

## Text Books

Subject	Book	Publication
<b>Core English (301)</b>	Flamingo (Text Book)	NCERT
	Vistas (Supplementary Reader)	NCER
	Novel: The Invisible Man by H. G. Wells	Rachna Sagar
<b>Mathematics (041)</b>	A text book for Class XII Part I & II	NCERT
<b>Accountancy (055)</b>	Accounting for Patnership and Company Accounts – Part I by T. S Grewal	Sultan Chand
	Analysis of Financial Statements – Part II by T. S. Grewal	Sultan Chand
<b>Business Studies (054)</b>	Business Studies Part I & II	NCERT
<b>Economics (030)</b>	Introductory Micro Economics	NCERT
	Introductory Macro Economics	NCERT
<b>Political Science (028)</b>	Contemporary World Politics	NCERT
	Politics in India Since Independence	NCERT
<b>Physical Education (048)</b>	Health & Physical Education	Saraswati
	Physical Education Practical File	Saraswati

## NOTEBOOKS/STATIONERY

Subject	Register
English (Single Line)	2
Mathematics	4
Accountancy	4
Business Studies	2
Economics	4
Political Science	2
Physical Education	1+1 (P FILE)

## English

**MONTH: APRIL**

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Flamingo - Poem</b> <b>Writing Skills</b> <b>Reading Skills</b>	Familiarization with the course and marking scheme	<b>Writing Skills –</b> • Notice, Poster  <b>Reading Skills</b> • Note-Making	<b>Flamingo</b> • My Mother at Sixty-Six  <b>Flamingo</b> • The Last Lesson	<b>Flamingo</b> • Lost Spring  <b>Writing Skills</b> • Article	<b>Novel</b> • Introduction to the Novel & the Novelist • Chapters 1-3  <b>Writing Skills</b> • Invitation  <b>Reading Comprehension</b>
<b>Learning Objectives</b>	To– <ul style="list-style-type: none"> <li>• develop proficiency in English both in receptive and productive skills</li> <li>• understand the difference between what is said and what is implied</li> <li>• develop familiarity with the poetic uses of language</li> <li>• write in a style appropriate for communicative purposes</li> </ul>				
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Understanding the universality of the themes</li> <li>• Social awareness and values</li> <li>• Expand notes into a piece of writing</li> </ul>				
<b>Teaching Aids</b>	• PPT, Internet, Newspaper, Reference Book, CBSE Curriculum, Sample Invitation Cards				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Writing work as class and home assignment</li> <li>• Reference to context</li> </ul>				

**MONTH: MAY**

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Flamingo – Poem, Prose</b> <b>Vistas – Lessons</b> <b>Novel</b> <b>Writing Skills</b>	<b>Flamingo</b> • A Thing of Beauty  <b>Writing Skills</b> • Letter to the Editor	<b>Flamingo</b> • Deep Water  <b>Vistas</b> • The Tiger King	<b>Vistas</b> • On the Face of it  <b>Writing Skills</b> • Invitation - Replies	<b>Novel</b> • Chapters 1-3 (Revision) • Chapters 4-7  <b>Writing Skills</b>

				• Debate/Speech Writing
<b>Learning Objectives</b>	To - <ul style="list-style-type: none"> <li>• grasp the global meaning of the text, its gist and understand how its theme and sub-themes relate</li> <li>• assess and analyse the attitude and bias of the author</li> <li>• develop the advanced skills of reasoning, inferring, analysing, evaluating and creating</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Understanding human Psychology</li> <li>• Knowledge of satire, humour and irony</li> <li>• Sensitising the students to the people, who are differently-abled</li> <li>• Appropriate format and language for writing skills</li> </ul>			
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• PPT, Newspaper, Videos</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Writing work as class and home assignment</li> <li>• Reference to context</li> </ul>			

**MONTH: JULY**

<b>Content/ Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Flamingo – Prose</b> <b>Vistas – Lesson</b> <b>Novel</b> <b>Writing Skills</b>	<b>Flamingo</b> <ul style="list-style-type: none"> <li>• The Rattrap</li> </ul> <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Advertisement</li> </ul>	<b>Novel</b> <ul style="list-style-type: none"> <li>• Chapters 8 – 12</li> </ul> <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Letter (Busi/Off)</li> <li>• Making Enquiries</li> </ul>	<b>Vistas</b> <ul style="list-style-type: none"> <li>• Memories of Childhood</li> </ul> <b>Novel</b> <ul style="list-style-type: none"> <li>• Chapters 13-15</li> </ul> <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Advertisement</li> </ul>	<b>Flamingo</b> <ul style="list-style-type: none"> <li>• Indigo</li> </ul> <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Letter - Asking for and giving information</li> </ul>	<b>CYCLE TESTS</b>
<b>Learning Objectives</b>	To - <ul style="list-style-type: none"> <li>• perceive the overall meaning and organisation of the text</li> <li>• identify the main points and supporting details</li> <li>• develop the ability to be logically persuasive in defending one's opinion</li> <li>• explore and evaluate features of character, plot, setting, etc.</li> </ul>				
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Reading and appreciating the classic/historical events</li> </ul>				

	<ul style="list-style-type: none"> <li>• Understanding the theme, characters and incidents in the novel</li> <li>• Focus on answering questions based on text</li> <li>• Understanding the social issues</li> <li>• Plan, organise and present ideas coherently</li> </ul>
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• PPT, Text Book, Internet, Newspaper</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Practice of writing skills</li> <li>• Written work as class and home assignment</li> </ul>

**MONTH: AUGUST**

<b>Content/ Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Flamingo Novel Writing Skills</b>	<b>Flamingo</b> <ul style="list-style-type: none"> <li>• Keeping Quiet</li> </ul> <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Speech</li> </ul>	<b>Novel</b> <ul style="list-style-type: none"> <li>• Chapters 16-18</li> </ul> <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Advertisements</li> </ul>	<b>Novel</b> <ul style="list-style-type: none"> <li>• Chapters 19-23</li> </ul> <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Letter – Job Application</li> </ul>	<b>Novel</b> <ul style="list-style-type: none"> <li>• Chapters 24-25</li> </ul> <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Letter – Placing Orders</li> </ul>
<b>Learning Objectives</b>	To - <ul style="list-style-type: none"> <li>• retrieve and synthesize information from a range of reference material using study skills such as skimming and scanning</li> <li>• develop familiarity with the poetic uses of language</li> <li>• develop the advanced skills of reasoning, inferring, analysing, evaluating and creating</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Understanding the central idea of the poem</li> <li>• Understanding the theme, characters and incidents in the novel</li> <li>• Appropriate format and language for writing skills</li> </ul>			
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• PPT, Newspaper</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Classroom discussion on the portrayal of characters in fiction</li> <li>• Practice of writing skills</li> </ul>			

**MONTH: SEPTEMBER**

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Revision</b> <b>Flamingo - Poem</b>	<b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Letter – Placing Orders / Complaint</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Vistas</li> <li>• Flamingo - Prose</li> <li>• Writing skills</li> </ul>	<b>Term –I Exam</b>	<b>Term -I Exam</b>	<b>Follow-up of TE-1</b>  <b>Flamingo</b> <ul style="list-style-type: none"> <li>• Aunt Jennifer’s Tigers</li> </ul>
<b>Learning Objectives</b>	To - <ul style="list-style-type: none"> <li>• consolidate language structures</li> <li>• reflect on the issues related to women and gender bias</li> </ul>				
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Revision of poem with focus on poetic devices</li> <li>• Appreciating poetry</li> </ul>				
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Sample Papers, PPT</li> </ul>				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Revision work and examination</li> </ul>				

**MONTH: OCTOBER**

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Vistas - Lesson</b> <b>Writing Skills</b> <b>Flamingo – Peom</b> <b>Novel</b>	<b>Flamingo</b> <ul style="list-style-type: none"> <li>• Aunt Jennifer’s Tigers (Contd.)</li> </ul> <b>Vistas</b> <ul style="list-style-type: none"> <li>• Evans Tries an O’ Level</li> </ul>	<b>Flamingo</b> <ul style="list-style-type: none"> <li>• An Elementary School Classroom in a Slum</li> </ul> <b>Novel</b> <ul style="list-style-type: none"> <li>• Chapters 26-28</li> </ul>	<b>Vistas</b> <ul style="list-style-type: none"> <li>• The Enemy</li> </ul>	<b>Vistas</b> <ul style="list-style-type: none"> <li>• The Enemy (Contd.)</li> </ul>
<b>Learning Objectives</b>	To - <ul style="list-style-type: none"> <li>• appreciate and analyse special features of languages that differentiate literary texts from non-literary ones</li> <li>• critically examine a text and comment on different aspects</li> <li>• appreciate figurative use of language in poetry</li> <li>• promote advanced language skills</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Understanding criminal psychology</li> <li>• Appreciation of poem with focus on poetic devices</li> <li>• Appreciating the values of responsibility and humanity</li> </ul>			

	<ul style="list-style-type: none"> <li>• Be logically persuasive in defending one's opinion</li> </ul>
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• PPT, Internet, Videos</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Classroom discussion on the portrayal of characters in fiction</li> <li>• Practice of writing skills</li> <li>• Learning values and importance of professional ethics</li> </ul>

### MONTH: NOVEMBER

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Flamingo</b> <b>Vistas</b> <b>Revision</b>	<b>Flamingo</b> <ul style="list-style-type: none"> <li>• Going Places</li> </ul>	Revision	<b>Pre-Board - I</b>	<b>Pre-Board - I</b>
<b>Learning Objectives</b>	To - <ul style="list-style-type: none"> <li>• personally respond to literary texts</li> <li>• identify the elements of style such as humour, pathos, satire and irony, etc.</li> <li>• revise the language structures already learnt</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Style of writing by merging two parallel stories</li> <li>• Understanding of human nature and portrayal of characters</li> <li>• Usage of the words and language appropriate for the theme of adolescent hero-worship and fantasy</li> </ul>			
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• PPT, Sample Papers</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Practice – Sample Papers</li> </ul>			

### MONTH: DECEMBER

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Pre-Board Examination</b>	<b>Vistas</b> <ul style="list-style-type: none"> <li>• Should Wizard Hit Mommy</li> </ul>	Revision	Revision	Revision	<b>Common Pre-Board</b>

### MONTH: JANUARY

Content/ Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Common Pre-Board</b>	<b>Common Pre-Board</b>	<b>Common Pre-Board</b>	Revision	Revision

## Mathematics

MONTH: APRIL

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Chapter 3:</b> Matrices <b>Chapter 4 :</b> Determinants <b>Chapter 1 :</b> Relations & Functions	Familiarization with the course and marking scheme	<ul style="list-style-type: none"> <li>• Concept, notation, order, equality, types of matrices</li> <li>• Addition/Subtraction &amp; Scalar multiplication of matrices</li> <li>• Multiplication of Matrices</li> <li>• Transpose of a matrix, Meaning &amp; Properties of Symmetric &amp; Skew-Symmetric Matrix</li> <li>• Concept of Elementary Row &amp; Column Operations</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of Minors &amp; Cofactor, Properties of Cofactors</li> <li>• Adjoint of a Matrix</li> <li>• Inverse of a Matrix</li> <li>• Application of Matrices</li> </ul>	<ul style="list-style-type: none"> <li>• Matrix method</li> <li>• Properties of Determinants</li> </ul>	<ul style="list-style-type: none"> <li>• Types of relations: Reflexive, symmetric, transitive and equivalence relations</li> <li>• One-One and Onto functions</li> <li>• Composite functions</li> </ul>
<b>Learning Objective</b>	To enable the students to - <ul style="list-style-type: none"> <li>• define a Matrix</li> <li>• classify Matrix</li> <li>• critically analyze &amp; evaluate the inverse of matrix</li> <li>• evaluate a determinants using Properties</li> <li>• define &amp; recognize different types of Relations &amp; functions</li> </ul>				
<b>Expected Learning Outcome</b>	Students would be able to <ul style="list-style-type: none"> <li>• define a Matrix</li> <li>• classify Matrix</li> <li>• critically analyze &amp; evaluate the inverse of matrix</li> <li>• apply their knowledge to evaluate a determinants using Properties</li> <li>• define &amp; recognize different types of Relations &amp; functions</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class and Home Assignment</li> <li>• By Detailed Questioning from the Students in Class room Teaching</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Exemplar NCERT</li> </ul>				

**MONTH: MAY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<p><b>Chapter 1 : Relations &amp; Functions (Continued)</b></p> <p><b>Chapter 2: Inverse Trigonometric Functions</b></p> <p><b>Chapter 5: Differentiation</b></p>	<ul style="list-style-type: none"> <li>• Inverse of a function.</li> <li>• Binary operations.</li> <li>• Definition, range, domain, principal value branches of inverse trigonometric functions</li> <li>• Graphs of inverse trigonometric functions</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary properties of inverse trigonometric functions.</li> <li>• Continuity of a Function at a point</li> <li>• Differentiability of a Function at a point</li> </ul>	<ul style="list-style-type: none"> <li>• Derivative of composite functions, chain rule,</li> <li>• Derivatives of inverse trigonometric functions</li> <li>• Derivative of implicit functions</li> <li>• Derivatives of logarithmic &amp; exponential functions</li> </ul>	<ul style="list-style-type: none"> <li>• Logarithmic differentiation</li> <li>• Derivative of functions expressed in parametric forms.</li> <li>• Second order derivatives</li> <li>• Rolle's and Lagrange's Mean Value Theorems and their geometric interpretation</li> </ul>
<b>Learning Objective</b>	<p>To enable the students to -</p> <ul style="list-style-type: none"> <li>• understand the definition of a Binary Operation &amp; its Commutativity &amp; Associativity</li> <li>• remember &amp; understand the Principal value braches of inverse trigonometric functions</li> <li>• apply their knowledge to use Elementary properties of inverse trigonometric functions</li> <li>• critically analyze &amp; evaluate the Continuity &amp; Differentiability of a function at a point</li> </ul>			
<b>Expected Learning Outcome</b>	<p>Students would be able to</p> <ul style="list-style-type: none"> <li>• understand the definition of a Binary Operation &amp; its Commutativity &amp; Associativity</li> <li>• remember &amp; understand the Principal value braches of inverse trigonometric functions</li> <li>• apply their knowledge to use Elementary properties of inverse trigonometric functions</li> <li>• critically analyze &amp; evaluate the Continuity &amp; Differentiability of a function at a point</li> </ul>			
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class and Home Assignment</li> <li>• By Detailed Questioning from the Students in Class room Teaching</li> </ul>			
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Exemplar NCERT</li> </ul>			



**MONTH: JULY**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Chapter 6: Application of Derivatives</b>  <b>Chapter 7 : Integration</b>	<ul style="list-style-type: none"> <li>• Rate of change of Bodies/Quantities</li> <li>• Increasing/decreasing Functions</li> <li>• Use of derivatives in approximation</li> </ul>	<ul style="list-style-type: none"> <li>• Tangents and Normals</li> <li>• Concept of Maxima &amp; Minima</li> <li>• Application of Maxima &amp; Minima</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of Integration</li> <li>• Integration of the Polynomial Functions</li> <li>• Integration of a variety of functions by substitution</li> <li>• Integration of the Trigonometric Functions</li> </ul>	Revision	<b>CYCLE TESTS</b>
<b>Learning Objective</b>	To enable the students to - <ul style="list-style-type: none"> <li>• execute the Knowledge for the Applications of Derivatives</li> <li>• relate the concept of Differentiation with concept of Integration</li> <li>• critically analyze &amp; evaluate the Integration of Different functions</li> </ul>				
<b>Expected Learning Outcome</b>	Students would be able to – <ul style="list-style-type: none"> <li>• execute their Knowledge for the Applications of Derivatives</li> <li>• relate the concept of Differentiation with concept of Integration</li> <li>• critically analyze &amp; evaluate the Integration of Different functions</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class and Home Assignment</li> <li>• By Detailed Questioning from the Students in Class room Teaching</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Exemplar NCERT</li> </ul>				

**MONTH: AUGUST**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Chapter 7: Integration</b>  <b>Chapter 8 : Application of Integrals</b>	<ul style="list-style-type: none"> <li>• Discussion of the Question Paper of Mid-Term Exam</li> <li>• Integration on the basis of Standard Formulas</li> <li>• Integration by Partial Fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Integration by Parts</li> <li>• Definite integrals as a limit of a sum</li> <li>• Fundamental Theorem of Calculus &amp; its application</li> </ul>	<ul style="list-style-type: none"> <li>• Basic properties of definite integrals and evaluation of definite integrals</li> </ul>	<ul style="list-style-type: none"> <li>• Applications in finding the area under simple curves especially lines, circles / parabolas /ellipses (in standard form only)</li> <li>• Area between the two above said curves</li> </ul>

<b>Learning Objective</b>	To enable the students to – <ul style="list-style-type: none"> <li>• describe various methods of integration</li> <li>• understand the Geometrical Interpretation of Definite Integrals</li> <li>• memorize &amp; critically analyze various of Properties of Definite Integrals</li> <li>• relate their knowledge &amp; understanding with the applications of integrals</li> </ul>
<b>Expected Learning Outcome</b>	Students would be able to <ul style="list-style-type: none"> <li>• describe various methods of integration</li> <li>• understand the Geometrical Interpretation of Definite Integrals</li> <li>• memorize &amp; critically analyze various of Properties of Definite Integrals</li> <li>• relate their knowledge &amp; understanding with the applications of integrals</li> </ul>
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class and Home Assignment</li> <li>• By Detailed Questioning from the Students in Class room Teaching</li> </ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Exemplar NCERT</li> </ul>

**MONTH: SEPTEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Chapter 9 : Differential Equations</b>	<ul style="list-style-type: none"> <li>• Definition, order and degree of a Differential Equation</li> <li>• Meaning of General and particular solutions of a differential equation,</li> <li>• Formation of differential equation whose general solution is given</li> </ul>	Revision	<b>Term -I Exam</b>	<b>Term –I Exam</b>	Discussion of the Question Paper of Term-I Exam
<b>Learning Objective</b>	To enable the students to - <ul style="list-style-type: none"> <li>• understand the concept of L.P.P.</li> <li>• relate their knowledge &amp; understanding with the applications of L.P.P.</li> <li>• define the differential equation</li> <li>• formulate the differential equation of an equation</li> </ul>				

<b>Expected Learning Outcome</b>	Students would be able to- <ul style="list-style-type: none"> <li>• understand the concept of L.P.P.</li> <li>• relate their knowledge &amp; understanding with the applications of L.P.P.</li> <li>• define the differential equation</li> <li>• formulate the differential equation of an equation</li> </ul>
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class and Home Assignment</li> <li>• By Detailed Questioning from the Students in Class room Teaching</li> </ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Exemplar NCERT</li> </ul>

**MONTH: OCTOBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Chapter 9 : Differential Equations</b>  <b>Chapter 10 : Vectors</b>	<ul style="list-style-type: none"> <li>• Solution of a Differential Equation by separating the variables</li> <li>• Solution of a Homogeneous Differential Equation</li> <li>• Solution of a Linear Differential Equation &amp; an Irreducible Differential Equation</li> </ul>	<ul style="list-style-type: none"> <li>• Vectors and scalars, magnitude and direction of a vector,</li> <li>• Types of vectors,</li> <li>• d.r. &amp; d.c's of a vector</li> <li>• Components of a vector, addition of vectors, multiplication of a vector by a scalar,</li> <li>• Position vector of a point dividing a line segment in a given ratio</li> <li>• Scalar (dot) product of Vectors</li> </ul>	<ul style="list-style-type: none"> <li>• Vector (cross) product of vectors</li> <li>• Scalar triple product of vectors</li> </ul>	<ul style="list-style-type: none"> <li>• Direction cosines and direction ratios of a line joining two points</li> <li>• Cartesian and vector equation of a line</li> <li>• Angle between two lines</li> <li>• Coplanar and Skew lines, shortest distance between two lines</li> </ul>
<b>Learning Objective</b>	To enable the students to - <ul style="list-style-type: none"> <li>• use analytical methods to find the solution of a given differential equation</li> <li>• compare and contrast scalars &amp; vectors</li> <li>• classify the vectors &amp; its properties</li> <li>• understand the concept of product of two vectors and its properties</li> <li>• understand &amp; relate the properties of a vectors</li> </ul>			
<b>Expected Learning Outcome</b>	Students would be able to - <ul style="list-style-type: none"> <li>• use analytical methods to find the solution of a given differential equation</li> <li>• compare and contrast scalars &amp; vectors</li> </ul>			

	<ul style="list-style-type: none"> <li>• classify the vectors</li> <li>• describe the Properties of product of two vectors</li> <li>• understand &amp; relate properties of a vectors</li> </ul>
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class and Home Assignment</li> <li>• By Detailed Questioning from the Students in Class room Teaching</li> </ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Exemplar NCERT</li> </ul>

**MONTH: NOVEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Chapter 11 : Three Dimensional Geometry</b>	<ul style="list-style-type: none"> <li>• Cartesian and vector equation of a plane</li> <li>• Angle between               <ul style="list-style-type: none"> <li>- two planes</li> <li>- a line and a plane.</li> </ul> </li> <li>• Distance of a point from a plane</li> <li>• Revision</li> </ul>	Revision	<b>Pre-Board – I</b>	<b>Pre-Board – I</b>
<b>Learning Objective</b>	To enable the students to – <ul style="list-style-type: none"> <li>• visualize the different conditions of a line in three dimensional geometry</li> <li>• analyze &amp; illustrate different conditions for a plane &amp; a line</li> </ul>			
<b>Expected Learning Outcome</b>	Students would be able to – <ul style="list-style-type: none"> <li>• visualize the different conditions of a line in three dimensional geometry</li> <li>• analyze &amp; illustrate different conditions for plane &amp; line</li> </ul>			
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class and Home Assignment</li> <li>• By Detailed Questioning from the Students in Class room Teaching</li> </ul>			
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Exemplar NCERT</li> </ul>			

**MONTH: DECEMBER**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Chapter 12: Linear Programming Problems</b>  <b>Chapter 13: Probability</b>	<ul style="list-style-type: none"> <li>• Different types of L.P. problems</li> <li>• Mathematical formulation of L.P.P.</li> <li>• Graphical method of solution for problems in two variables, feasible and infeasible regions/solutions</li> <li>• Conditional Probability</li> <li>• Multiplication theorem on probability</li> <li>• Independent Events</li> </ul>	<ul style="list-style-type: none"> <li>• Total Probability</li> <li>• Baye's theorem</li> <li>• Random variable and its probability distribution</li> <li>• Mean and variance of random variable</li> <li>• Repeated independent trials and Binomial distribution</li> </ul>	Revision	Revision	<b>Common Pre- Board</b>
<b>Learning Objective</b>	To enable the students to - <ul style="list-style-type: none"> <li>• evaluate the conditional probability of various events</li> <li>• identify the various approaches of probabilities</li> <li>• solve problems on various approaches of probabilities</li> </ul>				
<b>Expected Learning Outcome</b>	Students would be able to - <ul style="list-style-type: none"> <li>• evaluate the conditional probability of various events</li> <li>• identify the various approaches of probabilities</li> <li>• solve problems on various approaches of probabilities</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class and Home Assignment</li> <li>• By Detailed Questioning from the Students in Class room Teaching</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Exemplar NCERT</li> </ul>				

**MONTH: JANUARY**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
	<b>Winter Break</b> <b>Common Pre-Board</b>	<b>Winter Break</b> <b>Common Pre-Board</b>	Revision	Revision
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Practice tests</li> <li>• Class and Home Assignment</li> <li>• By Detailed Questioning from the Students in Class room Teaching</li> </ul>			
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Exemplar NCERT</li> </ul>			

## Commerce

### Accountancy

**MONTH: APRIL**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Unit 1: Accounting for Partnership Firms- Fundamentals</b>	Familiarization with the course and marking scheme	<ul style="list-style-type: none"> <li>Partnership: features, Partnership deed.</li> <li>Provisions of the Indian Partnership Act 1932 in the absence of partnership deed.</li> <li>Preparation of Profit &amp; Loss Appropriation account, division of profit among partners (contd.)</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of Profit &amp; Loss Appropriation account, division of profit among partners</li> <li>Fixed v/s fluctuating capital accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Past adjustments (relating to interest on capital, interest on drawing, salary and profit sharing Ratio).</li> <li>Guarantee of profits.</li> </ul>	<ul style="list-style-type: none"> <li>Goodwill: nature, factors affecting and methods of valuation - average profit, super profit and capitalization</li> </ul>
<b>Learning Objective</b>	To enable the students to understand - <ul style="list-style-type: none"> <li>the meaning and features of partnership</li> <li>the special aspects of partnership accounts.</li> <li>valuation of goodwill</li> </ul>				
<b>Expected Learning Outcome</b>	Students would be able to - <ul style="list-style-type: none"> <li>explain the meaning and features of partnership</li> <li>distribute the profits among partners</li> <li>know the special aspects of partnership accounts.</li> <li>evaluate goodwill.</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>Class Interaction/ Home Assignment/Textual illustration/ class test</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>Smart Board, Assignments</li> </ul>				

**MONTH: MAY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Unit 1:</b> Change in the Profit Sharing Ratio Among Existing Partners Admission of a Partner	<ul style="list-style-type: none"> <li>• Change in the Profit Sharing Ratio among the existing partners – Sacrificing ratio, gaining ratio.</li> <li>• Accounting for revaluation of assets and re-assessment of liabilities and</li> <li>• Distribution of reserves and accumulated profits.</li> </ul>	<ul style="list-style-type: none"> <li>• Admission of a partner effect of admission of a partner on change in the profit sharing ratio,</li> <li>• Treatment of goodwill (as per AS 26)</li> <li>• Treatment for revaluation of assets and re - assessment of liabilities</li> <li>• Treatment of reserves and accumulated profits,</li> <li>• Preparation of capital accounts and balance sheet after admission of a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of capital accounts and balance sheet after admission of a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustment of capital accounts and preparation of balance sheet</li> </ul>
<b>Learning Objective</b>	To enable the students to - <ul style="list-style-type: none"> <li>• the effects of admission of a partner</li> <li>• accounting treatment of goodwill</li> <li>• the treatment of reserves and surplus</li> <li>• prepare the accounts after the admission of a partner</li> <li>• preparation of accounts on change in profit sharing ratio</li> </ul>			
<b>Expected Learning Outcome</b>	Students would be able to <ul style="list-style-type: none"> <li>• explain accounting treatment of goodwill</li> <li>• understand the treatment of reserves and surplus</li> <li>• do the adjustments in partners' capital</li> <li>• prepare the accounts after the admission of a partner</li> <li>• prepare accounts on change in profit sharing ratio</li> </ul>			
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Interaction/ Home Assignment/Textual illustration/ class test</li> </ul>			
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Assignments</li> </ul>			

**MONTH: JULY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Unit 1:</b> Retirement and Death of a Partner: Dissolution of Partnership Firms	<ul style="list-style-type: none"> <li>• Retirement of a partner</li> <li>• Effect of retirement of a partner on change in profit sharing ratio,</li> <li>• Treatment of goodwill (as per AS 26), treatment for revaluation of assets</li> <li>• Re -assessment of liabilities, adjustment of accumulated profits and reserves, adjustment of capital</li> </ul>	<ul style="list-style-type: none"> <li>• Retirement and death of a partner:</li> <li>• change in profit sharing ratio,</li> <li>• Calculation of deceased partner's share of profit till the date of death.</li> <li>• Preparation of deceased partner's capital account, executor's account.</li> </ul>	<ul style="list-style-type: none"> <li>• Dissolution of partnership firms: types of dissolution of firm.</li> <li>• Settlement of accounts - preparation of</li> <li>• realization account, and other related accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Dissolution of partnership firms: types of dissolution of firm.</li> <li>• Settlement of accounts - preparation of</li> <li>• realization account, and other related accounts</li> </ul>	<b>CYCLE TESTS</b>
<b>Learning Objective</b>	To enable the students to understand- <ul style="list-style-type: none"> <li>• the calculation of new profit sharing ratio on retirement and death of a partner.</li> <li>• the computation of the amount due to the retiring partner and deceased partner</li> <li>• the calculation of gaining ratio of the remaining partners</li> <li>• the preparation of deceased partners' capital account</li> <li>• the procedure for settlement of accounts after dissolution</li> </ul>				
<b>Expected Learning Outcome</b>	Students would be able to <ul style="list-style-type: none"> <li>• calculate new profit sharing ratio on retirement and death of a partner.</li> <li>• compute the amount due to the retiring partner and deceased partner</li> <li>• calculate the gaining ratio of the remaining partners</li> <li>• prepare of deceased partners' capital account</li> <li>• pass Journal entries on dissolution of partnership</li> <li>• Students would be able to understand the procedure for settlement of accounts after dissolution</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Interaction/ Home Assignment/Textual illustration/ class test</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Assignments</li> </ul>				



**MONTH: AUGUST**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<p><b>Unit 2:</b> Accounting for Share Capital  Accounting for Debentures</p>	<ul style="list-style-type: none"> <li>• Accounting for Share Capital</li> <li>• Share and share capital: nature and types.</li> <li>• Accounting for over subscription and under subscription of shares;</li> <li>• Issue at par</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting for Share Capital: -Issue at premium -Issue at discount -Calls in advance and arrears (excluding interest),</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting for Share Capital issue of shares for Consideration other than cash.</li> <li>• Accounting treatment of Forfeiture and Re-issue of shares.</li> <li>• Disclosure of share capital in company's Balance Sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting for Debentures</li> <li>• Debentures: Issue of debentures at par, at premium and at discount.</li> <li>• Issue of debentures for consideration other than cash;</li> <li>• Issue of debentures with terms of redemption; debentures as collateral concept, interest on debentures.</li> </ul>
<p><b>Learning Objective</b></p>	<p>To enable the students to understand -</p> <ul style="list-style-type: none"> <li>• the types of share capital</li> <li>• the accounting treatment of issue of shares at par, discount and premium</li> <li>• the accounting treatment of forfeiture and reissue of shares</li> <li>• disclosure of share capital in company's Balance Sheet</li> <li>• the accounting entries for issue of debentures</li> </ul>			
<p><b>Expected Learning Outcome</b></p>	<p>Students would be able to -</p> <ul style="list-style-type: none"> <li>• know the types of share capital</li> <li>• pass Journal entries for issue of shares at par, discount and premium</li> <li>• pass Journal entries for forfeiture and reissue of shares</li> <li>• disclosure of share capital in company's Balance Sheet</li> <li>• the accounting entries for issue of debentures</li> </ul>			
<p><b>Assessment/ Activity</b></p>	<ul style="list-style-type: none"> <li>• Class Interaction/ Home Assignment/Textual illustration/ class test</li> </ul>			
<p><b>Teaching Aids /Resources</b></p>	<ul style="list-style-type: none"> <li>• Smart Bard, Assignments</li> </ul>			

**MONTH: SEPTEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Unit 2:</b> Accounting for Debentures	<ul style="list-style-type: none"> <li>• Redemption of debentures:</li> <li>• Lump sum, draw of lots , purchase in the open market (excluding</li> <li>• Ex-interest and cum-interest).(cont.)</li> </ul>	<ul style="list-style-type: none"> <li>• Redemption of debentures:</li> <li>• Lump sum, draw of lots , purchase in the open market (excluding</li> <li>• Ex-interest and cum-interest).</li> <li>• Revision</li> </ul>	<b>Term -I Exam</b>	<b>Term- I Exam</b>	<ul style="list-style-type: none"> <li>• Statement of Profit and Loss and Balance Sheet in the prescribed form with major headings and sub headings (as per Schedule VI to the Companies Act,1956). (contd.)</li> </ul>
<b>Learning Objective</b>	To enable the students to understand- <ul style="list-style-type: none"> <li>• the accounting entries for redemption of debentures under different methods</li> <li>• the preparation of Balance Sheet (as per revised schedule VI)</li> </ul>				
<b>Expected Learning Outcome</b>	Students would be able to - <ul style="list-style-type: none"> <li>• pass Journal entries for redemption of debentures under different methods</li> <li>• the preparation of Balance Sheet (as per revised schedule VI)</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Interaction/ Home Assignment/Textual illustration/ class test</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board, Assignments</li> </ul>				

**MONTH: OCTOBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Unit 3:</b> Financial Statements Analysis  <b>Unit 4:</b> Cash Flow Statement	<ul style="list-style-type: none"> <li>• Statement of Profit and Loss and</li> <li>• Balance Sheet in the prescribed form with major headings and sub headings (as per Schedule VI to the Companies Act, 1956). (contd.)</li> <li>• Cash Flow Statement- Meaning, Objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of CFS as per AS 3 (Revised) (Indirect Method only)</li> </ul>	<ul style="list-style-type: none"> <li>• Practical questions</li> <li>• Cash Flow Statement- practical questions with adjustments</li> </ul>	<ul style="list-style-type: none"> <li>• Practical questions</li> <li>• Cash Flow Statement- practical questions with adjustments</li> <li>• Project Work</li> </ul>
<b>Learning Objective</b>	To enable the students to understand - <ul style="list-style-type: none"> <li>• the meaning of CFS.</li> <li>• preparation of of Cash Flow Statement as per AS 3(Revised)</li> </ul>			

<b>Expected Learning Outcome</b>	Students would be able to - <ul style="list-style-type: none"> <li>• know the types of activities in Cash Flow Statement</li> <li>• prepare Cash Flow Statement as per AS 3(Revised)</li> </ul>
<b>Assessment/ Activity</b>	• Class Interaction/ Home Assignment/Textual illustration/ class test
<b>Teaching Aids /Resources</b>	• Smart Board, Assignments

### MONTH: NOVEMBER

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Unit 3:</b> Financial Statements Analysis	<ul style="list-style-type: none"> <li>• Financial Statement Analysis:</li> <li>• Objectives and limitations.</li> <li>• Tools for Financial Statement Analysis: Preparation of Comparative statements</li> <li>• Preparation of common size statements</li> </ul>	Revision	<b>Pre-Board -I</b>	<b>Pre-Board -I</b>
<b>Learning Objective</b>	To enable the students to understand: <ul style="list-style-type: none"> <li>• to prepare Comparative statements, common size statements</li> <li>• to critically evaluate the financial statements.</li> </ul>			
<b>Expected Learning Outcome</b>	Students would be able to - <ul style="list-style-type: none"> <li>• prepare Comparative statements, common size statements</li> <li>• critically evaluate the financial statements.</li> </ul>			
<b>Assessment/ Activity</b>	• Class Interaction/ Home Assignment/Textual illustration/ class test			
<b>Teaching Aids /Resources</b>	• Smart Board, Assignments			

### MONTH: DECEMBER

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Unit 3:</b> Financial Statements Analysis  <b>Project Work</b>	<ul style="list-style-type: none"> <li>• Accounting Ratios: Objectives, classification</li> <li>• Computation of Liquidity Ratios: Current ratio and Quick ratio.</li> <li>• Solvency Ratios: Debt to Equity Ratio, Total Asset to Debt Ratio, Proprietary Ratio and Interest</li> <li>• Coverage Ratio.</li> <li>• Preparation of Project file</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Ratios: Stock Turnover Ratio, Debtors Turnover Ratio, Creditors Turnover Ratio and Working Capital Turnover Ratio</li> <li>• Profitability ratios : Gross profit ratio, Net profit ratio, operating ratio, Return on investment</li> <li>• Preparation of Project file</li> </ul>	Revision	Revision	<b>Common Pre-Board</b>

<b>Learning Objective</b>	<ul style="list-style-type: none"> <li>To enable the students to understand the calculation of various ratios</li> </ul>
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>Students would be able to calculate the various ratios</li> </ul>
<b>Assessment/ Activity</b>	Class Interaction/ Home Assignment/Textual illustration/ class test
<b>Teaching Aids /Resources</b>	Smart Board, Assignments

**MONTH: JANUARY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
	<b>Winter Break</b> <b>Common Pre-Board</b>	<b>Winter Break</b> <b>Common Pre-Board</b>	Revision & Project	Revision

## Business Studies

**MONTH: APRIL**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Chapter 1</b> Nature and Significance of Management  <b>Chapter2:</b> Principles of Management  <b>Project Work</b>	Familiarization with the course and design of question paper	<b>Chapter1:</b> <ul style="list-style-type: none"> <li>• Management- concept, objectives and importance.</li> <li>• Management functions- planning, organising, staffing, directing and controlling</li> <li>• Levels of Management</li> </ul>	<b>Chapter1:</b> <ul style="list-style-type: none"> <li>• Management as Science, Art and Profession.</li> <li>• Coordination- concept and importance</li> </ul>	<b>Chapter2:</b> <ul style="list-style-type: none"> <li>• Principles of Management Concept and Significance.</li> <li>• Fayol's principles of management.</li> </ul>	<b>Chapter2:</b> <ul style="list-style-type: none"> <li>• Taylor's Scientific management- principles and techniques</li> <li>• Introduction of project work</li> </ul>
<b>Learning Objective</b>	To enable the students to understand - <ul style="list-style-type: none"> <li>• the concept and characteristics of management.</li> <li>• the nature of management.</li> <li>• the importance of coordination in business</li> <li>• the various management principles and techniques of Fayol and Taylor</li> <li>• the function of management</li> <li>• the levels of management</li> </ul>				
<b>Expected Learning Outcome</b>	The students would be able to: <ul style="list-style-type: none"> <li>• explain the concept and characteristics of management.</li> <li>• analyses the nature of management.</li> <li>• explain the importance of coordination in business..</li> <li>• Explain the various management principles and techniques of Fayol and Taylor</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Group discussion/ Home assignment/class test</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board/ assignments/ business news/ diagrams</li> </ul>				

**MONTH: MAY**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<p><b>Chapter 3:</b> Business Environment- Concept and Importance.</p> <p><b>Chapter 11:</b> Marketing Management</p> <p><b>Project Work</b></p>	<p><b>Chapter 3:</b></p> <ul style="list-style-type: none"> <li>• Importance of Business Environmen</li> <li>• Dimensions of Business Environment- Economic, Social, Technological, Political and Legal.</li> <li>• Impact of Government policy changes on business with special reference to liberalization, privatization and globalization in India</li> <li>• Introduction of Project work</li> </ul>	<p><b>Chapter 11:</b></p> <ul style="list-style-type: none"> <li>• Selling, Marketing and Societal Marketing management- Concept.</li> <li>• Marketing Functions.</li> <li>• Marketing management philosophies.</li> <li>• Marketing Mix - Concept &amp; elements</li> <li>• Product-Concept, branding, labelling and packaging.</li> <li>• Price- Factors determining price.</li> </ul>	<p><b>Chapter 11:</b></p> <ul style="list-style-type: none"> <li>• Physical Distribution- concept and components, channels of distribution: types, choice of channels.</li> <li>• Promotion- Concept and elements; advertising-concept, role,</li> </ul>	<p><b>Chapter 11:</b></p> <ul style="list-style-type: none"> <li>• Objections against advertising,</li> <li>• Personal selling- concept and qualities of a good salesman, sales promotion- concept and techniques, public relations- concept and role.</li> <li>• Introduction of project work</li> </ul>
<p><b>Learning Objective</b></p>	<p>To enable the students to understand:</p> <ul style="list-style-type: none"> <li>• the meaning of business environment.</li> <li>• the dimensions of business environment.</li> <li>• the economic environment in india.</li> <li>• the concept of marketing</li> </ul>			
<p><b>Expected Learning Outcome</b></p>	<p>The students would be able to:</p> <ul style="list-style-type: none"> <li>• understand the meaning of business environment.</li> <li>• understand the dimensions of business environment.</li> <li>• understand the economic environment in india.</li> <li>• understand the concept of marketing</li> <li>• understand the 4 Ps of marketing</li> </ul>			
<p><b>Assessment/ Activity</b></p>	<ul style="list-style-type: none"> <li>• Class Interaction/ Home assignment/ class test</li> </ul>			
<p><b>Teaching Aids /Resources</b></p>	<ul style="list-style-type: none"> <li>• Smart Board/ assignments/ business news/Diagramme</li> </ul>			

**MONTH: JULY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Chapter 4: Planning</b>  <b>Chapter 5: Organising</b>	<b>Chapter 4:</b> <ul style="list-style-type: none"> <li>• Concept, importance and limitations of planning.</li> <li>•</li> </ul>	<b>Chapter 4:</b> <ul style="list-style-type: none"> <li>• Planning process</li> <li>• Single use and standing plans. Objectives, Strategy,</li> <li>• Policy, Procedure, Method, Rule, Budget and Programme</li> </ul> <b>Chapter 5:</b> <ul style="list-style-type: none"> <li>• Concept and importance.</li> <li>• Organising Process.</li> </ul>	<b>Chapter 5:</b> <ul style="list-style-type: none"> <li>• Structure of organisation-functional and divisional-concept</li> <li>• Formal and informal organization concept.</li> </ul>	<b>Chapter 5:</b> <ul style="list-style-type: none"> <li>• Delegation: concept, elements and importance.</li> <li>• Decentralization: concept and importance</li> </ul>	<b>CYCLE TESTS</b>
<b>Learning Objective</b>	To enable the students to understand- <ul style="list-style-type: none"> <li>• the planning function of management.</li> <li>• the steps involved in the process of planning.</li> <li>• the importance of planning in business.</li> <li>• the types of organization structures.</li> <li>• the difference between the formal and informal organization</li> </ul>				
<b>Expected Learning Outcome</b>	The students would be able to - <ul style="list-style-type: none"> <li>• understand the planning function of management.</li> <li>• understand the steps involved in the process of planning.</li> <li>• understand the importance of planning in business.</li> <li>• understand the types of organization structures.</li> <li>• understand the difference between the formal and informal organization</li> <li>• understand the difference between the delegation and decentralization</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Interaction/ Home Assignment/Diagrams/ class test</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board/ Assignments</li> </ul>				

**MONTH: AUGUST**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Chapter6:</b> Staffing  <b>Chapter 7:</b> Directing	<b>Chapter6:</b> <ul style="list-style-type: none"> <li>• Concept and importance of staffing.</li> <li>• Staffing process</li> <li>• Recruitment-sources</li> </ul>	<b>Chapter6:</b> <ul style="list-style-type: none"> <li>• Selection -process</li> <li>• Training and Development- Concept and importance. Methods of training- on the job and off the job- Induction training, vestibule training, apprenticeship training and internship training.</li> <li>• Staffing as a part of Human Resource Management- concept.</li> </ul>	<b>Chapter 7:</b> <ul style="list-style-type: none"> <li>• Concept and Importance Elements of Directing:               <ul style="list-style-type: none"> <li>- Supervision- concept, functions of a supervisor.</li> <li>- Motivation- concept, Maslow's hierarchy of needs, Financial and non-financial incentives.</li> </ul> </li> </ul>	<b>Chapter 7:</b> <ul style="list-style-type: none"> <li>• Leadership- concept, styles- authoritative, democratic and laissez faire. Qualities of a good leader.</li> <li>• Communication- concept, formal and informal communication; barriers to effective</li> <li>• Communication, how to overcome the barriers</li> </ul>
<b>Learning Objective</b>	To enable the students to understand: <ul style="list-style-type: none"> <li>• the staffing function of management.</li> <li>• the difference between staffing and HRM.</li> <li>• the importance of training.</li> <li>• the importance of directing the qualities of a good leader.</li> <li>• the role of a supervisor</li> <li>• the barriers to communication.</li> </ul>			
<b>Expected Learning Outcome</b>	The students would be able to: <ul style="list-style-type: none"> <li>• understand the staffing function of management.</li> <li>• understand the difference between staffing and HRM.</li> <li>• understand the importance of training.</li> <li>• understand the importance of directing understand the qualities of a good leader.</li> <li>• understand the role of a supervisor</li> <li>• know the barriers to communication.</li> </ul>			
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Interaction/ Home Assignment/Diagrams/ class test</li> </ul>			
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board/ Assignments</li> </ul>			



**MONTH: SEPTEMBER**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Chapter 8:</b> Controlling  <b>Chapter 9:</b> Financial Management	<b>Chapter 8</b> <ul style="list-style-type: none"> <li>• Concept of controlling</li> <li>• Steps in the process of control</li> <li>• Importance of controlling</li> </ul>	<b>Chapter 8</b> <ul style="list-style-type: none"> <li>• Relationship between planning and controlling</li> <li>• Revision</li> </ul>	<b>Term-I Exam.</b>	<b>Term-I Exam.</b>	<ul style="list-style-type: none"> <li>• Concept and objective of financial management.</li> </ul>
<b>Learning Objective</b>	To enable the students to understand: <ul style="list-style-type: none"> <li>• the controlling function of management.</li> <li>• the relationship between planning and controlling functions of management.</li> <li>• the importance of finance in business..</li> </ul>				
<b>Expected Learning Outcome</b>	The students would be able to: <ul style="list-style-type: none"> <li>• understand the controlling function of management.</li> <li>• understand the relationship between planning and controlling functions of management.</li> <li>• understand the importance of finance in business..</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Interaction/ Home Assignment/Diagrams/ class test</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board/ Assignments/Business News</li> </ul>				

**MONTH: OCTOBER**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Chapter 9:</b> Financial Management  <b>Chapter 10:</b> Financial Markets  <b>Project Work</b>	<b>Chapter 9</b> <ul style="list-style-type: none"> <li>• Financial decisions: investment, financing and dividend and meaning and factors affecting.</li> <li>• Financial planning - concept and importance.</li> </ul>	<b>Chapter 9</b> <ul style="list-style-type: none"> <li>• Concept of Capital Structure</li> <li>• Fixed and Working Capital - concept and factors affecting their requirements.</li> </ul>	<b>Chapter 10</b> <ul style="list-style-type: none"> <li>• Financial Markets: concept, function and types.</li> <li>• Money market and its instruments</li> </ul>	<b>Chapter 10</b> <ul style="list-style-type: none"> <li>• Capital market and its types (primary and secondary).</li> <li>• Stock Exchange - functions and trading procedure.</li> <li>• Introduction of project work</li> </ul>

<b>Learning Objective</b>	To enable the students to understand: <ul style="list-style-type: none"> <li>• the various financial decisions</li> <li>• financial planning and its importance</li> <li>• capital structure and factors affecting, type of capital and its factors affecting</li> <li>• the Financial market, its types and instruments.</li> <li>• stock Exchange functions and trading procedure</li> </ul>
<b>Expected Learning Outcome</b>	The students would be able to: <ul style="list-style-type: none"> <li>• the various financial decisions</li> <li>• the Financial planning and its importance</li> <li>• the Capital structure and factors affecting, type of capital and its factors affecting</li> <li>• understand the Financial market, its types and instruments.</li> <li>• understand Stock Exchange functions and trading procedure.</li> </ul>
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Interaction/ Home Assignment/Diagrams/ class test</li> </ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board/ Assignments/Business News</li> </ul>

**MONTH: NOVEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Chapter 10:</b> Financial Markets	<b>Chapter 10</b> <ul style="list-style-type: none"> <li>• Securities and Exchange Board of India (SEBI)</li> <li>• Objectives and Functions</li> </ul>	Revision	<b>Pre-Board -I</b>	<b>Pre-Board -I</b>
<b>Learning Objective</b>	To enable the students to understand SEBI- its objectives and functions			
<b>Expected Learning Outcome</b>	The students would be able to SEBI- its objectives and functions			
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Interaction/ Home Assignment/Diagrams/ class test</li> </ul>			
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board/ Assignments/Business News</li> </ul>			

**MONTH: DECEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Chapter -11: Consumer Protection</b>	<b>Chapter 11</b> <ul style="list-style-type: none"> <li>• Concept and importance of consumer protection.</li> <li>• Consumer Protection Act 1986</li> <li>• Meaning of consumer and consumer protection.</li> <li>• Rights and responsibilities of consumers</li> <li>• Who can file a complaint and against whom?</li> </ul>	<b>Chapter 11</b> <ul style="list-style-type: none"> <li>• Redressal machinery</li> <li>• Remedies available</li> </ul>	Revision	Revision	<b>Common Pre Board</b>
<b>Learning Objective</b>	To enable the students to understand - <ul style="list-style-type: none"> <li>• the Rights and responsibilities of consumers and</li> <li>• the Role of consumer organizations and NGO's in protecting consumers interest</li> </ul>				
<b>Expected Learning Outcome</b>	The students would be able to - <ul style="list-style-type: none"> <li>• understand the Rights and responsibilities of consumers and</li> <li>• the Role of consumer organizations and NGO's in protecting consumers interest..</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Interaction/ Home Assignment/ Class Test</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Smart Board/ Assignments/ Business News</li> </ul>				

**MONTH: JANUARY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
	<b>Winter Break</b> <b>Common Pre-Board</b>	<b>Winter Break</b> <b>Common Pre-Board</b>	Revision	Revision

## Economics

**MONTH: APRIL**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<p><b><u>Micro Economics</u></b></p> <p><b>UNIT-1:</b> Introduction</p> <p><b>UNIT-2:</b> Consumers Equilibrium And Demand</p> <p><b>UNIT-3:</b> Producers Behaviour and Supply</p>	<p>Familiarization with the course and marking scheme</p>	<p><b>UNIT-1</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Meaning of Micro &amp; Macro Economics.</li> <li>• What is Economy?</li> <li>• Central Problems of an Economy.</li> <li>• Concepts of PPC</li> <li>• Law of Diminishing utility.</li> <li>• Relationship Between TU and MU</li> </ul>	<p><b>UNIT-2</b></p> <ul style="list-style-type: none"> <li>• Consumers Equilibrium</li> <li>• (By Cardinal Approach)</li> <li>• (By Ordinal Approach)</li> <li>• Meaning &amp; Properties of IC</li> <li>• Definition of budget line &amp; shifts</li> <li>• Consumers Equilibrium</li> </ul>	<p><b>UNIT-2</b></p> <ul style="list-style-type: none"> <li>• Concept of demand and its determinants</li> <li>• Normal goods and inferior goods.</li> <li>• Substitutes &amp; Complements</li> <li>• Elasticity of Demand</li> <li>• Meaning and methods of Elasticity of demand</li> <li>• Percentage method</li> <li>• Total Outlay Method series.</li> <li>• Geometric Method and Practice of numerical questions.</li> </ul>	<p><b>UNIT-2</b></p> <ul style="list-style-type: none"> <li>• Factors Affecting Elasticity of Demand.</li> <li>• Production Function,</li> <li>• Short Run &amp; Long Run (Basic Understanding)</li> </ul>
<b>Learning Objective</b>	<p>To enable the students to–</p> <ul style="list-style-type: none"> <li>• know the meaning of Micro &amp; Macro Economics</li> <li>• know the meaning &amp; types of central problem.</li> <li>• know the concepts of Demand and determinants and Types of goods: Normal and inferior goods.</li> <li>• explain the Concept of Consumers Equilibrium through cardinal and ordinal approach</li> <li>• elaborate the concept of Elasticity of Demand</li> <li>• learn the meaning of production function</li> </ul>				
<b>Expected Learning Outcome</b>	<p>Student would be able to:</p> <ul style="list-style-type: none"> <li>• know the concept of central problem &amp; types of central problem</li> <li>• comprehend the concept of demand in everyday life with help of schedules and diagrams.</li> <li>• apply the concept of elasticity to daily usage commodities and services</li> <li>• understand that marginal utility = px of the good</li> <li>• which helps to determine the reason behind down ward demand sloping curve.</li> <li>• know the meaning of production function</li> </ul>				

<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Assignment based on Understanding &amp; Application.</li> <li>• Data collection on price of goods to confirm Law of demand and Consumers Equilibrium, Class Discussions.</li> </ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Articles , Data on consumers equilibrium and Elasticity, Smart board</li> </ul>

**MONTH: MAY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>UNIT-3: Producers Behaviour and Supply</b>	<b>Unit-3</b> <ul style="list-style-type: none"> <li>• Law of Variable Proportions: Statement, Schedule diagram Assumptions and reasons</li> <li>• Relation between TP, MP and AP Concept of Cost</li> <li>• Implicit Costs and Explicit costs</li> <li>• Fixed costs and variable costs</li> </ul>	<b>Unit-3</b> <ul style="list-style-type: none"> <li>• Relation between TVC, AVC, TFC, AFC, MC</li> <li>• Numericals on Cost Curves</li> <li>• Definition of revenue, Concept of total revenue Marginal revenue and Average revenue</li> </ul>	<b>Unit-3</b> <ul style="list-style-type: none"> <li>• Producer's Equilibrium</li> <li>• Supply –Meaning &amp; determinants,</li> <li>• Supply Schedule,</li> <li>• Supply Curve,</li> <li>• Movements along &amp; shifts in supply curve</li> <li>• Elasticity of Supply</li> <li>• Percentage method</li> <li>• and geometric method</li> </ul>	<b>Unit-4</b> <ul style="list-style-type: none"> <li>• Market Forms:</li> <li>• Features of Perfect competition: Coverage with diagrams and example</li> <li>• Monopoly: Features and Diagrams</li> <li>• Its Revenue curves - Price Discrimination</li> <li>• Monopolistic Competition Its Features : Revenue curves and Elaborating Product differentiation and selling costs</li> </ul>
<b>Learning Objective</b>	To enable the students to – <ul style="list-style-type: none"> <li>• learn diagrammatic depiction of cost and revenue concepts and the trends in schedules</li> <li>• know the concept of producers equilibrium</li> <li>• learn the meaning of supply in business and elaborated producers behaviour</li> <li>• learn the concept of elasticity of supply and distinguish from elasticity of demand, with usage of percentage and geometric method.</li> <li>• learn about the market forms and their characteristics</li> <li>• know about the difference in the revenue curves of perfect and imperfect market</li> <li>• differentiate between product differentiation and price differentiation.</li> </ul>			

<b>Expected Learning Outcome</b>	<p>Students would be able to -</p> <ul style="list-style-type: none"> <li>• Apply the concepts of Cost and Revenue in Everyday Life.</li> <li>• Differentiate between Fixed Costs and Variable Costs</li> <li>• Understand producers equilibrium through Marginal Cost and Revenue approach</li> <li>• Derive the Direct relation Between price of Good and Quantity Supplied</li> <li>• Understand the usage concept of Elasticity of Supply in Business</li> <li>• Understand the concept of different types of market structure.</li> </ul>
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Collect data on fixed Costs and Variable Cost of a firm,</li> <li>• Analyse the revenue on the basis of data.</li> <li>• Articles to be collected for presentation in class on monopoly.</li> <li>• Class Discussion on market forms</li> <li>• Assignments based on Understanding, Application &amp; HOTS.</li> <li>• Test on numericals</li> </ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Studying Supply trends of firms with the help of data and graphs</li> <li>• Power Points: On costs and revenue</li> <li>• Articles</li> </ul>

**MONTH: JULY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<p><b>UNIT-4:</b> Forms of Market and Price Determination</p> <p><u><b>Macro Economics</b></u></p> <p><b>UNIT-5</b> National Income &amp; related Aggregates</p>	<p><b>Unit-4</b></p> <ul style="list-style-type: none"> <li>• Oligopoly &amp; Its Characteristics</li> <li>• Simple application of tools of demand &amp; supply</li> <li>• Price determination under perfect competition and shifts in demand and supply</li> </ul>	<p><b>Unit-5</b></p> <ul style="list-style-type: none"> <li>• National income- Basic Concepts, Consumption &amp; Capital Goods.</li> <li>• Final &amp; Intermediate Goods.</li> <li>• Stock &amp; Flow Gross Investment and Depreciation.</li> <li>• Circular flow of income</li> </ul>	<p><b>Unit-5</b></p> <ul style="list-style-type: none"> <li>• Methods of calculating National Income</li> <li>• Value Added Method</li> <li>• Expenditure method</li> <li>• Application of formulas and practice of numerical</li> </ul>	<p><b>Unit-5</b></p> <ul style="list-style-type: none"> <li>• (C) Income method</li> <li>• Aggregates to national income</li> <li>• National Disposable Income, private income, Personal Income &amp; Personal disposable.</li> <li>• GDP &amp; welfare.</li> <li>• Revision</li> </ul>	<p><b>CYCLE TESTS</b></p>

<b>Learning Objective</b>	To enable the students to- <ul style="list-style-type: none"> <li>• take examples of oligopoly and derive the characters.</li> <li>• know the concepts market equilibrium.</li> <li>• know the dynamics of changes in the equilibrium price and quantity</li> <li>• know the concept of rationing and minimum support price.</li> <li>• know and apply the basic concepts of national income accounting in every day life</li> <li>• explain the concept of GDP as a welfare indicator</li> <li>• give complete practice of concept of gross national disposable income, personal disposable income and reconciliation of national income by the three methods.</li> </ul>
<b>Expected Learning Outcome</b>	Students would be able to - <ul style="list-style-type: none"> <li>• study and understand how prices change with the shift in Demand and Supply: thus equilibrium price and quantity change</li> <li>• application of Basic concepts of National Income Accounting</li> <li>• learning the various methods used in National Income Accounting</li> <li>• understand and analyse the national income and related aggregates that determine the growth of the economy.</li> <li>• analyse the disadvantages of GDP as welfare indicator</li> <li>• assignment based on Understanding &amp; Application.</li> </ul>
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Discussions to study Changes in Equilibrium.</li> <li>• Read Economic Survey to Know about National income and related aggregates.</li> <li>• Assignment on Application &amp; Value Based question.</li> </ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Reading articles ,Collecting data , Usage of Economic and Smart Board</li> <li>• Showing Video on market forms</li> </ul>

**MONTH: AUGUST**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>UNIT-6 : Money &amp; Banking</b>  <b>Unit-7: Determination of Income &amp; Employment</b>	<b>Unit-6</b> <ul style="list-style-type: none"> <li>• Meaning and Features of barter System</li> <li>• Meaning of money</li> <li>• Functions of Money</li> <li>• Brief Introduction of functions of commercial banks.</li> </ul>	<b>Unit-6</b> <ul style="list-style-type: none"> <li>• Credit Creation by commercial banks</li> <li>• Definition and features of Central Bank</li> <li>• Functions: <ul style="list-style-type: none"> <li>- Currency printing authority,</li> <li>- Bankers bank</li> </ul> </li> </ul>	<b>Unit-7</b> <ul style="list-style-type: none"> <li>• Classical theory and its characteristics</li> <li>• Components of aggregate demand and Aggregate supply</li> <li>• Keynesian Theory of Income and Employment</li> </ul>	<b>Unit-7</b> <ul style="list-style-type: none"> <li>• Saving function and its component</li> <li>• APC, APS, MPC,MPS along with their relations and diagrammatic derivations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Supply of Money – Currency held by the Public and Net Demand deposits held by Commercial Banks</li> </ul>	<ul style="list-style-type: none"> <li>- Govt’s bank</li> <li>- Controller of Money supply</li> <li>• Tools to control money supply: Including Monetary Policy</li> <li>• Quantitative measure and qualitative measures</li> </ul>	<ul style="list-style-type: none"> <li>• Consumption function and its component</li> </ul>	<ul style="list-style-type: none"> <li>• Ex-Ante &amp; Ex-post Savings, Investments</li> <li>• Induced and Autonomous Investments</li> <li>• Investment and its Mechanism Multiplier.</li> </ul>
<b>Learning Objective</b>	<p>To enable the students to -</p> <ul style="list-style-type: none"> <li>• understand the Functions of Money</li> <li>• explain the role of commercial bank and its functions</li> <li>• learn about the Main functions of Central bank</li> <li>• know the concept of Classical Economics and need for Keynesian theory .</li> <li>• explain the main features of Classical Theory.</li> <li>• understand the components of Aggregate demand and Aggregate Supply</li> <li>• understand the concept of multiplier.</li> </ul>			
<b>Expected Learning Outcome</b>	<p>Students would be able to -</p> <ul style="list-style-type: none"> <li>• distinguish between Functions of commercial bank and central bank.</li> <li>• through Quantitative and Qualitative measures analyse Central bank as controller of money supply.</li> <li>• understand the process of Credit Creation</li> <li>• understand various components of Aggregate demand &amp; Aggregate supply.</li> <li>• analyse the concept of multiplier.</li> </ul>			
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Read Articles on the functions of commercial banks -and Central bank of various countries</li> <li>• Collect data on total money supply</li> <li>• Information and writing a work sheet on Functions of Central bank.</li> <li>• Assignment based on Understanding &amp; Application.</li> <li>• Short class test</li> </ul>			
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Articles, Data from Economic Survey, Smart board, Film on function of Central Bank/ICT</li> </ul>			



**MONTH: SEPTEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Unit-7:</b> Determination of Income & Employment	<b>Unit-7</b> <ul style="list-style-type: none"> <li>• Equilibrium level of Income (C-I Approach)</li> <li>• Equilibrium level of Income (S-I Approach)</li> <li>• Short Run (Fixed Price) Equilibrium Output</li> </ul>	Revision	<b>Term –I Exam</b>	<b>Term –I Exam</b>	Answer – Sheets Distribution & Discussion
<b>Learning Objective</b>	<ul style="list-style-type: none"> <li>• To understand the equilibrium level of income using C-I &amp; S-I Approach</li> </ul>				
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Student would understand equilibrium level of income using C-I &amp; S-I Approach</li> <li>• Through Revision Students will learn to apply the formulas and concepts.</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Discussions. Article Reading</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Class room feed Back sessions and Class and Home assignments.</li> </ul>				

**MONTH: OCTOBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>UNIT-7</b> Determination of Income & Employment	<b>Unit-7</b> <ul style="list-style-type: none"> <li>• Numerical Questions on both approaches</li> <li>• Effects of change in Autonomous Investment</li> <li>• Expenditure on Output and AD</li> </ul>	<b>Unit-7</b> <ul style="list-style-type: none"> <li>• Effective Demand</li> <li>• Excess Demand – Meaning &amp; its Impact</li> <li>• Excess Supply-Meaning &amp; its Impact</li> </ul>	<b>Unit-7</b> <ul style="list-style-type: none"> <li>• Measures to correct Excess demand. (monetary and fiscal measures).</li> </ul>	<b>Unit-7</b> <ul style="list-style-type: none"> <li>• Measures to correct Excess supply (monetary and fiscal measures).</li> </ul>
<b>Learning Objective</b>	To enable the students to – <ul style="list-style-type: none"> <li>• assess the concepts of consumption and savings and their mathematical interpretations.</li> <li>• understand AD, AS and Inflationary/Deflationary Gaps and their economic implications.</li> </ul>			
<b>Expected Learning Outcome</b>	Students would be able to - <ul style="list-style-type: none"> <li>• analyse the concept of marginal propensity to consume and its application.</li> <li>• understand the concept of equilibrium, ex-ante saving and investment and their equity.</li> <li>• assess the use of multiplier and its working.</li> </ul>			
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Data collection on aggregate demand, diagrammatic approach to determine equilibrium.</li> <li>• Assignment based on Understanding &amp; Application.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Group discussion on excess demand and deficit demand.</li> </ul>
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Articles on the Multiplier, Inflation and deficit demand.</li> <li>• Data on <math>S &gt; I</math>, <math>S &lt; I</math> and their implications.</li> <li>• Smart board ,Newspaper clippings.</li> </ul>

### MONTH: NOVEMBER

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>UNIT-8 : Government Budget</b>	<b>Unit-8</b> <ul style="list-style-type: none"> <li>• Government budget-meaning &amp; objectives</li> <li>• Budgeted Receipts &amp; Budgeted Expenditure</li> <li>• Developmental &amp; Non Developmental Expenditure</li> <li>• Planned &amp; Non planned .</li> <li>• Measures of Govt. Deficit.</li> </ul>	Revision	<b>Pre-Board -1</b>	<b>Pre-Board -1</b>
<b>Learning Objective</b>	To enable the student to – <ul style="list-style-type: none"> <li>• understand concepts related to government budget and their economic implications</li> <li>• Prepare the children for Exam.</li> </ul>			
<b>Expected Learning Outcome</b>	Students would be able to- <ul style="list-style-type: none"> <li>• analyse the use of components of budget and implications of types of deficits on the economy</li> <li>• students would be thorough with revised topics.</li> </ul>			
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Practice tests from selected topics.</li> </ul>			
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Sample papers.</li> </ul>			

### MONTH: DECEMBER

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>UNIT-9: Foreign Exchange &amp; Balance of Payments</b>	<b>Unit-9</b> <ul style="list-style-type: none"> <li>• Meaning of Foreign exchange,</li> <li>• Foreign Exchange Market and Rate.</li> <li>• Sources of demand and supply of foreign exchange</li> <li>• Merits and demerits of fixed and flexible exchange</li> </ul>	<b>Unit-9</b> <ul style="list-style-type: none"> <li>• Meaning of Balance of Payment</li> <li>• Components of Balance of Trade Account.</li> <li>• Components of Current Account and Capital Account.</li> <li>• Causes of Disequilibrium in BOP</li> </ul>	Revision	Revision	<b>Common Pre-Board</b>

	<ul style="list-style-type: none"> <li>• Appreciation v/s Depreciation of Currency.</li> <li>• Spot v/s Forward Market</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation between components of current account and Capital Account</li> <li>• Causes of Disequilibrium in BOP and its implications on the economy.</li> </ul>			
<b>Learning Objective</b>	To enable the students to- <ul style="list-style-type: none"> <li>• know the basic concepts of Foreign Exchange and their economic implications</li> <li>• understand the sources of supply and demand of foreign exchange</li> <li>• understand the practical aspect of equilibrium/determination of flexible exchange rate</li> <li>• know about the meaning of BOP, components of BOT, Current account and capital account.</li> <li>• understand the structure of balance of payments and reasons for deficit in BOP</li> <li>• analyse with help of data disequilibrium in BOP</li> </ul>				
<b>Expected Learning Outcome</b>	Students would be able to - <ul style="list-style-type: none"> <li>• understand and Assess the components of flexible exchange rate</li> <li>• analyse with help of data equilibrium exchange rate and reasons for shift.</li> <li>• understand the practical application of appreciation and depreciation of rupee.</li> <li>• analyse the repercussions of deficit in balance of payments on the Indian economy.</li> <li>• understand the practical application of appreciation and depreciation of rupee.</li> <li>• analyse the repercussions of deficit in balance of payments on the Indian economy.</li> </ul>				
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Class Discussions, Discussion on articles. Assignment based on Understanding &amp; HOTS, Peer tutoring Class room feed Back sessions</li> <li>• Oral Questions. Class Tests.</li> </ul>				
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Secondary data from Journals, Reading out articles, Reports of trade councils, Smart board.</li> <li>• Class Tests.</li> </ul>				

**MONTH: JANUARY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
	<b>Winter Break Common Pre-Board</b>	<b>Winter Break Common Pre-Board</b>	Paper Discussion	Revision
<b>Learning Objective</b>	<ul style="list-style-type: none"> <li>• To prepare the children for Board Exam.</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Students would be thorough with revised topics.</li> </ul>			
<b>Assessment/ Activity</b>	<ul style="list-style-type: none"> <li>• Practice tests from selected topics.</li> </ul>			
<b>Teaching Aids /Resources</b>	<ul style="list-style-type: none"> <li>• Sample papers.</li> </ul>			

## Political Science

**MONTH: APRIL**

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<p><b>Chapter 1:</b> Cold War Era in World Politics.</p> <p><b>Chapter 2:</b> Disintegration of the 'Second World' and the Collapse of Bipolarity.</p> <p><b>Chapter 3:</b> US dominance in World Politics.</p> <p><b>Chapter 4:</b> Alternative Centres of Economic and political Power</p>	<ul style="list-style-type: none"> <li>Familiarization with the course and marking scheme</li> </ul>	<ul style="list-style-type: none"> <li>Marking scheme/weightage of chapters.</li> <li>C.B.S.E. sample papers pattern.</li> </ul> <p><b>Chapter 1</b></p> <ul style="list-style-type: none"> <li>Emergence of two power blocs after the second world war,</li> <li>Arenas of the cold war</li> </ul> <p><b>Chapter 2</b></p> <ul style="list-style-type: none"> <li>Challenges to Bipolarity,</li> <li>Non Aligned Movement,</li> <li>Quest for new international economic order.</li> <li>India and the cold war.</li> </ul>	<p><b>Chapter 2(cotd.)</b></p> <ul style="list-style-type: none"> <li>Quest for new international economic order.</li> <li>India and the cold war.</li> </ul> <p><b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>New entities in world politics</li> <li>Introduction of democratic politics and capitalism in post communist regimes.</li> <li>India's relations with Russia and other post communist countries.</li> </ul>	<p><b>Chapter 3(cotd.)</b></p> <ul style="list-style-type: none"> <li>India's relations with Russia and other post communist countries.</li> </ul> <p><b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>Growth of unilateralism: Afghanistan,</li> <li>First Gulf War, Response to 9/11 and attack on Iraq.</li> <li>Dominance and challenge to the US in economy and ideology.</li> </ul>	<p><b>Chapter 4(cotd.)</b></p> <ul style="list-style-type: none"> <li>India's renegotiation of its relationship with the USA.</li> <li>Rise of China as an economic power in post-Mao.</li> <li>Creation and expansion of European Union,</li> <li>ASEAN.</li> <li>India's changing relations with China</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Understand the conflict in the cold war period, NIEO</li> <li>Understand the role played by name especially india the contemporary world</li> <li>Understand the growth of capitalism as a world system</li> <li>Understand the causes and consequences of shock therapy</li> <li>Understand the nature extent and limitations on the us power</li> <li>Understand the relations of india with us</li> <li>Understand the causes of the rise of new economic cooperation -EU and ASEAN</li> </ul>				

	<ul style="list-style-type: none"> <li>• Understand the changes in the Indian economy economic policy especially towards China</li> </ul>
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• To expand their horizon beyond India and make sense of the political map of contemporary world.</li> <li>• To understand the distinctive features of the Second World, China, ASEAN and EU.</li> <li>• Familiarization of several developments after the Second World.</li> </ul>
<b>Teaching Aid</b>	<ul style="list-style-type: none"> <li>• Research work through internet and newspaper</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Questions based on C.B.S.E. pattern will help the students to understand the concept from the board point of view.</li> <li>• Precision of Map work will be assessed.</li> <li>• Source based questions and picture based questions.</li> </ul>

**MONTH: MAY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<p><b>Chapter 5:</b> South Asia in the Post-Cold War Era.</p> <p><b>Chapter 6:</b> International Organizations in a Unipolar world.</p> <p><b>Chapter 7:</b> Security in the Contemporary world</p> <p><b>Chapter 8</b> Environment</p> <p><b>Chapter 9:</b> Globalisation</p>	<p><b>Chapter 5</b></p> <ul style="list-style-type: none"> <li>• Democratization and its reversals in Pakistan and Nepal.</li> <li>• Ethnic conflict in Sri Lanka,</li> <li>• Impact of economic globalization the region.</li> <li>• Conflicts and efforts for peace in South Asia.</li> <li>• India's relations with its neighbors.</li> </ul>	<p><b>Chapter 6</b></p> <ul style="list-style-type: none"> <li>• Restructuring and the future of the UN.</li> <li>• India's position in the restructured UN.</li> <li>• Rise of new international actors,</li> <li>• New international economic organizations</li> <li>• NGO'S.</li> <li>• How democratic and accountable are the new institutions of global governance</li> </ul>	<p><b>Chapter 7</b></p> <ul style="list-style-type: none"> <li>• What is security?</li> <li>• Traditional notions</li> <li>• Traditional security and cooperation</li> <li>• Non-traditional notions</li> <li>• News sources of threat</li> <li>• India's security strategy</li> </ul>	<p><b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>• Environmental concerns</li> <li>• Protection of global</li> <li>• Common but differentiated responsibilities</li> <li>• Common property resources</li> <li>• India's stand on environmental issues</li> <li>• Indigenous people and their rights</li> </ul> <p><b>Chapter 9</b></p> <ul style="list-style-type: none"> <li>• Globalization and its causes</li> <li>• Political, cultural, economic consequences</li> <li>• India and globalization</li> <li>• Resistance to globalization</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the political situation especially between India and the neighbors like Bangladesh Pakistan ,Sri Lanka etc.</li> <li>• Understand the role played by united nations in contemporary times</li> <li>• Understand the role played by India in United Nations</li> </ul>			

	<ul style="list-style-type: none"> <li>• Understand the working of various agencies and specialized organs of the United Nations</li> <li>• Understand the traditional and non-traditional concerns of security</li> <li>• Understand the strategy adopted by India to combat security problems</li> <li>• Understand the impact of development on environment</li> <li>• Understand the common property resources and the concept of common but differentiated responsibilities</li> <li>• Understand the meaning and the positive and negative consequences of globalization</li> <li>• Understand changes in Indian economy and globalization.</li> </ul>
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• These chapters will equip our students to be conscious of the way in which global events and processes shape our everyday lives.</li> </ul>
<b>Teaching Aid</b>	<ul style="list-style-type: none"> <li>• Newspaper</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Group discussions and class interaction.</li> <li>• Newspaper discussions –as a tool how it can be an effective tool of studying political science.</li> </ul>

**MONTH: JULY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<p><b>(Book II) Politics of India Since Independence.</b></p> <p><b>Chapter 1:</b> Nation-Building and its Problems.</p> <p><b>Chapter 2:</b> Era of One-Party Dominance.</p> <p><b>Chapter 3:</b> Politics of Planned Development.</p>	<p><b>Chapter 1</b></p> <ul style="list-style-type: none"> <li>• Nehru’s approach to nation building,</li> <li>• Legacy of partition,</li> <li>• Challenge of ‘refuge’ resettlement,</li> <li>• The Kashmir problem.</li> <li>• Organization and reorganization of states,</li> </ul>	<p><b>Chapter 1</b></p> <ul style="list-style-type: none"> <li>• Political conflicts over language.</li> </ul> <p><b>Chapter 2</b></p> <ul style="list-style-type: none"> <li>• First three general elections,</li> <li>• Nature of Congress dominance at the national level,</li> </ul>	<p><b>Chapter 2</b></p> <ul style="list-style-type: none"> <li>• Uneven dominance at the state level,</li> <li>• Coalition nature of Congress.</li> <li>• Major opposition parties.</li> </ul> <p><b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>• Five year plans,</li> </ul>	<p><b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>• Five year plans,</li> <li>• Expansion of state sector and the rise of new economic interests.</li> <li>• Green revolution and its political fallouts.</li> </ul>	<p><b>CYCLE TESTS</b></p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the challenges that the country faced on the eve of independence</li> <li>• Understand the pattern on which the states were reorganized in 1953.</li> <li>• Understand the reasons for the dominance of congress party post independence</li> <li>• understand the planning strategy adopted by india</li> <li>• Understand composition and functioning of the planning commission</li> <li>• Understand the power of positive and negative impact of green revolution</li> </ul>				
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• The chapters will enable the students to analyze the challenges that India faced post independence, the rise of congress party as the only viable alternative .</li> <li>• The chapter on development will enable the students to understand the planning strategy adopted by India and</li> </ul>				

	the impact of green revolution on Indian agriculture.
<b>Teaching Aid</b>	<ul style="list-style-type: none"> <li>• Research work through internet and newspaper</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Questions based on C.B.S.E. pattern will help the students to understand the concept from the board point of view.</li> <li>• Precision of Map work will be assessed.</li> <li>• Source based questions and picture based questions.</li> </ul>

## MONTH: AUGUST

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<p><b>Chapter 4:</b> India's External Relations.</p> <p><b>Chapter 5:</b> Challenge to and Restoration of Congress System.</p> <p><b>Chapter 6:</b> Crisis of the Constitutional Order.</p>	<p><b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>• Nehru's foreign policy.</li> <li>• Sino-Indian war of 1962</li> <li>• Indo-Pak war of 1965 and 1971.</li> <li>• India's nuclear programme</li> <li>• Shifting alliances in world politics</li> </ul>	<p><b>Chapter 5</b></p> <ul style="list-style-type: none"> <li>• Political succession after Nehru,</li> <li>• Non-Congressism' and electoral upset of 1967,</li> <li>• Congress split and reconstitution</li> <li>• Congress' victory in 1971 elections,</li> <li>• Politics of 'garibi-hatao'.</li> </ul>	<p><b>Chapter 6</b></p> <ul style="list-style-type: none"> <li>• Navnirman movement in Gujarat and the Bihar movement.</li> <li>• Emergency: context,</li> <li>• Constitution Dimensions, resistance to emergency.</li> <li>• 1977 elections and the formation of Janta Party,</li> <li>• Rise of civil liberties organizations</li> </ul>	<p><b>Chapter 6(cotd.)</b></p> <ul style="list-style-type: none"> <li>• Search for 'committed' bureaucracy and judiciary.</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the relationship of leadership and the impact of political events on foreign policy</li> <li>• To make the students understand the popular policies of congress</li> <li>• To understand the causes for the formal split of congress</li> <li>• To understand the causes and consequences of emergency</li> <li>• To understand the rise of civil liberties organization and their limitations</li> <li>• To understand the working of bureaucracy in India</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• To familiarize the students with the issues relating to emergency and the consequences on politics as well as the citizen's rights.</li> </ul>			
<b>Teaching Aid</b>	<ul style="list-style-type: none"> <li>• Research work</li> <li>• Smart board</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Questions based on the Board pattern from the text will help to assess the understanding of the chapters</li> </ul>			

**MONTH: SEPTEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
Revision	Revision	Revision	<b>Term-I Exam</b>	<b>Term-I Exam</b>	Paper discussion
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>				
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Reinforcement of Concepts learned.</li> <li>• Develop the skills for logical reasoning and abstraction.</li> </ul>				

**MONTH: OCTOBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<p><b>Chapter 7:</b> Regional Aspirations and Conflicts.</p> <p><b>Chapter 8:</b> Rise of New Social Movements.</p>	<p><b>Chapter 7</b></p> <ul style="list-style-type: none"> <li>• Rise of regional parties.</li> <li>• Punjab crisis and the Sikh riots of 1984.</li> </ul>	<p><b>Chapter 7 (cotd.)</b></p> <ul style="list-style-type: none"> <li>• The Kashmir situation.</li> <li>• Challenges and responses in the North East.</li> </ul>	<p><b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>• Farmer’s movements,</li> <li>• Women’s movement,</li> <li>• Environment and</li> <li>• Development affected people’s movements.</li> <li>• Implementation of Mandal Commission report.</li> </ul>	<p><b>Chapter 8(cotd.)</b></p> <ul style="list-style-type: none"> <li>• Development affected people’s movements.</li> <li>• Implementation of Mandal Commission report.</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the reasons behind the separatist movement in Punjab ,North-East and Kashmir and their impact on the politics in india</li> <li>• To students will understand the strategy and outcomes of some of the popular movements Chipko, NBA ,Anti Arrack Movement</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• To analyze any unexamined prejudices that one may have inherited.</li> <li>• Inculcate attention to and respect for viewpoints other than one’s own.</li> <li>• Introduce students to the different political thinkers in relation to a concept and in everyday social life.</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Class interaction and discussion.</li> <li>• Conceptual questions will be given as home assignment</li> </ul>			
<b>Teaching Aid</b>	<ul style="list-style-type: none"> <li>• Newspaper and research work on net.</li> </ul>			



**MONTH: NOVEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Chapter 9:</b> Recent developments in Indian politics	<b>Chapter 9</b> <ul style="list-style-type: none"> <li>• Participatory upsurge in 1990's.</li> <li>• Rise of the JD and the BJP</li> <li>• Increasing role of regional parties and coalition politics and NDA Govt.</li> <li>• Election 2004 and UPA Government</li> </ul>	Revision	<b>Pre-Board - I</b>	<b>Pre-Board – I</b>
<b>Learning Objective</b>	<ul style="list-style-type: none"> <li>• To understand the political developments especially post 1989</li> <li>• To understand the politics of coalition in India</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Reinforcement of Concepts learned.</li> <li>• Develop the skills for logical reasoning and abstraction</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>			

**MONTH: DECEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
	<ul style="list-style-type: none"> <li>• Cartoon based, source based , Map questions from the book</li> </ul>	Revision	Revision	Revision	<b>Common Pre-Board</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the and interpret the Cartoon based questions</li> <li>• Revision</li> </ul>				
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Strengthen student's capacity for political analysis by thinking of contemporary developments.</li> </ul>				
<b>Teaching aid</b>	<ul style="list-style-type: none"> <li>• Sample papers</li> </ul>				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Class discussion.</li> <li>• Class test</li> </ul>				

**MONTH: JANUARY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
	<b>Winter Break Common Pre-Board</b>	<b>Winter Break Common Pre-Board</b>	Revision	Revision

## Physical Education

### MONTH: APRIL

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week	5 <sup>th</sup> Week
<b>Unit I:</b> Sports Environment & Society  <b>Unit II:</b> Adventure Sports & Leadership Training	Familiarization with the course and marking scheme	<b>Unit I</b> <ul style="list-style-type: none"> <li>• Meaning &amp; Need of Sports Environment</li> <li>• Essential Elements of Positive Sports Environment</li> </ul>	<b>Unit I</b> <ul style="list-style-type: none"> <li>• Role of Individual In Improvement of Sports Environment</li> </ul>	<b>Unit I</b> <ul style="list-style-type: none"> <li>• Role Of Spectators &amp; Media In Creating Positive Sports Environment</li> <li>• Women Participation – As Discourse &amp; Ideology</li> </ul>	<b>Unit II</b> <ul style="list-style-type: none"> <li>• Meaning &amp; objectives of Adventure Sports</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To know about the ways to develop positive sports environment</li> </ul>				
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Awareness about sports, significance of positive sports environment &amp; women participation in sports</li> </ul>				
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Discussion Method, Dictation Method, Reading Method And Practical</li> </ul>				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Reflective Questions, Quiz, Pen- paper test, Practical</li> </ul>				

### MONTH: MAY

Content/Topic	1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Unit II:</b> Adventure Sports & Leadership Training	<b>Unit II</b> <ul style="list-style-type: none"> <li>• Types of activities – Camping, Rock Climbing, Tracking, River Rafting &amp; Mountaineering</li> <li>• Material requirement &amp; safety measures</li> </ul>	<b>Unit II</b> <ul style="list-style-type: none"> <li>• Identification &amp; use of Natural Resources</li> <li>• Conservation of surroundings</li> </ul>	<b>Unit II</b> <ul style="list-style-type: none"> <li>• Creating Leaders Through Physical Education</li> </ul>	<b>Unit II</b> <ul style="list-style-type: none"> <li>• Creating Leaders Through Physical Education (Contd.)</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To create awareness for adventure activities.</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Students will be able to get familiar with nature, surroundings and importance of adventure activities</li> </ul>			
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Discussion Method, Dictation Method, Practical</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Reflective Questions, Quiz, Exam ,Excursion trips, practical</li> </ul>			

**MONTH: JULY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Unit III:</b> Sports & Nutrition <b>Unit IV:</b> Planning in Sports	<b>Unit III</b> <ul style="list-style-type: none"> <li>Balanced Diet &amp; Nutrition: Macro &amp; Micro Nutrients</li> <li>Nutritive &amp; Non-Nutritive</li> <li>Components of Diet</li> </ul>	<b>Unit III</b> <ul style="list-style-type: none"> <li>Eating Disorders – Anorexia Nervosa &amp; Bulimia</li> <li>Effects of Diet on Performance</li> <li>Eating For Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food</li> <li>Intolerance &amp; Food Myths</li> </ul>	<b>Unit IV</b> <ul style="list-style-type: none"> <li>Meaning &amp; Objectives of Planning</li> <li>Various Committees &amp; Its Responsibilities</li> <li>Tournament – Knock-Out, League or Round Robin &amp; Combination</li> </ul>	<b>Unit IV</b> <ul style="list-style-type: none"> <li>Procedure To Draw Fixtures – Knock-Out (Bye &amp; Seeding) &amp; League (Staircase &amp; Cyclic)</li> <li>Intramural &amp; Extramural –</li> <li>Meaning, Objectives &amp; Its Significance</li> <li>Specific Sports Programme (Sports Day, Health Run, Run For Fun, Run For Specific Cause &amp; Run For Unity)</li> </ul>	<b>CYCLE TESTS</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>To know the relevance of Balanced Diet and how to plan a diet chart</li> </ul>				
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>Students will be able to incorporate balanced diet in life and plan their diet according to the activity</li> </ul>				
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>Discussion Method, Dictation Method, Reading Method</li> </ul>				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Reflective Questions, Quiz, Exam, practical</li> </ul>				

**MONTH: AUGUST**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Unit V:</b> Postures <b>Unit VI:</b> Children & Sports	<b>Unit V</b> <ul style="list-style-type: none"> <li>Meaning and Concept of Correct Postures - Standing And Sitting</li> <li>Advantages of Correct Posture</li> </ul>	<b>Unit V</b> <ul style="list-style-type: none"> <li>Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow Legs and Scoliosis</li> <li>Physical Activities as Corrective Measures</li> </ul>	<b>Unit VI</b> <ul style="list-style-type: none"> <li>Motor development in children</li> <li>Factors affecting motor development</li> </ul>	<b>Unit VI</b> <ul style="list-style-type: none"> <li>Physical &amp; Physiological benefits of exercise on children</li> <li>Advantages &amp; disadvantages of weight training &amp; food supplement for children</li> <li>Activities &amp; quality of life</li> </ul>

<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>To know the importance of good posture and the value of sports for children</li> </ul>
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>Awareness of good postures and postural deformities, benefits of activities for a healthy life.</li> </ul>
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>Discussion method, dictation method, reading method</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Reflective Questions, Quiz, pen-paper test, practical</li> </ul>

**MONTH: SEPTEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Unit VII: Test &amp; Measurement in Sports</b>	<b>Unit VII</b> <ul style="list-style-type: none"> <li>Measurement of Muscular Strength – Kraus Weber Test</li> <li>-Motor Fitness Test – AAPHER</li> <li>Measurement of Cardio Vascular Fitness-</li> <li>Harward Step Test/</li> <li>Rockport Test</li> <li>Measurement of Flexibility – Sit &amp; Reach Test</li> </ul>	<b>Unit VII</b> <ul style="list-style-type: none"> <li>Rikli &amp; Jones - Senior Citizen Fitness Test</li> <li>Chair Stand Test for lower body strength</li> <li>Arm Curl Test for upper body strength</li> <li>Chair Sit &amp; Reach Test for lower body Flexibility</li> <li>Back Scratch Test for upper body Flexibility</li> <li>Eight Foot up &amp; Go Test for agility</li> <li>Six Minute Walk Test for Aerobic Endurance</li> </ul>	<b>Term -I Exam</b>	<b>Term -I Exam</b>	Paper Discussion
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>To know about the utility and validity of the test.</li> </ul>				
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>Students will be able to judge their capability in an event through Test and measurement.</li> </ul>				
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>Discussion method, dictation method, reading method, practical method</li> </ul>				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Reflective questions, Quiz, Exam ,practical</li> </ul>				

**MONTH: OCTOBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Unit VIII : Physiology &amp; Sports</b>	<b>Unit VIII</b> <ul style="list-style-type: none"> <li>• Physiological factor determining component of Physical Fitness</li> </ul>	<b>Unit VIII</b> <ul style="list-style-type: none"> <li>• Effect of exercise on Cardio Vascular System</li> <li>• Effect of exercise on Respiratory System</li> </ul>	<b>Unit VIII</b> <ul style="list-style-type: none"> <li>• Effect of exercise on Circulatory System</li> </ul>	<b>Unit VIII</b> <ul style="list-style-type: none"> <li>• Physiological changes due to ageing &amp; role of regular exercise on ageing process</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To know about systems of the body and physiological changes</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Awareness of effects of exercises on various systems and ageing</li> </ul>			
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Discussion method, dictation method, reading method, practical method</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Reflective questions, Quiz, Exam ,practical methods, practical</li> </ul>			

**MONTH: NOVEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
<b>Unit IX: Biomechanics &amp; Sports</b> <b>Unit X: Psychology &amp; Sports</b>	<b>Unit IX</b> <ul style="list-style-type: none"> <li>• Projectile &amp; factors affecting</li> <li>• Projectile Trajectory</li> <li>• Angular &amp; Linear Movements</li> <li>• Introduction to Work, Power &amp; Energy</li> <li>• Friction</li> <li>• Mechanical Analysis of Walking &amp; Running</li> <li>• Understanding stress, anxiety &amp; its management</li> </ul>	<b>Unit X</b> <ul style="list-style-type: none"> <li>• Coping Strategies – Problem Focused &amp; Emotional Focused</li> <li>• Personality, its dimensions &amp; types; Role of sports in personality development</li> <li>• Motivation, its type &amp; technique</li> <li>• Self-esteem &amp; Body Image</li> </ul>	<b>Pre-Board -I</b>	<b>Pre-Board -I</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To know biomechanics of the joints and psychology of sportsmen</li> </ul>			
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Awareness of biomechanical function of the joints and importance of psychology during training</li> </ul>			
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>• Discussion method, dictation method, reading method</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Reflective questions, Quiz, Exam, practical demonstration</li> </ul>			

**MONTH: DECEMBER**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>	<b>5<sup>th</sup> Week</b>
<b>Unit XI: Training in Sports</b>	<b>Unit XI</b> <ul style="list-style-type: none"> <li>Strength – Definition, types &amp; methods of</li> <li>improving Strength – Isometric, Isotonic &amp; Isokinetic</li> <li>Endurance - Definition, types &amp; methods to develop</li> <li>Endurance – Continuous Training, Interval Training &amp; Fartlek Training</li> </ul>	<b>Unit XI</b> <ul style="list-style-type: none"> <li>Speed – Definition, types &amp; methods to develop Speed –</li> <li>Acceleration Run &amp; Pace Run</li> <li>Flexibility – Definition, types &amp; methods to improve flexibility</li> </ul>	<b>Unit XI</b> <ul style="list-style-type: none"> <li>Coordinative Abilities –</li> <li>Definition &amp; types</li> <li>Practicals</li> </ul>	Revision	<b>Common Pre-Board</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>To know about the different types of training</li> </ul>				
<b>Expected Learning Outcome</b>	<ul style="list-style-type: none"> <li>How training can develop various components of the sportsmen and their effects on sportsperson.</li> </ul>				
<b>Teaching Aids</b>	<ul style="list-style-type: none"> <li>Discussion method, dictation method, reading method ,practical methods</li> </ul>				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Reflective questions, Quiz, Exam, practical</li> </ul>				

**MONTH: JANUARY**

<b>Content/Topic</b>	<b>1<sup>st</sup> Week</b>	<b>2<sup>nd</sup> Week</b>	<b>3<sup>rd</sup> Week</b>	<b>4<sup>th</sup> Week</b>
	<b>Winter Break</b> <b>Common Pre-Board</b>	<b>Winter Break</b> <b>Common Pre-Board</b>	Revision	Revision

# Evaluation System

## Class XII

### Examination Schedule for class XII:

XII: Term Exam	Term I		Term II	
Month	<b>CYCLE TESTS</b>	<b>Term I Exam</b>	<b>Pre-Board I</b>	<b>Common Pre-Board</b>
	According to given schedule	3 <sup>rd</sup> & 4 <sup>th</sup> week of Sept.	November	(end Dec to beginning Jan)
Max. Marks	50% weightage of theory exam.	100 (TH+PR)*	100 (TH+PR)*	100 (TH)*
Time Duration	1hr. 45 minutes (inclusive of reading time)	3 hrs	3 hrs	3 hrs
Syllabus	April - July	April - Sept	April – Dec.	April – Feb.
Marks dist.	*Marks distribution in each Term for Written / Practical/ Continuous Evaluation as <b>per CBSE guidelines</b> English- 100 Maths, Pol. Sc., -100 written Accountancy- 80+20 Project; Economics-100; Business Studies- 80+ 20 Projects Phy. Edu. - 70 written+30 Practical			

Classes	Work Education [Once a session]		
XII	<b>Work Experience*</b>	<b>General Studies *</b>	<b>Health &amp; Physical Education*</b>
*grades on nine point scale to be sent to CBSE.			

## **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.