain stores and mail order business describe the main documents used in internal trade encourage students creativity and analytical skills by project work state the meaning of international trade | | | |
| Expected Learning Outcome | <p>Students would be able to -</p> <ul style="list-style-type: none"> explain meaning and types of internal trade discuss the functions and services of wholesalers and retailers analyze the operations of itinerant and small scale fixed shop retailers appreciate the distinctive features of departmental store, chain stores and mail order business describe the main documents used in internal trade encourage students creativity and analytical skills by project work | | | |
| Assessment/ Activity | Survey of large scale retailers/ Home assignment/ Class Interaction/ class test | | | |
| Teaching Aids /Resources | Smart Board/ assignments/ business news | | | |

MONTH: DECEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|-------------------------------------|---|---|---|---|----------------------------|
| Unit 10: International Trade | Unit 10 <ul style="list-style-type: none"> International Trade-Meaning, difference between internal trade and external trade, characteristics of international trade. Advantages, Disadvantages and Problems of International Trade | Unit 10 <ul style="list-style-type: none"> Export Trade: Meaning and Objectives Procedure of Export Trade Import Trade-Meaning and objective procedure Documents involved in International Trade; indent, letter of credit | Unit 10 <ul style="list-style-type: none"> Documents involved in International Trade : Shipping Order, Shipping bill, mate's receipt, bill of lading, certificate of origin, consular invoice, documentary bill of exchange (DA/DP), specimen, importance | Unit 10 <ul style="list-style-type: none"> World Trade Organization (WTO): meaning and objectives, Different types of agreements (four agreement) | Cycle Test |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> discuss the benefits and problems of international trade understand meaning and objectives of export and import trade understand export and import procedure examine the role of WTO | | | | |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> discuss the benefits and problems of international trade understand meaning and objectives of export and import trade understand export and import procedure examine the role of WTO | | | | |
| Assessment/ Activity | Class Interaction/ Home assignment/ class test | | | | |
| Teaching Aids /Resources | Smart Board/ assignments/ business news | | | | |

MONTH: JANUARY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|--|--|--|---|
| Unit 3: Public, Private and Global Enterprises | Winter Break Cycle Test | Winter Break Cycle Test Question paper discussion | Unit 3 <ul style="list-style-type: none"> • Private sector and Public sector enterprises- concept • Forms of public sector enterprises: features, merits and limitations of departmental undertakings | Unit 3 <ul style="list-style-type: none"> • Features, merits and limitations of statutory corporation and Govt. company • Changing role of public sector enterprises • Global enterprises- meaning and features |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> • understand Concept of Private and Public Sector • identify the forms of Public Sector Enterprises • explain the concept, features, merits and limitations of departmental undertaking, statutory corporation, Govt. company • examine the changing role of public sector | | | |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> • explain the concept of private and public sector • identify the forms of public sector enterprises • explain the concept, features, merits and limitations of departmental undertaking, statutory corporation, govt. company • examine the changing role of public sector | | | |
| Assessment/ Activity | Class Interaction/ Home assignment/ class test | | | |
| Teaching Aids /Resources | Smart Board/ assignments/ business news | | | |

MONTH: FEBRUARY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|---|----------------------------|----------------------------|----------------------------|
| Unit 3: Public, Private and Global Enterprises | Unit 3 <ul style="list-style-type: none"> • Joint Ventures- meaning and features • Public Private Partnership- meaning and characteristics | Project Work & Revision | Revision | Revision |

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| Learning Objective | <ul style="list-style-type: none"> • To explain the concept and features of global enterprise • Describe the concept and features of joint ventures and Public Private Partnership |
| Expected Learning Outcome | Students would be able to - <ul style="list-style-type: none"> • explain the concept and features of global enterprise • describe the concept and features of joint ventures and Public Private Partnership |
| Assessment/ Activity | Class Interaction/ Home assignment/ class test |
| Teaching Aids /Resources | Smart Board/ assignments/ business news |

MONTH: MARCH

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|-----------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | Term - II Exam | Term - II Exam | Term - II Exam | Paper Discussion | Achiever's Day |

Economics

MONTH: APRIL

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|---|----------------------------|--|--|---|
| Statistics for Economics 1) Introduction Indian Economic Development 2) Indian Economy on the Eve of Independence | | | Basic Discussion About the Subject. Statistics Introduction 1) Meaning of Economics 2) Various Definitions of Economics 3) Types of Economic Activities. 4) Singular and Plural Sense Definition. | Statistics 1) Functions of Statistics. 2) Limitations of Statistics. 3) Qualitative and Quantitative aspect of data. IED Introduction to Indian Economy on the eve of Independence. | IED Indian Economy on the Eve of Independence 1) Economic System prevailing in India before advent of British rule in India. 2) Economic Policies adopted by the British Regime 3) State of Agriculture Industry & Trade. 4) Demographic Indicators, Infrastructural Development under the British Rule. |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> • understand the basic nature of the Subject of Economics. • understand the meaning, definition, content, scope and nature of statistics. • understand the socio-economic conditions that prevailed under the British Rule. • understand the state of Indian Agriculture, Industry, Trade, Infrastructure etc. | | | | |
| Expected Learning Outcome | Students would understand the – <ul style="list-style-type: none"> • basic nature of the Subject of Economics. • meaning, definition, content, scope and nature of statistics. • socio-economic conditions that prevailed under the British Rule. • state of Indian Agriculture, Industry, Trade, Infrastructure etc. | | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Assignments based on Remembering & Understanding. | | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Class Content Material • ICT • Data sources • Reckoners | | | | |

MONTH: MAY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|---|--|---|---|
| Statistics For Economics 1) Collection of Data Indian Economic Development 2) Indian Economy (1950-1990) | Statistics Collection of Data 1) Primary & Secondary Data and their sources. 2) Key Terms (variable, universe, investigator, respondent etc). 3) Methods of Collecting Primary Data. (DPI, IPI, Questionnaire Méthod etc.) | Statistics Collection of Data 1) Survey Methods – Census and Sampling. 2) Random Sampling Methods and Non-Random Sampling Methods. (Lottery Method, Tippet’s Table, Purposive Sampling, Systematic Sampling, Stratified and Non-Stratified etc.) | IED Indian Economy (1950-1990) 1) Introduction 2) Economic Planning – Meaning & duration of various five year plans. 3) Goals of FYP (Growth, Modernization, Self-reliance, Equity) 4) General discussion and instructions about IED Project | IED (OTBA Discussion) Indian Economy (1950-1990) 1) Agricultural Development (Land Reforms, Green Revolution, Debate over Subsidies) 2) Industrial Development (Role of PSUs, IPR-1956, SSI) 3) Trade Policy: Import substitution. Critical appraisal of planning till 1990 |
| Learning Objective | To enable the students to – <ul style="list-style-type: none"> • understand the concepts related to collection and of data and its importance in statistical analysis. • understand the meaning & definition of various concepts and key terms. • understand the economic conditions that prevailed in the Post Independent India. | | | |
| Expected Learning Outcome | Students would understand the – <ul style="list-style-type: none"> • concepts related to collection of data and its importance in statistical analysis. • meaning & definition of various concepts and key terms. • economic conditions that prevailed in the Post Independence India. | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Assignments based on Understanding & HOTS | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Class Content Material. • ICT • Data sources • Reckoners | | | |

MONTH: JULY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|--|--|--|---|----------------------------|
| <p>Indian Economic Development Liberalization, Privatisation & Globalisation : An Appraisal: Poverty</p> <p>Statistics For Economics Organisation & Presentation of data 1) Tabulation</p> | <p>IED Liberalization, Privatisation Globalisation : An Appraisal</p> <p>1) Introduction, Reasons for Reforms. 2) NE & its main Features. 3) Liberalisation – Industrial Sector Reforms, Financial Sector Reforms, Tax Reforms, Foreign Sector Reforms, Trade and Investment Policy Reforms</p> | <p>IED Liberalization, Privatisation Globalisation : An Appraisal</p> <p>1) Privatisation – Meaning & Concept 2) Globalisation – Positive and Negative Traits of Globalisation, Outsourcing, WTO. 3) Arguments in favour and against Economic Reforms.</p> | <p>IED Poverty</p> <p>1) Introduction and Meaning of poverty. 2) Measures of Poverty (Relative and Absolute). 3) Concept of Poverty Line. 4) Government’s Approach to Poverty Removal. 5) PAPs & Critical Evaluation of the PAP’s</p> | <p>Statistics Organisation & Collection of data</p> <p>1) Meaning of classification, features objectives of classification. 2) Key Terms (variables, attributes, population, raw data) 3) Series – Meaning and types, Exclusive v/s Inclusive Series. Statistics Tabulation Introduction, Definition. Objectives, Essential, Parts, Types of Tabulation.</p> | <p>Cycle Test</p> |
| Learning Objective | <p>To enable the students to understand the–</p> <ul style="list-style-type: none"> • need of the economic reforms in the erstwhile Indian Economic Scenario along with the meaning & features of NEP/Economic Reforms and arguments in favour and against it. • meaning and features of Liberalisation, Privatisation and Globalisation & their economic consequences. • Concept and content of Poverty, poverty line and its measures. Along with the steps taken by the Government in the direction of Poverty Alleviation. • concept of classification of data & its importance. • Definition, Objectives, Essential, Parts of a table. | | | | |
| Expected Learning Outcome | <p>Students would understand the –</p> <ul style="list-style-type: none"> • need of the economic reforms in the erstwhile Indian Economic Scenario along with the meaning & features of NEP/Economic Reforms and arguments in favour and against it. | | | | |

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| | <ul style="list-style-type: none"> • meaning and features of Liberalisation, Privatisation and Globalisation & their economic consequences. • concept and content of Poverty, poverty line and its measures. Along with the steps taken by the Government in the direction of Poverty Alleviation. • meaning of classification of data & its importance • Definition, Objectives, Essential, Parts of a table. |
| Assessment/ Activity | <ul style="list-style-type: none"> • Assignments Based on Understanding & Application. |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Class Content Material • Articles • Economic Survey |

MONTH: AUGUST

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|---|---|---|---|
| Statistics For Economics 1) Diagrammatic Presentation. 2) Graphic Presentation Indian Economic Development 1) Human Capital Formation | Statistics Diagrammatic Presentation. 1) Introduction &Importance. 2) Types of diagrams. 3) One-dimensional diagram. 4) Pie-diagram. | Graphic Presentation. 1) Introduction & construction of graphs. 2) Types of graphs – line frequency, histogram, frequency polygon, frequency curve 3) Ogive curve. 3) Time series graphs (one and two variable). | IED Human Capital Formation 1) Introduction and Meaning. 2) Sources of HCF. 3) HCF and Economic Growth. 4) Role of HCF 5) Problems of HCF | IED Human Capital Formation 1) Educational Sector in India. 2) Achievements of Educational Sector. 3) Future Prospects. 4) Problems of Educational Sector in India. |
| Learning Objective | To enable the students to understand the – <ul style="list-style-type: none"> • concepts related to diagrammatic presentation of data, its importance and types (bar and pie diagram). • concepts related to graphic presentation of data, its importance and types. • meaning & sources of HCF. Also the relation between economic growth and HCF. • problems of HCF in India, particularly in the fields of health and education. | | | |
| Expected Learning Outcome | Students would understand the – <ul style="list-style-type: none"> • concepts related to diagrammatic presentation of data, its importance and types (bar and pie diagram). • concepts related to graphic presentation of data, its importance and types. • meaning & sources of HCF. Also the relation between economic growth and HCF. • problems of HCF in India, particularly in the fields of health and education. | | | |

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| Assessment/ Activity | <ul style="list-style-type: none"> • Assignments based on Understanding & Application. |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart class module • ICT • Reckoner |

MONTH: SEPTEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|--|---|---------------------|----------------------------|--|
| Statistics for Economics 1) Measures of Central Tendency Indian Economic Development 1) Rural Development | Statistics Measures of Central Tendency 1) Meaning & Introduction 2) Arithmetic Mean - Calculation (all types of Series and with all Methods) 3) Mathematical Properties of AM. 4) Merits and Demerits 5) Correction of Arithmetic Mean. | Statistics Measures of Central Tendency 1) Meaning and Calculation of Weighted Mean. 2) Revision for Exams | Term Exam -I | Term Exam-I | Answer – Sheets Distribution & Discussion |
| Learning Objective | To enable the students to understand the – <ul style="list-style-type: none"> • meaning of arithmetic mean and weighted mean, along with their computations. • mathematical properties of AM, along with its merits and demerits. | | | | |
| Expected Learning Outcome | Students would understand the – <ul style="list-style-type: none"> • meaning of arithmetic mean and weighted mean, along with their computations. • mathematical properties of AM, along with its merits and demerits. | | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Assignments Based on Application & HOTS | | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Class Content Material. • Reckoners • ICT | | | | |

MONTH: OCTOBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|---|--|---|---|
| Indian Economic Development 1) Rural Development 2) Employment Statistics for Economics 1) Partition Values and Positional Averages | IED Rural Development 1) Meaning and Introduction. 2) Rural Credit. 3) Sources of rural Credit and Critical Appraisal. 4) Agricultural Marketing System. 5) Diversification of Agro-Activities. 6) Organic Farming. | Statistics Partition Values and Positional Averages 1) Median 2) Quartiles 3) Mathematical Properties of Median 4) Mode – Meaning and Determination 5) Grouping and Analysis Table Method. 6) Merits and Demerits of mode | IED Employment 1) Introduction, Meaning and Key Terms. 2) Regular and Casual Workers. 3) Growth and Changing structure of Employment. 4) Informalisation of the workforce. | IED Employment 1) Meaning of Unemployment. 2) Types of Unemployment. 3) Causes of Unemployment. |
| Learning Objective | To enable the students to understand the – <ul style="list-style-type: none"> • meaning of Rural development & Rural credit • concepts (Rural Credit & Agricultural Marketing System) • meaning & definition of organic farming and its benefits/disadvantages. • meaning of median & quartiles & its computation. • meaning of Employment and related terms, along with the relation between employment generation and growth. | | | |
| Expected Learning Outcome | Students would understand the – <ul style="list-style-type: none"> • concepts rural development, rural credit & Agricultural Marketing System. • meaning & definition organic farming and its benefits/disadvantages. • meaning & computation of positional averages. • meaning of Employment and related terms, along with the relation between employment generation and growth. • concept and types of unemployment& causes of unemployment | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Assignments based on Understanding & Application. | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Class Content Material • Articles • Economic surveys | | | |

MONTH: NOVEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|--|---|--|--|
| Indian Economic Development 1)Employment 2)Inflation Statistics for Economics 1) Measures of Dispersion | IED Employment 1) Sources of Unemployment Data. 2) Remedial Measures For Unemployment. 3) Government’s Policies and Employment Generation - An Appraisal. Inflation 1) Introduction & types of Inflation. 2) Demand Pull and Cost Push Inflation | IED Inflation 1) Causes & Adverse Effect of Inflation. 2) General discussion on Statistics Project (5 marks) | IED Inflation 1) Policies to control Inflation. – Monetary and Fiscal Policies Statistics 1) Meaning and Introduction. 2) Absolute and Relative Measures of Dispersion. 3) Range and Coefficient of Range. | Statistics Measures of Dispersion 1) Average Deviation from Arithmetic Mean and Median. 2) Quartile Deviation. 3) Standard Deviation 4) Specific Instructions on Statistics Project (5 marks) |
| Learning Objective | To enable the students to understand the – <ul style="list-style-type: none"> • sources of unemployment data. • remedial measures taken by the government in this direction. • meaning & definition of Inflation and key terms related to it. Along with causes, effects and measures to correct it. • meaning of dispersion and its measures (both absolute and relative). – Range, QD, MD and SD & their coefficients. | | | |
| Expected Learning Outcome | Student would understand the – <ul style="list-style-type: none"> • sources of unemployment data. • measures taken by the government. • meaning & definition of Inflation and key terms related to it. Along with causes, effects and measures to correct it. • meaning of dispersion and its measures (both absolute and relative) -Range, QD, MD and SD & their coefficients. | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Assignments based on Understanding & Application. | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Class Content Material/ Articles • Economic Survey | | | |

MONTH: DECEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|---|---|---|---|----------------------------|----------------------------|
| Statistics for Economics 1) Measures of Dispersion 2) Correlation Indian Economic Development 1) Infrastructure | Statistics Measures of Dispersion 1) Variance and Coefficient of Variation. <u>Correlation</u> 1) Introduction and types. 2) Scatter Diagram Method & degree 1 3) Karl Pearson's method – Actual Mean Approach | Statistics Correlation 1) Karl Pearson's method – Assumed Mean Approach 2) Practice Questions on Karl Pearson's Method 3) Spearman's Rank Correlation – without and with Repetition. 4) Practice Questions on Spearman's Rank Method | IED (OTBA Discussion) Infrastructure 1) Meaning and Importance. 2) State of infrastructure in India. 3) Energy and its Consumption Pattern in India. Infrastructure 4) Challenges of Power Sector. IED 5) Health – Public and Private Sector. 6) AYUSH and Critical Appraisal of Health Sector in India. | Revision | Cycle Test |
| Learning Objective | To enable the students to understand the– <ul style="list-style-type: none"> • meaning and types of Correlation, along with various methods of estimating Correlation. • meaning, importance and state of infrastructure in India. Along with challenges faced by power and health sector | | | | |
| Expected Learning Outcome | Students would understand the – <ul style="list-style-type: none"> • meaning and types of Correlation, along with various methods of estimating Correlation. • meaning and state of infrastructure in India. Along with challenges faced by power and health sector. | | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Assignments based on understanding & application. | | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Class Content Material. • ICT • Reckoner | | | | |

MONTH: JANUARY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|--|--|--|--|
| Indian Economic Development 1) Environment and Sustainable Development | Winter Break Cycle Test | Winter Break Cycle Test Paper Discussion | IED Environment and sustainable Development 1) Introduction. 2) Functions of Environment 3) Role of Environment in Economic Development of a country. 4) State of Environment in India. | IED Environment and Sustainable Development 1) Global warming and its impacts on the world and on India 2) Responses to climate change. |
| Learning Objective | To enable the students to understand the – <ul style="list-style-type: none"> • definition of environment and its function/role in economic development. • meaning of global warming & its impact on World & India | | | |
| Expected Learning Outcome | Students would understand the – <ul style="list-style-type: none"> • definition of environment and its function/role in economic development. • meaning of global warming & its impact on World & India. | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Assignments based on understanding. | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Class Content Material/ Articles/ Various clippings • ICT • Reckonrs | | | |

MONTH: FEBRUARY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|---|---|---|----------------------------|
| Indian Economic Development 1) Economic Growth and Sustainable Development. 2) Development Experience: A Comparative Study of India, Pakistan and China. Statistics for Economics 1) Index Number | IED Economic Growth and Sustainable Development. 1) Impact of Economic Growth and Sustainable Development. 2) Causes of Environmental Degradation. 3) Impacts and Implication of climate changes. | Statistics 1) Index Number 2) Meaning of Index Number 3) Types of Index Number-WPI, 4) CPI, IIP etc. 5) Uses of Index Numbers. 6) Limitations of Index Number. 7) Inflation and Index Number | IED Development Experience: A comparative study of India, Pakistan and China. 1) Population: Size and Growth Rate. 2) Composition of GDP. 3) Incidence of Poverty. 4) Human Development Index. | Revision |

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| | IED Development Experience: A Comparative Study of India, Pakistan and China. 1) Introduction 2) India, Pakistan and China: An Overview of Economies. | | 5) Life Expectancy, Infant Mortality Rate etc. | |
| Learning Objective | To enable the students to understand the – <ul style="list-style-type: none"> • causes and impact of environmental degradation. • meaning and types of Index number, along with its uses and limitations. • overview of Economies of India, Pakistan and China in terms of Demography, GDP composition and HDI. • make a comparative study of Economies of India, Pakistan and China in terms of Demography, GDP composition and HDI. | | | |
| Expected Learning Outcome | Students would understand the – <ul style="list-style-type: none"> • causes and impact of environmental degradation. • meaning and types of Index number, along with its uses and limitations. • overview of Economies of India, Pakistan and China in terms of Demography, GDP composition and HDI. • make a comparative study of Economies of India, Pakistan and China in terms of Demography, GDP composition and HDI. | | | |
| Assessment/ Activity | <ul style="list-style-type: none"> • Assignments Based on Understanding , Application & HOTS. | | | |
| Teaching Aids /Resources | <ul style="list-style-type: none"> • Smart Class Content Materials • ICT • Reckoners | | | |

MONTH: MARCH

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|-----------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | Term - II Exam | Term - II Exam | Term - II Exam | Paper Discussion | Achiever's Day |

History

MONTH: APRIL

| Content/ Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|--|--|----------------------|--|---|--|
| <p>Theme 1: From the Beginning of Time</p> <p>Theme 2: Writing and City Life</p> | - | - | <ul style="list-style-type: none"> • Familiarization with the syllabus <p>Theme 1:</p> <ul style="list-style-type: none"> • Recovering Fossils • Story of Human Evolution • Replacement and Regional Continuity Model | <p>Theme 1:</p> <ul style="list-style-type: none"> • Way of Obtaining Food • Making Tools • Modes of Communication • Early Encounters with Hunter Gatherer in Africa | <p>Theme 2:</p> <ul style="list-style-type: none"> • Mesopotamia and its Geography • The significance of Urbanization • The Development of Writing |
| Learning Objectives | <p>To enable the students to -</p> <ul style="list-style-type: none"> • familiarize the learner with the ways of reconstructing human evolution. • analyse whether the experience of present-day hunting-gathering people can be used to understand early societies. • familiarize the learner with the nature of early urban centres. • understand whether writing is significant as a marker of civilization. | | | | |
| Expected Learning Outcome | <p>The students will be able to –</p> <ul style="list-style-type: none"> • know the significance of the discovery of human fossils, stone tools and cave paintings to understand human history. • comprehend the theory of human evolution • become familiar of the shift from foraging to farming. • study timeline themselves and understand the developments. • understand the concept that economy develops in spheres other than agricultural production • understand the significance of Mesopotamian civilization | | | | |
| Teaching Aids | <ul style="list-style-type: none"> • History Channel • Smart Class Module. | | | | |
| Assessment | <ul style="list-style-type: none"> • Classroom interaction • Class test • Class Assignments | | | | |

MONTH: MAY

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|---|---|--|---|
| Theme 2: Writing and City Life Theme 3: An Empire Across Three Continents Project work | Theme 2: <ul style="list-style-type: none"> Urbanization in Southern Mesopotamia temples and kings features of urbanisation | Theme 2: <ul style="list-style-type: none"> Life in the City Legacy of writing | Theme 3: <ul style="list-style-type: none"> Early Roman Empire Third Century Crisis | Theme 3(Cont.): <ul style="list-style-type: none"> Controlling Workers Social Hierarchies Late Antiquity Project work to be initiated |
| Learning Objectives | To enable the students to - <ul style="list-style-type: none"> familiarize the learner with the history of a major world empire discuss whether slavery was a significant element in the economy. | | | |
| Expected Learning Outcome | The students will be able to – <ul style="list-style-type: none"> analyze the sources of Roman History and the contribution of Roman Civilization | | | |
| Teaching Aids | <ul style="list-style-type: none"> History Channel Smart Class Module. | | | |
| Assessment | <ul style="list-style-type: none"> Classroom interaction Class Test Class Assignments | | | |

MONTH: JULY

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|---|--|--|----------------------------|----------------------------|
| Theme 4: The Central Islamic Empire | <ul style="list-style-type: none"> Recapitulation for students who have joined in July | Theme 4: <ul style="list-style-type: none"> The Rise of Islam in Arabia Caliphate Expansion Abbasid Revolution The Crusades | Theme 4 (Cont.): <ul style="list-style-type: none"> Economy : Agriculture, Urbanisation and Commerce | Revision | Cycle Test |
| Learning Objectives | To enable the students to <ul style="list-style-type: none"> familiarize the learner with the rise of Islamic empires and its implications on economy and society. understand what the Crusades meant in these regions and how they were experienced. | | | | |

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| Expected Learning Outcome | The students will be able to- <ul style="list-style-type: none"> • analyse the stages of the rise of Islam and its predominance in Arabia. • understand the significance of the Crusades. |
| Teaching Aids | <ul style="list-style-type: none"> • Smart Class Module. |
| Assessment | <ul style="list-style-type: none"> • Classroom interaction • Class Test • Class Assignments |

MONTH: AUGUST

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|---|--|--|--|
| Theme 5: Nomadic Empire Theme 6: The Three Orders Theme 7: Changing Cultural Tradition | Theme 5: <ul style="list-style-type: none"> • Social and Political Background • Career of Genghis Khan • Military Organisation • Position of Genghis Khan and Mongols in World History | Theme 6 <ul style="list-style-type: none"> • Introduction • Feudalism • The Three Orders | Theme 6 (Cont.) <ul style="list-style-type: none"> • Church and Society • Fourth Order • Fourteenth Century Crisis | Theme 7: <ul style="list-style-type: none"> • Introduction • Revival of Italian cities • Humanism • Humanist View of History • Science and Philosophy : the Arabs contribution |
| Learning Objectives | To enable the students to - <ul style="list-style-type: none"> • familiarize the learner with the varieties of nomadic society and their institutions. • discuss whether state formation is possible in nomadic societies • familiarize the learner with the nature of the economy and society of this period and the changes within them. • show how the debate on the decline of feudalism helps in understanding processes of transition. • explore the intellectual trends in the period. • familiarize students with the paintings and buildings of the period • introduce the debate around the idea of 'Renaissance'. | | | |
| Expected Learning Outcome | The students will be able to – <ul style="list-style-type: none"> • track historical evidence to suggest that Mongols were insular. • learn about the military acumen of Genghiz Khan and his unique traits . • learn to retrieve the past and build inter-connections of the feudal order in Europe. • understand the craft of History to perceive, infer and deduce. | | | |
| Teaching Aids | <ul style="list-style-type: none"> • Smart Class Module | | | |

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| Assessment | <ul style="list-style-type: none"> • Classroom interaction • Class Test • Class Assignments |
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MONTH: SEPTEMBER

| Content/ Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|--|---|----------------------|----------------------|----------------------|---|
| Theme 7: Changing Cultural Tradition Recapitulation of the preceding lessons | Theme 7 (contd.) <ul style="list-style-type: none"> • Art and Architecture • Arab Contribution • Debates within Christianity • Debate on whether there was a 'Renaissance' in the 14th Century. | Revision | Term -I Exam | Term -I Exam | <ul style="list-style-type: none"> • Paper discussion • Project submission & viva |
| Learning Objectives | <ul style="list-style-type: none"> • Technique of writing good answers will be reinforced to get better results. | | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Students will be able to recapitulate and write well during examination | | | | |
| Teaching Aids | <ul style="list-style-type: none"> • Smart Class Module | | | | |
| Assessment | <ul style="list-style-type: none"> • Oral & written tests | | | | |

MONTH: OCTOBER

| Content/ Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|--|---|--|--|--|
| Theme 8: Confrontation of Cultures Theme 9: Industrial Revolution | Theme 8: <ul style="list-style-type: none"> • Communities of the Caribbean and Brazil • Aztecs, Mayas and Incas | Theme 8: <ul style="list-style-type: none"> • Voyages of Exploration by Europeans • Atlantic Crossing | Theme 8 (contd.) <ul style="list-style-type: none"> • Map work • Cabral and Brazil • Conquest and Slave Trends | Theme 9: <ul style="list-style-type: none"> • First and Second Industrial Revolution • Britain • Canals and Railways |
| Learning Objectives | To enable the students to <ul style="list-style-type: none"> • discuss changes in the European economy that led to the voyages. • discuss the implications of the conquests for the indigenous people. • explore the debate on the nature of the slave trade and see what this debate tells us about the meaning of these "discoveries". • understand the nature of growth in the period and its limits. • initiate students to the debate on the idea of industrial revolution. | | | |

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| Expected Learning Outcome | The students will be able to – <ul style="list-style-type: none"> analyse aspects of the encounters between Europeans and the Indigenous People of America in the 15th & 17th Century understand the transformation of Industry and economy in Britain between 1750 and 1850. understand the aftermath of Industrialization after 1850 |
| Teaching Aids | <ul style="list-style-type: none"> Smart Class Module. |
| Assessment | <ul style="list-style-type: none"> Classroom interaction Class Test Class Assignments |

MONTH: NOVEMBER

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|--|--|---|--|
| Theme 9 Industrial Revolution (Cont.) Theme 10: Displacing Indigenous People | Theme 9 (contd.) <ul style="list-style-type: none"> Changed Lives Workers Protest Movements | Theme 9 (contd.) <ul style="list-style-type: none"> Reforms through laws | Theme 9 (contd.) <ul style="list-style-type: none"> Debate on Industrial Revolution | Theme 10: <ul style="list-style-type: none"> European Imperialism North America The Native Peoples Mutual Perceptions Native People loose their land The Gold Rush and the growth of industries |
| Learning Objectives | To enable the students to - <ul style="list-style-type: none"> sensitize to the processes of displacements that accompanied the development of America and Australia. understand the implications of such processes for the displaced populations. | | | |
| Expected Learning Outcome | The students will be able to – <ul style="list-style-type: none"> grapple with the historical reality of America and Australia. understand the history of natives understand the impact of European imperialism on the indigenous people. | | | |
| Teaching Aids | <ul style="list-style-type: none"> History Channel | | | |
| Assessment | <ul style="list-style-type: none"> Classroom interaction Class Test Class Assignments | | | |

MONTH: DECEMBER

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|--|--|---|---|----------------------------|
| Theme 10: Displacing Indigenous People Theme 11: Paths to Modernization | Theme 10: (contd.) <ul style="list-style-type: none"> • constitutional rights • Wind of change | Theme 10: (contd.) <ul style="list-style-type: none"> • The development of Australia | Theme 10: (contd.) <ul style="list-style-type: none"> • Difference between natives of South & North America | Theme 11 <ul style="list-style-type: none"> • Brief History of China • Dominant Ethnic groups • Brief synopsis of Japan • Political System • Revision | Cycle Test |
| Learning Objectives | <ul style="list-style-type: none"> • Make students aware that transformation in the modern world takes many different forms. • Show how notions like 'modernization' need to be critically assessed. | | | | |
| Expected Learning Outcome | The students will be able to – <ul style="list-style-type: none"> • experience the history of the Far East • understand the paths adopted by Japan/China to Modernize | | | | |
| Teaching Aids | <ul style="list-style-type: none"> • History Channel • Smart Class Module. | | | | |
| Assessment | <ul style="list-style-type: none"> • Classroom interaction • Class Test • Class Assignments | | | | |

MONTH: JANUARY

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|--|---|--|--|
| Theme 11: Paths to Modernization | Winter Break Cycle Test | Winter Break Cycle Test Theme 11 (contd.) <ul style="list-style-type: none"> • Meiji Restoration (Japan) • Modernizing its economy (Japan) | Theme 11 (contd.) <ul style="list-style-type: none"> • Aggressive Nationalism • Daily Life (Japan) • Overcoming Modernity • Japan as a global economic power • Establishing a Republic (China) • Th rise of the Communist party | Theme 11 (contd.) <ul style="list-style-type: none"> • Establishing a new democracy • Conflicting Visions • Story of Taiwan • Path to Modernization |
| Learning Objectives | <ul style="list-style-type: none"> • Make students aware that transformation in the modern world takes many different forms. • Show how notions like 'modernization' need to be critically assessed. | | | |

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| Expected Learning Outcome | The students will be able to – <ul style="list-style-type: none"> • experience the history of the Far East • understand the paths adopted by Japan/China to Modernize |
| Teaching Aids | <ul style="list-style-type: none"> • History Channel |
| Assessment | <ul style="list-style-type: none"> • Classroom interaction • Class Test • Class Assignments |

MONTH: FEBRUARY

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---------------------------------------|---|----------------------------|----------------------------|----------------------------|
| Recapitulation of the entire syllabus | Revision | Revision | Revision | Revision |
| Learning Objectives | <ul style="list-style-type: none"> • Technique of writing good answers will be reinforced to get better results. | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Students will be able to recapitulate and write well during examination | | | |
| Teaching Aids | <ul style="list-style-type: none"> • Smart Class Module | | | |
| Assessment | <ul style="list-style-type: none"> • Oral & Written Tests | | | |

MONTH: MARCH

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|-----------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | Term -II Exam | Term -II Exam | Term -II Exam | Paper Discussion | Acheiver's Day |

Political Science

MONTH : APRIL

| Course Content: | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|---|---|----------------------|---|---|--|
| Chapter 1 The Constitution: Why and How? Chapter 2. Rights in the Indian constitution. | | | <ul style="list-style-type: none"> Familiarization with the syllabus Chapter 1 <ul style="list-style-type: none"> The authority of a Constitution. Why do we need a Constitution? Sources of the Indian constitution The Objective Resolution | Chapter 2 <ul style="list-style-type: none"> Rights in the Indian constitution Fundamental Rights in the Indian Constitution | Chapter 2(cotd.) <ul style="list-style-type: none"> Directive principles of state policy Relationship between Directive principles and the fundamental rights. |
| Learning Objectives | To enable the students to understand the - <ul style="list-style-type: none"> sources of Indian constitution objectives and principles of our constitution fundamental rights and fundamental duties mentioned in the constitution | | | | |
| Expected Learning Outcomes | <ul style="list-style-type: none"> The focus of the curriculum defined will be assimilated. Enable the students to understand historical processes and circumstances in which the Constitution was drafted. | | | | |
| Teaching Aid | <ul style="list-style-type: none"> Smart board, Indian constitution | | | | |
| Assessment | <ul style="list-style-type: none"> Group discussions and classroom interaction will help to assess the political temperament of the students. Class test and assignments | | | | |

MONTH: MAY

| Course Content: | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|---|---|---|--|---|
| Chapter 3. Elections and Representation Chapter 4. Legislature Chapter 5. Executive Chapter 6. Judiciary | Chapter 3 <ul style="list-style-type: none"> Elections of Democracy Election System in India, Reservation of Constituencies Free and Fair Elections Electoral Reforms | Chapter 4 <ul style="list-style-type: none"> Why do we need a Parliament? Two Houses of Parliament. Functions and Power of the Parliament, Legislative functions, control over executive Parliamentary committees. Self –regulation. | Chapter 5 <ul style="list-style-type: none"> What is an Executive? Different Types of Executive. Parliamentary Executive in India: Prime Minister and Council of Ministers. Permanent Executive-Bureaucracy | Chapter 6 <ul style="list-style-type: none"> Why do we need an Independent Judiciary? Structure of the Judiciary Judicial Activism, Judiciary and Rights, Judiciary and Parliament. |

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| Learning Objectives | To enable the students to understand the - <ul style="list-style-type: none"> • importance of elections in democracy like India • first past the post and the proportional representation system of elections • powers and functions of the two houses of the parliament • procedure of a bill becoming a law • difference between parliamentary and presidential form of government • power and functions of the prime minister the president the council of ministers governor spectra • political and permanent executive • independence of judiciary, the role of judiciary in protecting the rights • role of judiciary in interpreting the constitution |
| Expected Learning Outcomes | <ul style="list-style-type: none"> • Provide opportunities to the students to know about our electoral system. • Provide opportunity for students to be familiar with the diverse visions that guided the makers of the Indian Constitution. • Enable students to identify the certain key features of the Constitution and compare these to other constitutions in the world • Analyze the ways in which the provisions of the Constitution have worked in real political life. |
| Teaching Aid | <ul style="list-style-type: none"> • Newspapers Indian constitution • Research work on the net to find more about our Constitution and other Constitutions of the world. |
| Assessment | <ul style="list-style-type: none"> • Class interaction and discussion. • Class test and assignments |

MONTH: JULY

| Course Content: | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|---|--|--|----------------------------|----------------------------|
| Chapter 7 Federalism Chapter 8 Local Government | Chapter 7 <ul style="list-style-type: none"> • What is Federalism? • Federalism in the Indian Constitution • Centre state relations | Chapter 8 <ul style="list-style-type: none"> • Local Government • Why do we need Local Governments? • Growth of Local Government in India. | <ul style="list-style-type: none"> • 73rd and 74th Amendments • Implementation of 73rd and 74th Amendments | Revision | Cycle Test |
| Learning Objectives | To enable the students to understand the - <ul style="list-style-type: none"> • meaning of federalism and the various federal provisions in the Indian constitution • centre state relations and special provisions for certain states n the constitution • importance of local government bodies, their functions and responsibilities • provisions made on the 73rd and 74th amendments | | | | |

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| Expected Learning Outcome | <ul style="list-style-type: none"> To be able to analyze and evaluate the centre-state relations Understanding of the working of the local self governments(urban,rural) |
| Teaching Aid | <ul style="list-style-type: none"> Class interaction and discussion Class test and class assignments |
| Assessment | <ul style="list-style-type: none"> Newspaper and Smart Class |

MONTH : AUGUST

| Course Content: | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|---|---|--|---|
| Part A: Indian Constitution at Work. Chapter 9. Constitution as a Living Document. Chapter 10. The Philosophy of the Constitution | Chapter 9 <ul style="list-style-type: none"> Are Constitutions static? The procedure to amend the Constitution. Why have there been so many amendments? | Chapter 9 (cotd.) <ul style="list-style-type: none"> Basic Structure and Evolution of the Constitution. Constitution as a Living Document. Constitution as a Living Document | Chapter 10 <ul style="list-style-type: none"> What is meant by Philosophy of the Constitution? | Chapter 10 (cotd.) <ul style="list-style-type: none"> The Political philosophy of our Constitution? |
| Learning Objectives | To enable the students to understand the - <ul style="list-style-type: none"> cases that have led to amendments in the constitution guiding principles enshrined in the Indian constitution allocation of power in society core features of the Indian constitution, the criticisms against the constitution and limitations of the constitution. | | | |
| Expected Learning Outcomes | <ul style="list-style-type: none"> The focus of the curriculum defined will be assimilated. Familiarization of marking scheme will help to interpret chapters in accordance to CBSE pattern | | | |
| Teaching Aid | <ul style="list-style-type: none"> Smart Class, ready rekoners | | | |
| Assessment | <ul style="list-style-type: none"> Group discussions Class test and class assignments | | | |

MONTH: SEPTEMBER

| Course Content: | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|---|--|----------------------------|----------------------------|----------------------------|--|
| Chapter 10 The Philosophy of the Constitution (cotd.) Book-II Political Theory: Chapter 1. Political Theory. | Chapter 10 (cotd.) <ul style="list-style-type: none"> • Procedural Achievement • Criticism | Revision | Term - I Exam | Term - I Exam | Chapter 1. Political Theory.(introduction) <ul style="list-style-type: none"> • What is Politics? • What do we study in Political Theory? |
| Learning Objectives | <ul style="list-style-type: none"> • To understand the meaning of politics, political theory and the need to study it. | | | | |
| Expected Learning Outcomes | <ul style="list-style-type: none"> • Introduce students to the different political thinkers in relation to a concept and in everyday social life. | | | | |
| Teaching Aid | <ul style="list-style-type: none"> • Class discussion. • Class test and class assignments | | | | |
| Assessment | <ul style="list-style-type: none"> • Newspaper and Smart Class | | | | |

MONTH : OCTOBER

| Course Content: | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|--|--|---|--|
| Chapter 1. Political Theory (cotd.) Chapter 2. Freedom Chapter 3. Equality | Chapter 1(cotd.) <ul style="list-style-type: none"> • Putting Political Theory to practice. • Why should we study Political Theory? | Chapter 2 <ul style="list-style-type: none"> • The Ideal of Freedom. • What is Freedom? • Why do we need constraints? • Harm Principle. • Negative and Positive Liberty. | Chapter 3 <ul style="list-style-type: none"> • Significance of Equality. • What is Equality? | Chapter 3 (cotd.) <ul style="list-style-type: none"> • Various dimensions of Equality. • How can we promote Equality? |
| Learning Objectives | To enable the students to understand the - <ul style="list-style-type: none"> • importance of freedom for individual and society • the difference between negative and positive dimensions of freedom • meaning of harm principle • meaning of equality • various types of equality • provisions of the constitution which ensure equality to all citizens | | | |
| Expected Learning Outcomes | <ul style="list-style-type: none"> • Enable students to meaningfully participate in a concern of current political life that surrounds them. • Applying political knowledge and concepts to new situations or problems at different levels local, regional, national and global | | | |

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| Assessment | <ul style="list-style-type: none"> • Class discussion. • Class test and class assignments • Questions based on the Board pattern from the text will help to assess the understanding of the chapters. |
| Teaching Aid | <ul style="list-style-type: none"> • Newspaper and Smart Class |

MONTH: NOVEMBER

| Course Content: | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|--|--|--|---|
| Chapter 4. Socail Justice Chapter 5. Rights Chapter 6. Secularism | Chapter 4 <ul style="list-style-type: none"> • What is Justice? • Just Distribution. • Justice as fairness. • Pursuing Social Justice | Chapter 5 <ul style="list-style-type: none"> • What are the rights? • Where do the rights come from | Chapter 5 (cotd.) <ul style="list-style-type: none"> • Legal Rights and the State. • Kind of Rights. • Rights and Responsibilities | Chapter 6 <ul style="list-style-type: none"> • What is Secularism? • What is Secular State? • The Western and the Indian approach to Secularism. • Criticism and Rationale of Indian Secularism. |
| Learning Objectives | To enable the students to understand the - <ul style="list-style-type: none"> • role of government in and showing justice to all citizens • relation between equality and justice • difference between rights and claims • relation between rights and duties • Indian secularism and the criticism against it • difference between Indian secularism and western secularism • concept of principled distance | | | |
| Expected Learning Outcomes | <ul style="list-style-type: none"> • Applying political knowledge and concepts to new situations or problems at different levels-local, regional, national land global. • Deep understanding of the students with the terms, key concepts and the principles of Political Theory. • To enable learners to become perceptive, socially aware and self reflective. | | | |
| Teaching Aid | <ul style="list-style-type: none"> • Smart Class | | | |
| Assessment | <ul style="list-style-type: none"> • Class test and class assignments • Picture based questions | | | |

MONTH: DECEMBER

| Course Content: | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|---|--|---|----------------------------|----------------------------|
| Chapter 7. Nationalism Chapter 8. Citizenship | Chapter 7 <ul style="list-style-type: none"> Nations and Nationalism National Self-determination. Nationalism and Pluralism | Chapter 7(cotd.) <ul style="list-style-type: none"> Nations and Nationalism National Self-determination. Nationalism and Pluralism | Chapter 8 <ul style="list-style-type: none"> What is citizenship? Citizens and Nation. Universal Citizenship. Global Citizenship | Revision | Cycle Test |
| Learning Objectives | To enable the students to understand the - <ul style="list-style-type: none"> features of a nation meaning of self determination and pluralism difference between the rights of a citizen from the claims of an alien. global citizenship can be attained | | | | |
| Expected Learning Outcomes | <ul style="list-style-type: none"> Familiarize the students with the terms, key concepts and basic principles of Political Theory. To enable learners to become perceptive, socially aware and self reflective. | | | | |
| Teaching Aid | <ul style="list-style-type: none"> Research Work and smart class. | | | | |
| Assessment | <ul style="list-style-type: none"> Class discussion. Class test and class assignments | | | | |

MONTH: JANUARY

| Course Content: | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|--|---|---|---|
| Chapter 9. Peace Chapter 10. Development | Winter Break Cycle Test | Winter Break Cycle Test Chapter 9 <ul style="list-style-type: none"> What is Peace? | Chapter 9 <ul style="list-style-type: none"> Can violence ever promote peace? Peace and the State. Different Approaches to the pursuit of peace. Contemporary challenges to peace. | Chapter 10 <ul style="list-style-type: none"> What is development? Criticism. Development Model. Alternative conceptions of development. |
| Learning Objectives | To enable the students to understand the - <ul style="list-style-type: none"> various approaches to establish peace role played by various international bodies establishment of peace meaning of the term development models of development discuss the chapter achievements and problems of existing model of development | | | |

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| Expected Learning Outcomes | <ul style="list-style-type: none"> • To facilitate students quest for personal growth and effectiveness and to enable them to become responsive and responsible citizens. • Reinforcement of Concepts learned |
| Teaching Aid | <ul style="list-style-type: none"> • Smart Class, Newspaper. |
| Assessment | <ul style="list-style-type: none"> • Class discussion. • Class test and class assignments |

MONTH: FEBRUARY

| Course Content: | 1st Week | 2nd Week | 3rd Week | 4th Week |
|-----------------------------------|--|----------------------------|----------------------------|----------------------------|
| | Revision | Revision | Revision | Revision |
| Learning Objectives | <ul style="list-style-type: none"> • Revision of the syllabus | | | |
| Expected Learning Outcomes | <ul style="list-style-type: none"> • Reinforcement of Concepts learned. | | | |
| Teaching Aid | <ul style="list-style-type: none"> • Smart Class, sample papers, Newspaper. | | | |
| Assessment | <ul style="list-style-type: none"> • Class test | | | |

MONTH: MARCH

| Content/ Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|-----------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | Term -II Exam | Term -II Exam | Term -II Exam | Paper Discussion | Achiever's Day |

Physical Education

MONTH: APRIL

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|---|---|----------------------|--|--|--|
| Unit I Physical Fitness, Wellness & Lifestyle Unit II Changing Trends & Career In Physical Education | | | Unit I <ul style="list-style-type: none"> • Meaning & Importance of Physical Fitness, Wellness & Lifestyle • Factors Affecting Physical Fitness & Wellness • Indicators Of Health – Physical & Psychological | Unit I <ul style="list-style-type: none"> • Preventing Health Threats Through Lifestyle • Change Components of Positive Lifestyle | Unit II <ul style="list-style-type: none"> • Define Physical Education, Its Aims & Objectives • Development of Physical. Education- Post Independence |
| Learning Objectives | To know about the importance of fitness and wellness in life | | | | |
| Expected Learning Outcome | Aware about the fitness components, factors affected physical fitness and wellness, components of healthy lifestyle | | | | |
| Teaching Aids | Discussion method, dictation method, reading method ,practical | | | | |
| Assessment | Reflective questions, Quiz, Exam, practical | | | | |

MONTH: MAY

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|----------------------------------|--|---|--|----------------------|
| | Unit II <ul style="list-style-type: none"> • Changing Trends & Career In Physical Education • Concept & Principles of Integrated Physical. Education. | Unit II <ul style="list-style-type: none"> • Changing Trends & Career In Physical Education • Concept & Principles of Adaptive Physical. | Unit II Education Career Options in Physical Education | Summer Break |
| Learning Objectives | To make them aware about career opportunities in physical education | | | |
| Expected Learning Outcome | To clear their myth about their career opportunities in physical education | | | |
| Teaching Aids | Discussion method, information method, By clarifying their doubts | | | |
| Assessment | Reflective questions, Quiz, Exam ,visiting various institutions | | | |

MONTH: JULY

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week | 5 th Week |
|------------------------------------|---|--|--|---|----------------------|
| Unit III : Olympic Movement | Unit III • Ancient & Modern Olympics | Unit III • Olympic Symbols, Ideals, Objectives & Values • International Olympic Committee | Unit III • Indian Olympic Association • Dronacharya Award, Arjuna Award & Rajiv Gandhi Khel Ratna Award | Unit III • Organizational set-up of CBSE Sports & Chacha Nehru Sports Award | Cycle Test |
| Learning Objectives | • To make them aware about Olympic movements and CBSE Organizational set-up | | | | |
| Expected Learning Outcome | • Students will be aware of all the information related to Olympics and CBSE. | | | | |
| Teaching Aids | • Discussion Method, Dictation Method, Questionnaires | | | | |
| Assessment | • Reflective questions, Quiz, Exam, practical | | | | |

MONTH: AUGUST

| Content/Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|---|--|---|---|--|
| Unit IV: Yoga Unit V: Doping | Unit IV • Meaning & Importance of Yoga • Yoga as an Indian Heritage • Elements of Yoga | Unit IV • Introduction to -Asanas, Pranayama, Meditation & Yogic Kriyas • Prevention & Management of Common Lifestyle Diseases, Obesity, Diabetes, Hyper-Tension & Back-Pain | Unit V • Meaning & Types of Doping • Prohibited Substances & Methods | Unit V • Athletes Responsibilities • Testing – In Competition & Out-of Competition • Side Effects of Prohibited Substances |
| Learning Objectives | • To know the significance of Yoga in life and side effects of Doping in sports. | | | |
| Expected Learning Outcome | • Students will be able to understand and incorporate Yoga in their daily life. • Students will not intake any banned supplements during their sports career. | | | |
| Teaching Aids | • Discussion Method, Dictation Method, Reading Method, Internet | | | |
| Assessment | • Reflective questions, Quiz, Exam. | | | |

MONTH: SEPTEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|---|--|---|----------------------------|----------------------------|----------------------------|
| Unit VI : Management of Injuries | Unit VI <ul style="list-style-type: none"> • Common Sports Injuries of Soft Tissues, Joints & Bones • First-Aid In Common Sports Injuries | Unit VI <ul style="list-style-type: none"> • Management of Injuries • Prevention of Sports Injuries • Rehabilitation Through Massage & Exercise | Term I Exam. | Term I Exam. | Paper Discussion |
| Learning Objectives | <ul style="list-style-type: none"> • To make the students aware about sports injuries. | | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Students will be aware on how to manage injuries during sports. | | | | |
| Teaching Aids | <ul style="list-style-type: none"> • Discussion method, dictation method, reading method, practical method | | | | |
| Assessment | <ul style="list-style-type: none"> • Reflective Questions, Quiz, Exam , Practical | | | | |

MONTH: OCTOBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|--|--|--|---|
| Unit VII: Test & Measurement In Sports | Unit VII <ul style="list-style-type: none"> • Define Test & Measurement • Importance of Test & Measurement in Sports | Unit VII <ul style="list-style-type: none"> • Calculation of BMI & Waist - Hip Ratio | Unit VII <ul style="list-style-type: none"> • Somato Types (Endomorphy, Mesomorphy & Ectomorphy) | Unit VII <ul style="list-style-type: none"> • Procedures of Anthropometric Measurement – Height, Weight, Arm & Leg Arm & Leg Length And Skin Fold |
| Learning Objectives | <ul style="list-style-type: none"> • To know about the significance and validity of tests and measurement in sports. | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Students will be updated on the Procedures Of Anthropometric Measurement. • They will also be informed about the various tests and measurement. | | | |
| Teaching Aids | <ul style="list-style-type: none"> • Discussion Method, Dictation Method, Reading Method, Practical Method | | | |
| Assessment | <ul style="list-style-type: none"> • Reflective questions, Quiz, Exam ,practical methods, practical | | | |

MONTH: NOVEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|--|--|---|---|
| Unit VIII: Fundamentals of Anatomy & Physiology | Unit VIII <ul style="list-style-type: none"> Define Anatomy, Physiology Its Importance Function of Skeleton System, Classification of Bones & Types of Joints | Unit VIII <ul style="list-style-type: none"> Function & Structure of Muscles | Unit VIII <ul style="list-style-type: none"> Function & Structure of Respiratory System Structure of Heart | Unit VIII <ul style="list-style-type: none"> Structure of Heart Introduction to Circulatory System |
| Learning Objectives | <ul style="list-style-type: none"> To make the students understand the fundamentals of anatomy and physiology. | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> The students will become aware of the functions of various organs and structure of different systems of body. | | | |
| Teaching Aids | <ul style="list-style-type: none"> Discussion Method, Dictation Method, Reading Method | | | |
| Assessment | <ul style="list-style-type: none"> Reflective questions, Quiz, Exam, practical demonstration | | | |

MONTH: DECEMBER

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|---|---|---|---|--|
| Unit IX : Biomechanics & Sports | Unit IX <ul style="list-style-type: none"> Meaning & Importance of Biomechanics -in physical Education & Sports | Unit IX <ul style="list-style-type: none"> Newton's Law of Motion and its application in sports | Unit IX <ul style="list-style-type: none"> Levers & Its Types and its application in sports | Unit IX <ul style="list-style-type: none"> Equilibrium – Dynamic & Static And Centre Of Gravity and its application in sports | Unit IX <ul style="list-style-type: none"> Force – Centrifugal & Centripetal and its application in sports |
| Learning Objectives | <ul style="list-style-type: none"> To make the students discern the meaning and importance of Biomechanics in sports. | | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> The students will be familiar with the significance of Biomechanics and Laws of Motion, force and others. | | | | |
| Teaching Aids | <ul style="list-style-type: none"> Discussion method, dictation method, reading method ,practical methods | | | | |
| Assessment | <ul style="list-style-type: none"> Reflective questions, Quiz, Exam, practical | | | | |

MONTH: JANUARY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|---|---|--|---|--|
| Unit X : Psychology & Sports | Winter Break Cycle Test | Winter Break Cycle Test | Unit X <ul style="list-style-type: none"> • Definition & Importance of Psychology in physical Education & Sports • Define & Differentiate Between Growth & Development | Unit X <ul style="list-style-type: none"> • Developmental Characteristics At Different Stage of Development Adolescent Problems & Their Management • Define Learning, Laws of Learning & Transfer of Learning |
| Learning Objectives | <ul style="list-style-type: none"> • To make the students identify the developmental characteristics at different stage of development, adolescent problems & their management. | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • The students will be able to comprehend the psychology in physical education and they will also get an insight of the concepts and principles of sports training. | | | |
| Teaching Aids | <ul style="list-style-type: none"> • Discussion Method, Dictation Method, Reading Method | | | |
| Assessment | <ul style="list-style-type: none"> • Reflective questions, Quiz, Exam | | | |

MONTH: FEBRUARY

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|-------------------------------------|--|---|---|----------------------------|
| Unit XI : Training In Sports | Unit XI <ul style="list-style-type: none"> • Meaning & Concept of Sports Training • Principles of Sports Training | Unit XI <ul style="list-style-type: none"> • Warming up & limbering down Load | Unit XI <ul style="list-style-type: none"> • Adaptation & Recovery Skill, Technique & Style | Practical's |

MONTH: MARCH

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|----------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | Term II Exams. | Term II Exams. | Term II Exams. | Paper Discussion | Acheiver's Day |

Evaluation System

Class XI

Examination Schedule for Class XI:

| XI: Term Exam | Term I | | Term II | |
|---------------|--|--|--|--|
| | Cycle Test | Term-end Exam | Cycle Test | Term-End Exam |
| Month | According to given schedule | 3 rd & 4 th week of Sept. | With Pre-Board II of Class XII (end Dec to beginning Jan) | Feb.- March |
| Max. Marks | Theory exam; 50% weightage of theory exam. | 100 (TH+PR*) (*as per CBSE marking Scheme) | Theory exam ; Max marks will be as per CBSE guidelines set for Theory Section of the respective subject | 100 (TH+PR*) (*as per CBSE marking scheme) |
| Time Duration | 1hr. 45 minutes (inclusive of reading time) | 3 hrs (as per CBSE guidelines for respective subject) | 3 hrs (as per CBSE guidelines for respective subject) | 3 hrs (3 ½ for OTBA) (as per CBSE guidelines) |
| Syllabus | April - July | April - Sept | April – Dec. | April – Feb. |
| Marks dist. | *Marks distribution in each Term for Written / Practical/ Continuous Evaluation as per CBSE guidelines English - For Class XI: 80 Written +20 /ASL Maths, Pol. Sc., -100 written History - 80 written+10 Orals+10 Project (The project is to be evaluated only once and its mark to be put in the Term –II Exam.) Accountancy - For Class XI: 90+10 Project; Economics -For Class XI: 80+10 OTBA+ 10 Project; B. Studies - For Class XI : 90+ 10 Projects; Phy. Edu.- 70 written+30 Practical | | | |

| Classes | Work Education [Once a session] | | |
|--|---------------------------------|-----------------|-----------------------------|
| XI | Work Experience | General Studies | Health & Physical Education |
| Internal assessment based on performance of the students. Grades to be given on nine points scale. | | | |

Promotion to Class XII:

- Student should score at least 40% in Theory and Practical (where ever applicable) in cumulative score to be promoted to class XII.
- Compartment will not be given in two subjects.
- No grace marks are considered for promotion
- Compartment is granted provided the cumulative marks in that subject are between 25% and 33%.
- Compartment exam is conducted from the entire syllabus.

General Guidelines

I) Absence from Examination

- (a) As per circular by CBSE (Circular no. CBSE/Vide No. COORD/2009, dated 08.10.2009) 75% attendance required for all classes.
- (b) In case a student joins late due to late admission or on genuine medical grounds, his/her percentage will be calculated from the date of admission.
- (c) **Appearing for Assignments / Summative Assessment / Term Exam is mandatory.**
- (d) In case a student is absent on medical grounds, leave application to be submitted prior to the Exam with proper sanction from the Head.
- (e) Students representing schools in any Inter-school, Inter-Zone, Inter-State Competitions would be tested after the competition is over. Suitable time for preparation would be given to them.

II) Unfair Means

- a. Invigilation duties during Assignments / Examinations, to be done vigilantly. In case a student uses unfair means, the Answer Sheet to be cancelled immediately & a new sheet to be issued. Such cases to be brought immediately to the notice of the Exam Department for appropriate action also a warning letter to be issued further to the parents.