

CURRICULUM PLAN

CLASS 11

SESSION 2023-2024

**CURRICULUM PLAN
CLASS 11 (2023-2024)
English Core**

PRESCRIBED BOOKS :

1. HORNBILL(NCERT)
2. SNAPSHOTS: (NCERT)

Learning Objectives:

- To develop scientific temperament and aim to enhance the skills of reasoning and logical thinking.
- To enhance collaborative learning.
- To enhance creative and critical thinking.
- To promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities.
- To develop Problem-Solving skills and stimulating imagination.
- To enable students to read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.

SUGGESTED READINGS:

1. Around the World **in Eighty** days
2. Wings of Fire **by APJ Abdul Kalam**

APRIL(18 DAYS)

CHAPTER / TOPIC

Lesson — 1 **The Portrait of a Lady by Khushwant Singh**
(Hornbill)

Activity:

:(Panel Discussion)

METHODOLOGY

Interactive Approach:

- To enhance their experiential learning and value human relations.
- To enhance the students's collaborative learning
- To enhance their active learning and make them understand the familial values.

The background knowledge of the author and his works would be given.

The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains.

Difficult words and terms would be discussed.

The prose will be explained. All possible questions and answers would be discussed and assigned.

Enriching Vocabulary: veritable bedlam of chirruping, frivolous rebukes, serenity, seclusion with resignation, sagging skins of dilapidated drum. Students would develop their optimistic attitude towards life amidst many struggles.

LEARNING OUTCOMES

Students would develop their optimistic attitude towards life amidst many struggles.

Will be able to develop an attitude to become more independent in thought and action. They will be responsible and cooperative.

Students will be able to think about and analyze the text.

Activity :

Panel Discussion on :

The Portrait of a Lady is a reminder about the growing between the young and the older generation.[Group Activity]

**Creative Writing Skills and
Grarrirriar**

- Classified Advertisement
- 1.situation Vacant
 - 2.situation wanted
 - 3.Sale and Purchase

Activity:
PPT

Interactive Approach

To enhance their critical thinking.

To enhance their creative and logical thinking.

To enhance their scientific temper.

The students will be told about the purpose of writing various classified Advertisement. The format, style and content will be thoroughly discussed in the class with examples.

A PPT would be shared to show them the solved examples of all types of advertisements.

The student will become familiar with different types of advertisements.

Students will be able to analyze the format & structure of advertisements.

Activity:

A detailed PPT would be shown.

<p>Poetry: A Photograph by Shirley Toulson</p>	<p>Interactive Approach:</p>	<p>The students would be able to grasp the theme and meaning of the poem.</p>
	<ul style="list-style-type: none"> • To enhance their aesthetic and appreciation skills. 	<p>They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</p>
	<ul style="list-style-type: none"> • To develop their digital learning. 	<p>Their vocabulary would be strengthened.</p>
	<ul style="list-style-type: none"> • To enhance their rhyme and rhythm. 	<p>They would be able to draw a comparative study between human life and nature.</p>
<p>Activity (PPT)</p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme. (student- teacher interaction)</p>	<p>They would be able to identify the poetic devices & their usage.</p>
	<p>They would compare the previous lesson The Portrait of a Lady with the title of the poem. The background of the poet would be discussed.</p> <p>The poem would be read aloud online by students with proper intonation rhyme and rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</p> <p>The poem would be explained covering the phrases, sentences and discourse as well as their structuring</p>	<p>Activity : PPT providing synopsis (Group Activity)</p>

<p>Lesson — 1 The Summer of the Beautiful White Horse by William Saroyan (Snapshots)</p>	<p>Interactive Approach:</p> <p>To enhance their critical appreciation.</p> <p>To enhance the experiential learning.</p> <p>To make students aware of the values of honesty and self esteem.</p> <p>The session would begin with an interactive phase where in the learners would interpret the title of the story.</p>	<p>The learners would be able to apply the literal, interpretative and critical level in analyzing a short story.</p>
--	--	---

	<p>The background of the author would be given. The story would be read aloud.</p> <p>Felicitor would explain the lesson line by line ,.</p> <p>Research on the Armenia genocide & class discussion about the same.</p>	<p>They would be able to determine the tone of a short story.</p> <p>They would be able to comprehend the irony hidden in the story.</p>
<p>Activity (Class Quiz)</p>		<p>Activity: Class Quiz based on the chapter will be organised.</p>

MAY (15DAYS)

CHAPTER / TOPIC	METHODOLOGY	LEARNING OUTCOMES
<p>We're not Afraid to Die by Gordon Cook & Alan East (Hornbill)</p> <p>Activity: (panel Discussion)</p>	<p>Interactive Approach:</p> <p>To enhance their experiential learning.</p> <p>To enhance their problem solving skills.</p> <p>To enhance their Collaborative learning.</p> <p>The session would start with an interactive session wherein the students would interpret the title of the lessons.</p>	<p>The learners would be able to enhance their problem solving skills. They would be able to inculcate the values of determination and will power.</p> <p>Understanding of the text, difficult words & phrases.</p> <p>Activity Panel Discussion on: "The children braved the situation more maturely than their years."</p>

	<p>Class Reading with suitable expression,pronunciation and intonation.</p> <p>A video will be shown about challenges one could face while sailing through ship.</p>	<p>Discuss.</p>
<p>The Address by Marga Minco (Snapshots)</p> <p>Activity: PPT</p>	<p>Interactive Approach: To enhance their experiential learning.</p> <p>To enhance their problem solving skills.</p> <p>Power Point Presentation Video on Effects of war ..</p> <p>Class Reading with suitable expression, pronunciation and intonation.</p> <p>Felicitor would thoroughly explain the lesson line by line and with word meanings.</p> <p>Active participation of the students is sought.</p>	<p>Students would be able to appreciate the language, content and style of the prose.</p> <p>The students would be able to learn and inculcate the values of peace, determination and will power.</p> <p>Vocabulary would be enriched.</p> <p>Their Listening skills would be enhanced</p> <p>Activity: PPT on Effects of War.</p>

<p>GRAMMAR</p> <p>TENSES</p> <p>Activity: Work sheets</p>	<p>Interactive Approach:</p> <p>To enhance their critical thinking..</p> <p>To enhance their logical thinking.</p> <p>Class starts by showing the students the flow chart of tenses.</p> <p>Chart with past, present and future tense along with definition, description and examples will be shown.</p> <p>Questions based on Mind maps will be given for practice.</p>	<p>Students will be able to identify the verb and tense in a sentence by circling and labelling.</p> <p>Students will be able to write a sentence using the past, present, or future tense.</p> <p>The students learn to form various sentences based on tenses and verbs. This enhances their grammatical skills.</p> <p>Activity Worksheets will be given for practice.</p>
---	---	--

<p>Reading comprehension</p> <p>Activity Worksheets</p>	<p>Interactive Approach:</p> <p>To enhance their logical thinking</p> <p>To enhance their creative thinking</p> <p>In the beginning of the session, a text would be given to the students to read and comprehend.</p> <p>The facilitator would train the students to read the text minutely, strategies for answering the questions based on the passage will be discussed.</p>	<p>The Students would be acquainted with reading comprehension, strategies and skills that facilitate their understanding.</p> <p>They would be able to analyze the written texts effectively and easily;</p> <p>Answer their own and their peer's questions by connecting ideas, using background knowledge and further research .</p> <p>Activity</p> <p>Work sheets will be given for practice.</p>
<p>Laburnum Top</p> <p>Activity PPT</p>	<p>Interactive Approach</p> <p>To enhance their aesthetic skills</p> <p>.</p> <p>To enhance their appreciation for poetry</p> <p>To enhance their rhyme and rhythm.</p> <p>To enhance their creativity and imagination.</p> <p>The poem would be read aloud with proper intonation rhyme and rhythm.</p> <p>Difficult terms and words would be discussed so that the students can predict the atmosphere of the world inside the poem.</p> <p>The poem would be explained covering the phrases, sentences and discourse as well as their structuring. The figures of speech and rhyming scheme would be discussed.</p>	<p>The students would be able to read the poem with proper intonation and rhyme</p> <p>The students learn to appreciate nature and its bounties.</p> <p>Their vocabulary would be enhanced.</p> <p>The students also appreciate the use of various poetic devices like alliteration, metaphor and simile.</p> <p>Activity</p> <p>Students will prepare a detailed PPT of the poem covering various aspects.</p>

Monthly Revision Test		<p>Written Test will be given.</p> <p>They would get chance to clear their doubts before proceeding for the further syllabus.</p>
-----------------------	--	--

JUNE- SUMMER BREAK	Holiday H.W. mentioned at the end
---------------------------	-----------------------------------

JULY (22 DAYS)

<p>Discovering Tut—The Saga Continues [A.R. Williams] (Hornbill)</p> <p>Activity: (panel Discussion)</p>	<p>Interactive Approach:</p> <p>To enhance their inquiry based learning.</p> <p>To develop their scientific temperament.</p> <p>The session would start with an interaction on what they have learnt about Egyptian culture of preserving mummies.</p> <p>A video will be shown related to King Tut’s Mummy & its Artifacts</p> <p>Lesson will be read aloud and explained thoroughly with word meanings.</p>	<p>The students would be able to grasp the theme and meaning of the prose.</p> <p>They would be able to appreciate the language, content and style of the prose.</p> <p>The students would be able to identify clauses and phrases and establish the difference between the two.</p> <p>Activity: (in group of 3-4 students)</p> <p>Panel Discussion on: “Describe the changing attitudes of the archaeologists over a span of time.”</p>
---	--	---

<p>Note Making And Summary</p> <p>Activity PPT</p>	<p>Interactive Approach</p> <p>To enhance their analytical skills</p> <p>To enhance their problem solving skills.</p> <p>To develop their digital learning. The facilitator would train the students to read the text minutely, then select, analyse, and summarize the main points.</p>	<p>The students will learn to arrange the points in a logical way.</p> <p>Their thinking skills would be enhanced.</p> <p>The students will learn to make notes in a clear format using headings, sub-Heading, indentation, using abbreviations, etc.</p> <p>Activity The PPT showing the technique and art of making notes. Various worksheets will be given for practice.</p>
<p>Reordering of sentences</p> <p>Activity Worksheets</p> <p>Reading comprehension</p> <p>Activity Worksheets</p> <p>Revision</p>	<p>Interactive Approach</p> <p>To create the logical thinking.</p> <p>To enhance their creative thinking.</p> <p>Various types of questions based on reordering will be given to the students for practice in the class.</p> <p>Interactive Approach</p> <p>To enhance their logical thinking To enhance their creative thinking</p> <p>Text will be given to the students to solve various questions based on the comprehension.</p> <p>The students read the text minutely and follow the strategies learnt during the previous classes to solve the passage.</p> <p>Revision of the various topics taken will be thoroughly revised. Worksheets will be given for practice.</p>	<p>The students will solve questions based on reordering in the class.</p> <p>Activity Worksheets will be given for extra practice.</p> <p>Activity: Various worksheets will be given for practice in the class</p>

AUGUST (23 DAYS)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>Creative writing skills</p> <p>Speech writing</p> <p>Activity: The students will write a speech.</p> <p>Transformation of sentences</p> <p>Activity : Work sheets</p>	<p>Interactive Approach</p> <p>To enhance their experiential learning.</p> <p>To develop their logical thinking.</p> <p>To stimulate their imagination.</p> <p>The teacher would start with interactive session on how frequently they have participated in speech.</p> <p>Format,important points and content related rules would be explained in details.</p> <p>Interactive Approach</p> <p>To enhance their creative thinking</p> <p>To enhance their logical thinking.</p> <p>To enhance their writing skills.</p> <p>There will be warm up session where students will be asked about various types of sentence formation.</p> <p>Various sentences will be given for transformation.</p>	<p>The students learn accuracy in grammatical structures,formal greetings, and introduction of topic.</p> <p>They learn to differentiate various types of writing skills like notice, letter writing.</p> <p>:</p> <p>Activity: Speech on “Importance of Discipline in the Life of a student.”</p> <p>The students will attempt various questions based on sentence transformation.</p> <p>Activity Worksheets will be given for extra practice.</p>

<p>Poster Making</p> <p>Activity (poster Making)</p>	<p>Interactive Approach:</p> <p>To enhance their active learning.</p> <p>To enhance their creative thinking.</p> <p>To develop their aesthetic sense.</p> <p>The teacher would display several different posters like Movie poster, community events, newspaper ads. to highlight the purpose of posters.</p>	<p>The students learn effective poster making as a tool of visual communication.</p> <p>They will also learn to focus on the message delivered.</p> <p>Students learn to plan, ,organise,and use various slogans.</p> <p>Students learn to use graph,images,colours,spacing,margins and layout effectively.</p> <p>Activity Poster Making "Importance of Yoga in Life"</p>
--	--	---

<p>Debate writing</p>	<p>Interactive Approach</p> <p>To enhance their logical thinking To enhance their critical thinking</p> <p>To enhance their creative thinking</p> <p>The session would start where students will be asked how frequently they have participated in debate competition.</p>	<p>The correct usage of greetings, salutations, introduction and content of debate .</p>
<p>3 .POETRY: The Voice of the Rain</p> <p>Activity PPT</p>	<p>Interactive Approach</p> <p>To enhance their aesthetic sense.</p> <p>To enhance their appreciation skills.</p> <p>To enhance their abstract thinking.</p> <p>The teacher would play a snippet of the sound of rain and the learners would infer ideas and an interactive session would start</p> <p>The title of the poem would be open for class interpretation.</p> <p>The knowledge background of the poet would be given.</p> <p>The poem would be read aloud line by line with proper stress and intonation.</p> <p>The teacher would discuss the theme, poetic devices , structure and rhyme.</p>	<p>The students would be able to grasp the theme and meaning of the poem.</p> <p>They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</p> <p>Their vocabulary would be strengthened.</p> <p>They would be able to draw a comparative study between human life and nature.</p> <p>The students will appreciate the various Poetic devices used</p> <p>Activity PPT will be shown..</p>

October {19}

	<p>Interactive Approach</p>	<p>The Learners would be able to learn the value of Adventurous activities. The learners would be able to develop their basic skills of language.</p>
<p>The Adventure</p>		
	<p>To enhance the scientific Temperament</p>	
	<p>To enhance the critical thinking</p>	
	<p>To develop the problem solving skills. The title of the chapter would be open for interactions.</p>	

	The background of the author will be thoroughly discussed.	They would develop their reading skills and listening . The students understand the transition that took place and the scientific theories responsible for it.
	The chapter would be read line by line and thoroughly explained with word meanings. Active participation of the students is sought.	
Activity Note Making of the chapter.		Activity Students will make the notes of the chapter.
The Tale of Melon city.	Interactive Approach	The learners would be able to develop their basic skills of language. They would be able to appreciate the language, content and style of the prose. Vocabulary would be enriched. Students will be aware of different situations and dealing with them. They will be able to understand that peace and liberty are two strong factors for a state to flourish.
	The session would start with an interaction on interpreting the title of the lesson.	
	The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.	
	Classroom discussion based on Examples of Kings and rulers. Loud reading of the text with voice intonation and modulation.	
	Theme and message will be explained.	

<p>Classified Advertisement.</p> <ol style="list-style-type: none"> 1. Educational 2. Tour and Travels 3. Lost and Found <p>Activity PPT</p>	<p>Interactive Approach:</p> <p>To enhance their critical thinking.</p> <p>To enhance their creative and logical thinking.</p> <p>To enhance their scientific temper.</p> <p>The students will be told about the purpose of writing various classified Advertisement. The format, style and content will be thoroughly discussed in the class with examples.</p> <p>A PPT would be shared to show them the solved examples of all types of advertisements.</p>	<p>The students learn about the format, style, content of the advertisement.</p> <p>They are also able to differentiate the various types of advertisements .</p> <p>Activity A detailed PPT would be shown.</p>
<p>Clauses</p> <p>Activity PPT</p>	<p>Interactive Approach</p> <p>To enhance their logical thinking</p> <p>The teacher would start the class with the warm up session asking the students to frame sentences highlighting the difference between the subject and the predicate.</p> <p>The definitions of a phrase and clause would be given with examples.</p>	<p>The students learn about various clauses and attempt questions based on clauses.</p> <p>Activity PPT displaying and explaining phrases and clauses.</p>

<p>Childhood</p>	<p style="text-align: center;">Interactive Approach:</p> <p>To enhance their aesthetic sense.</p> <p>To enhance their creative thinking.</p> <p>To enhance their appreciation for poetry</p> <p>To enhance their abstract thinking.</p> <p>The session would start with an interaction on interpreting the title of the lesson.</p> <p>The background of the author would be given.</p> <p>The lesson would be read aloud and discussed</p> <p>Difficult words would be listed out and discussed.</p> <p>The poem would be read aloud with proper stress and intonation.</p> <p>The teacher would discuss the theme, poetic devices and structure and rhyme.</p>	<p>The students will relate the poem with their personal Experiences.</p> <p>They will identify the various situations in their personal life when they faced the same dilemma as faced by the poet.</p> <p>They will appreciate the various poetic devices used by the poet in the poem.</p>
<p>Transformation of sentences</p>	<p style="text-align: center;">Interactive Approach:</p> <p>To enhance their creative thinking</p> <p>To enhance their logical thinking.</p> <p>To enhance their writing skills.</p> <p>There will be warm up session where students will be asked about various types of sentence formation.</p>	<p>The students will attempt various questions based on transformation of sentences.</p>

<p>Activity Work sheets</p> <p>Revision</p>	<p>Various sentences will be given for transformation.</p> <p>The students will revise various topics learnt with various worksheets, PPT, and Mind maps.</p>	<p>Activity Worksheets will be given for practice.</p>
--	---	---

DECEMBER (22 DAYS including Post Mid Term Exams)

CHAPTER / TOPIC	METHODOLOGY	LEARNING OUTCOMES
<p>Birth</p> <p>Activity: Panel Discussion.</p>	<p>Interactive Approach:</p> <p>To enhance their problem solving skills</p> <p>To enhance their logical thinking</p> <p>To develop their problem solving skills.</p> <p>To develop their scientific temperament.</p> <p>To enhance their practical knowledge.</p> <p>The chapter would be read line by line and thoroughly explained with word meanings.</p> <p>Active participation of the students is sought.</p>	<p>The students learn to use their theoretical knowledge into practical knowledge.</p> <p>They learn to implement the procedure learnt in their day to life.</p> <p>Students learn to solve problems arising in day to day life with courage, dedication.</p> <p>Activity Panel Discussion "Doctor's Life is not bed of roses"</p>

January (17)

Silk Road

Activity : A write up

Interactive Approach

To enhance their critical thinking.

To enhance their logical thinking.

To stimulate their imagination.

To enhance their experiential learning.

The session would begin by showing students a map of Asia. A pass named silk road will be shown and it was route of trade between the various countries.

The chapter would be read line by line thoroughly with word meanings.

The students learn about silk road and its importance.

They also learn about the different cultures of the different countries and how these got exchanged.

They also learn about the travel agents and how they help the tourists to know about a place thoroughly.

Activity:

Short write up on the" profession of a travel agent"

Father To Son

Interactive Approach:

To enhance their experiential knowledge .

To enhance their aesthetic thinking

To enhance their creative thinking

To enhance their logical thinking.

Silent reading followed by

The students learn about the generation gap and understand the predicament of the father .

The students appreciate the efforts of the father in bridging the gap.

The students also understand the helplessness of the father.

Activity

The synopsis would be shown with the help of a PPT.

Activity "PPT "

	<p>loud reading and thorough explanation will be carried out.</p> <p>The title of the topic would be open for class interpretation.</p> <p>The background of the author would be given.</p> <p>A video will be shown on Generation gap and students will be asked to enter into a debate about generation gap.</p>	
--	--	--

CHAPTER / TOPICS	METHODOLOGY	LEARNING OUTCOMES
Revision will start.	During revision various work sheets and practice papers will be given for thorough practice.	

January Onwards Revision for Annual Examinations would start thoroughly.

Following strategies would be used for the same:

- Worksheets for Practice would be given to the students in class to
 - D solve Reading Comprehensions following MCQ based questions
 - D Solve Reading Comprehensions for Note Making
 - D Grammar based exercise
- Flow Chart worksheets would be given for Character Analysis of all the prose lessons from the books Hornbill & Snapshots.
- Activity sheets for identifying the rhyme schemes and poetic devices used in the poems would be

given to students. Theme, Message, interpretation of the lessons and extra questions would be discussed in class.

HOLIDAY HOMEWORK (Summer Break)

Q1. Make a collage in your notebook of various types of Notices. Consult various magazines journals and Newspapers for this activity.

Q2. Read the poem A Tale of Melon City and make a comic strip of the King. Also briefly describe his character in 5-6 lines.

Q.3.Cut and paste various types of Advertisement in your notebook. Consult various journals, magazine and Newspapers for the same.

HOLIDAY HOME WORK (Winter Break)

Revision of Whole Syllabus through notes created throughout the session & helpful tools like PPTs Video Links provided by teacher.

CURRICULUM PLAN
CLASS 11 (2023-2024)
PHYSICS

Learning Objectives

1. To promote problem solving abilities and creative thinking in students.
2. To strengthen the concepts developed at the secondary stage, to provide firm foundation for further learning in the subject.
3. To expose the learner to different process used in Physics related industrial and technological applications
4. To develop conceptual competence in the learners .
- 5 To develop experimental, observational, manipulative, decision making and investigatory skills in students.

PHYSICS THEORY PAPER
MAXIMUM MARKS -70

Time: 3 hrs.

Max Marks: 70

		No. of Periods	Marks
Unit-I	Physical World and Measurement	08	23
	Chapter-2: Units and Measurements		
Unit-II	Kinematics	24	
	Chapter-3: Motion in a Straight Line		
	Chapter-4: Motion in a Plane		
Unit-III	Laws of Motion	14	
	Chapter-5: Laws of Motion		
Unit-IV	Work, Energy and Power	14	
	Chapter-6: Work, Energy and Power		
Unit-V	Motion of System of Particles and Rigid Body	18	
	Chapter-7: System of Particles and Rotational Motion		
Unit-VI	Gravitation	12	
	Chapter-8: Gravitation		
Unit-VII	Properties of Bulk Matter	24	20
	Chapter-9: Mechanical Properties of Solids		
	Chapter-10: Mechanical Properties of Fluids		
	Chapter-11: Thermal Properties of Matter		
Unit-VIII	Thermodynamics	12	
	Chapter-12: Thermodynamics		
Unit-IX	Behaviour of Perfect Gases and Kinetic Theory of Gases	08	
	Chapter-13: Kinetic Theory		
Unit-X	Oscillations and Waves	28	10
	Chapter-14: Oscillations		
	Chapter-15: Waves		
Total		160	70

PRACTICALS

Total Periods: 32

- 1) The record to be submitted by the students at the time of their annual examination has to include:
- 2) Record of at least 8 Experiments [with 4 from each section], to be performed by the students.
- 3) Record of at least 6 Activities [with 3 each from section A and section B], to be performed by the students.
- 4) The Report of the project carried out by the students.

Evaluation Scheme

Max. Marks: 30

Time 3 hours

Two experiments one from each section	7+7 Marks
Practical record [experiments and activities]	5 Marks
One activity from any section	3 Marks
Investigatory Project	3 Marks
Viva on experiments, activities and project	5 Marks
Total	30 marks

<u>Month</u>	<u>No of working days</u>	<u>Topic to be covered</u>	<u>Experiment /Activity</u>	<u>Learning outcome</u>
April	18	<p><u>Units and Measurements</u> Need for measurement: Units of measurement; systems of units; SI units, fundamental and derived units. significant figures. Dimensions of physical quantities, dimensional analysis and its applications.</p> <p><u>Motion in a Straight Line</u> Frame of reference, Motion in a straight line, Elementary concepts of differentiation and integration for describing motion, uniform and non- uniform motion, and instantaneous velocity, uniformly accelerated motion, velocity - time and position-time graphs. Relations for uniformly accelerated motion</p>	<p>1 a)To measure diameter of a small spherical/cylindrical body using Vernier callipers.</p> <p>1 b)To measure internal diameter and depth of a given beaker/calorimeter using Vernier callipers and hence find its volume.</p> <p>2)To make a paper scale of given least count, e.g., 0.2cm, 0.5 cm</p> <p style="text-align: center;">work sheets • CBSE Sample papers</p>	Learners will be able to understand the Need of measurement along with basics of fundamental and derived units. Learners will be able to understand the significance and importance of dimensional analysis of any physical quantity
May	15	<p><u>Motion in a Plane</u> Scalar and vector quantities; position and</p>	<p>3 a)To measure diameter of a given wire using screw</p>	Learners will be able to understand the

		<p>displacement vectors, general vectors and their notations; equality of vectors, multiplication of vectors by a real number; addition and subtraction of vectors, Unit vector; resolution of a vector in a plane, rectangular components, Scalar and Vector product of vectors. Motion in a plane, cases of uniform velocity and uniform acceleration ,projectile motion, uniform circular motion.</p>	<p>gauge. 3 b) To measure thickness of a given sheet using screw gauge.</p>	<p>term motion as a relative term and classification of motion. Learners will be able to understand the significance of three equations of motion in our daily life along with it mathematical calculus analysis.</p>
JULY	22	<p><u>Laws of Motion</u> Intuitive concept of force, Inertia, Newton's first law of motion; momentum and Newton's second law of motion; impulse; Newton's third law of motion. Law of conservation of linear momentum and its applications. Equilibrium of concurrent forces, Static and kinetic friction, laws of friction, rolling friction, lubrication. Dynamics of uniform circular motion: Centripetal force, examples of circular motion (vehicle on a level circular road, vehicle on a banked road) Work, Energy and Power</p>	<p>4)To find the weight of a given body using parallelogram law of vectors 5)To study the relationship between force of limiting friction and normal reaction and to find the coefficient of friction between a block and a horizontal surface. 6)To study dissipation of energy of a simple pendulum by plotting a graph between square of amplitude and time.</p>	<p>Learners will be able to understand the Concept of force along all the three Newton's laws of motion. Learners will be able to understand the Concept of concurrent forces and dynamics of circular motion</p>

		<p>Work done by a constant force and a variable force; kinetic energy, workenergy theorem, power. Notion of potential energy, potential energy of a spring, conservative forces: non- conservative forces, motion in a vertical circle; elastic and inelastic collisions in one and two dimensions.</p>		
August	23	<p><u>Motion of System of Particles and Rigid Body</u> System of Particles and Rotational Motion Centre of mass of a two-particle system, momentum conservation and Centre of mass motion. Centre of mass of a rigid body; centre of mass of a uniform rod. Moment of a force, torque, angular momentum, law of conservation of angular momentum and its applications. Equilibrium of rigid bodies, rigid body rotation and equations of rotational motion, comparison of linear and rotational motions. Moment of inertia, radius of gyration, values of moments of inertia for simple geometrical objects (no derivation). <u>Gravitation</u> Kepler's laws of planetary motion, universal law of gravitation. Acceleration</p>	<p>7a)To find the force constant of a helical spring by plotting a graph between load and extension.</p>	<p>Learners will be able to understand Concept of gravitational force between two bodies and its conservative nature.</p>

		due to gravity and its variation with altitude and depth. Gravitational potential energy and gravitational potential, escape velocity, orbital velocity of a satellite.		
September	10	<u>Mechanical Properties of Solids</u> Elasticity, Stress-strain relationship, Hooke's law, Young's modulus, bulk modulus, shear modulus of rigidity (qualitative idea only), Poisson's ratio; elastic energy Revision for Half yearly Examination	7 b)To find the force constant of a rubber band by plotting a graph between load and extension	Learners will be able to understand Practicality of different types of Elastic moduli and Relation between stress and strain.
October	19	<u>Mechanical Properties of Fluids</u> Pressure due to a fluid column; Pascal's law and its applications (hydraulic lift and hydraulic brakes), effect of gravity on fluid pressure. Viscosity, Stokes' law, terminal velocity, streamline and turbulent flow, critical velocity, Bernoulli's theorem and its simple applications. Surface energy and surface tension, angle of contact, excess of pressure across a curved surface, application of surface tension ideas to drops, bubbles and capillary rise	8)To determine the coefficient of viscosity of a given viscous liquid by measuring the terminal velocity of a given spherical body.	Learners will be able to understand Practicality of Fluid dynamics in real life (Pascal's Law, Bernoulli's theorem, Magnus Effect) Learners will be able to understand Concept of surface Tension and Surface energy and will be able to relate it with a daily life.
November	19	<u>Thermal Properties of Matter</u> Heat, temperature, thermal expansion; thermal expansion of	(9a) To study the relation between frequency and length of a given	Learners will be able to understand the Concept and relation

		<p>solids, liquids and gases, anomalous expansion of water; specific heat capacity; C_p, C_v - calorimetry; change of state - latent heat capacity. Heat transfer- conduction, convection and radiation, thermal conductivity, qualitative ideas of Blackbody radiation, Wein's displacement Law, Stefan's law ..</p> <p><u>Thermodynamics</u> Thermal equilibrium and definition of temperature zeroth law of thermodynamics, heat, work and internal energy. First law of thermodynamics, Second law of thermodynamics: gaseous state of matter, change of condition of gaseous state - isothermal, adiabatic, reversible, irreversible, and cyclic processes.</p>	<p>wire under constant tension using sonometer.</p> <p>(9 b) To study the relation between the length of a given wire and tension for constant frequency using sonometer.</p>	<p>between different specific heat capacities.</p> <p>Learners will be able to understand the Concept of Heat, work and Internal energy of the system.</p>
December	22	<p><u>Oscillations Periodic motion –</u> Time period, frequency, displacement as a function of time, periodic functions and their application. Simple harmonic motion (S.H.M) and its equations of motion; phase; oscillations of a loaded spring- restoring force and force constant; energy in S.H.M. Kinetic and potential energies; simple pendulum derivation of expression</p>	<p>(10)Using a simple pendulum, plot L-T and L-T² graphs. Hence find the effective length of a second's pendulum using appropriate graph.</p> <p>11)To find the speed of sound in air at room temperature using a resonance tube by</p>	<p>Learners will be able to understand the basic concept of generation of waves along with its Classification and Mathematical analysis and SHM. Learners will be able to understand the Concept of Different forms of energy</p>

		<p>for its time period. Waves Wave motion: Transverse and longitudinal waves, speed of travelling wave, displacement relation for a progressive wave, principle of superposition of waves, reflection of waves, standing waves in strings and organ pipes, fundamental mode and harmonics, Beats.</p>	<p>two resonance positions.</p>	<p>possessed by a body executing SHM with its mathematical analysis. Learners will be able to understand the Concept of Resonance, free oscillations</p> <p>Learners will be able to understand the Mathematical analysis of waves along its basic parameters (Amplitude , Frequency and Phase) Learners will be able to understand the concept of reflection of waves</p>
January	17	<p><u>Kinetic Theory</u> Equation of state of a perfect gas, work done in compressing a gas. Kinetic theory of gases - assumptions, concept of pressure. Kinetic interpretation of temperature; rms speed of gas molecules; degrees of freedom, law of equi-partition of energy (statement only) and application to specific heat capacities of gases; concept of</p>	<p>12)To study the factors affecting the rate of loss of heat of a liquid.</p>	<p>Learners will be able to understand the concept of Pressure exerted by a gas on the walls of the container.</p>

		mean free path, Avogadro's number. 1 Revision of chapters covered 2. Revision test on each chapter. 3. Discussion of previous year papers		
February		Practical Examination Final Exams		

HOLIDAY HOME WORK

SUMMER BREAK - 1 Practice NCERT questions of first three chapters

2. Prepare Mind maps for motion in a straight line and plane

WINTER BREAK - 1 Practice sample papers .

2 . Practice case study

CURRICULUM PLAN
CLASS 11 (2023-2024)
CHEMISTRY (043)

Rationale

Higher Secondary is the most crucial stage of school education because at this juncture specialized discipline based, content -oriented courses are introduced. Students reach this stage after 10 years of general education and opt for Chemistry with a purpose of pursuing their career in basic sciences or professional courses like medicine, engineering, technology and study courses in applied areas of science and technology at tertiary level. Therefore, there is a need to provide learners with sufficient conceptual background of Chemistry, which will make them competent to meet the challenges of academic and professional courses after the senior secondary stage.

Objectives

The study of Chemistry at Senior Secondary Stage aims to:

- promote understanding of basic facts and concepts in chemistry while retaining the excitement of chemistry.
- make students capable of studying chemistry in academic and professional courses (such as medicine, engineering, technology) at tertiary level.
- expose the students to various emerging new areas of chemistry and apprise them with their relevance in future studies and their application in various spheres of chemical sciences and technology.
- equip students to face various challenges related to health, nutrition, environment, population, weather, industries and agriculture.
- develop problem solving skills in students.
- expose the students to different processes used in industries and their technological applications.
- apprise students with interface of chemistry with other disciplines of science such as physics, biology, geology, engineering etc.
- acquaint students with different aspects of chemistry used in daily life.
- develop an interest in students to study chemistry as a discipline.
- integrate life skills and values in the context of chemistry.

COURSE STRUCTURE (Theory):**Time:3Hours****Total Marks70**

S.NO	UNIT	PERIODS	MARKS
1	Some Basic Concepts of Chemistry	18	7
2	Structure of Atom	20	9
3	Classification of Elements and Periodicity in Properties	12	6
4	Chemical Bonding and Molecular Structure	20	7
5	Chemical Thermodynamics	23	9
6	Equilibrium	20	7
7	Redox Reactions	9	4
8	Organic Chemistry: Some basic Principles and Techniques	20	11
9	Hydrocarbons	18	10
	TOTAL	160	70

PRACTICALS**3 HOURS/ 30 Marks**

Evaluation Scheme for Examination	Marks
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
Total	30

Recommended Books:

1. Chemistry Text Books for Class XI : Part 1 and Part 2 : Published by NCERT.
2. Chemistry Practical Manual for Class XI- Published by NCERT.
3. Chemistry Exemplar for Class XI- Published by NCERT.

Month	UNIT/ TOPICS	METHODOLOGY/ ACTIVITIES	LEARNING OUTCOMES
April, 18	Unit 1: Some Basic Concepts of Chemistry: General introduction, importance of chemistry- molar mass, mole concept, empirical formula, stoichiometry, numericals.	MS Team, PDF format of NCERT Text Book, self made PPTs, Various online learning resources. Lecture method, video conferencing to be used. Whattsapp, Google form will also be used.	Students would develop very clear concepts regarding atomic mass, molecular mass, mole , various SI units, stoichiometric calculations
May, 15	Unit 2: Structure of Atom: Introduction to subatomic particles, concept nucleus , orbit, very brief idea about Rutherford's Model, Bohr's Model- limitations of it, De-Broglie's Wave- Particle Dualism, Heisenberg's uncertainty principle and its significance, Very basic idea of Quantum Mechanics, concept of orbitals, quantum numbers.	All above learning facilitators will be used Specially made 'Structure of Atom' ppt will also be utilized. https://www.youtube.com/watch?v=TMRiZhsYLe4&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=19	Students will develop a fair understanding of various subatomic particles, they would realize the concepts of orbits, orbitals, capacity of various orbits, various quantum numbers and their significances. Wave – particle dualism will also be understood.
July,	Aufbau Principle, Arrangement of electrons in different orbitals, Screening Effect, Effective Nuclear Charge, Pauli's Principle, Hund's Rule.	MS Team, PDF format of NCERT Text Book, self made PPTs, Various online learning resources. Lecture method, video conferencing to be used. Whattsapp, Google form will also be used. https://www.youtube.com/watch?v=tigyvU8nZWI&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=18	Students will be able to write correct electronic configuration of various atoms. They would have clear ideas about Screening effect , Z_{eff} , nodes, half filled and full filled orbital stabilities.

<p>22</p> <p>August, 22</p>	<p>Unit 3: Classification of Elements. Very short history of classification, Modern Periodic Law and its form, IUPAC naming of Z>100. Periodic Trends- Atomic radius, ionic radius, Ionization Enthalpy, Electron Gain Enthalpy, Electronegativity.</p> <p>Diagonal relationship, Trends in chemical properties- valences, basic/acidic nature of oxides, oxidation/reduction properties.</p> <p>Unit 4: Chemical Bonding and Molecular Structures. Types of bonds, Lewis structures, Fajan's rules, VBT, VSEPR theory, resonance, Hybridisation, Shapes of molecules, MOT, Hydrogen bonding.</p>	<p>Video presentation on Periodic Classification will be done. Link of it https://www.youtube.com/watch?v=ZQnmzQ8PuJg&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=17</p> <p>MS Team, PDF format of NCERT Text Book, self made PPTs, Various online learning resources. Lecture method, Q/A method, video conferencing to be used.</p> <p>Video link for cutting/bending of glass tube-</p> <p>https://www.youtube.com/watch?v=_AkCHj7SHs4&t=150s</p> <p>MS Team, PDF format of NCERT Text Book, self made PPTs, Various online learning resources. Lecture method, Q/A method, video conferencing to be used.</p> <p>Video links for chemical bonding:</p> <p>https://www.youtube.com/watch?v=jWZKZojacPY&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=16</p>	<p>Students will realize the utilities of Periodic Table in understanding chemistry. They would develop a very good ideas about different groups, positions of metals and nonmetals, some periodic trends and their uses.</p> <p>Students will be able to draw Lewis structures of different molecules. They will have a nice command on VBT and VSEPR theories and their applications. The concepts of Hybridization and its applications will be realized. Resonance – definition, applications will be understood. The students will have fair ideas about MOT and Hydrogen bonds.</p>
-----------------------------	--	---	---

<p>Sep 10</p>	<p>Unit 5: Chemical Thermodynamics. Concepts of – Systems, Surroundings, Work, Heat, Energy, Extensive and Intensive Properties, State Functions. First Law- Internal energy, Enthalpy, Hess's Law. Second Law- Entropy, Free energy Third Law.</p>	<p>https://www.youtube.com/watch?v=0Y2BlcI2EqM&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=15</p> <p>Volumetric Analysis, General concepts, IGNOU- https://www.youtube.com/watch?v=x8rAlp5IFcQ</p> <p>Link to 'preparation of standard Na₂CO₃ solution' - https://www.youtube.com/watch?v=MeOAPbMvubE&t=267s</p>	<p>Students will develop very good concepts on various thermodynamic parameters, laws, mathematical relationships and their applications. They will be able to state all three thermodynamic laws their implications.</p>
<p>Oct 19</p>	<p>Unit 5 Completes.</p>	<p>Link to watch estimation of strength of HCl solution using standard Na₂CO₃: https://www.youtube.com/watch?v=F7GUiB2OteQ</p>	
<p>Nov 19</p>	<p>HALF YEARLY EXAMINATION</p> <p>Unit 7: Equilibrium. Introduction to the concept of equilibrium, Law of mass action, factors affecting equilibrium, Le Chatelier's Principle, Acid-Base concept, pH, solubility product, common ion effect.</p> <p>Unit 8: Redox Reactions. Concept of Oxidation</p>	<p>Specially designed PPTs titled- 'THERMODYNAMICS' will be used other virtual book and other study materials.</p> <p>Salt Analysis Preliminary Tests- https://www.youtube.com/watch?v=gyxgVsXMYq0&t=580s</p>	<p>Students will develop the concepts of equilibrium and its dynamic nature. They will understand the factors affecting the equilibrium constant, application of Le Chatelier's Principle, degree of dissociation, pH, solubility product.</p> <p>Students would develop clear concepts about oxidation/reduction reactions in terms of oxidation number and electron shift.</p>

	<p>and Reduction, Oxidation number, balancing chemical equations.</p> <p>Unit 8: Completes</p>	<p>Acid Radicals: https://www.youtube.com/watch?v=IrMLXTw0528</p> <p>Acid Radicals confirmation: https://www.youtube.com/watch?v=9bWISGydyFQ</p>	<p>They will realize oxidation and reduction reactions go on simultaneously. They could balance the chemical equation</p>
<p>Dec 17</p>	<p>Unit 12: Organic Chemistry- Some Basic Principles and Techniques. Definition of organic chemistry, bondings, nomenclature, Inductive Effect, Resonance, Hyperconjugation, bond fissions, electrophiles, Nucleophiles.</p>	<p>PPTs, notes, online study materials will be used.</p> <p>PPTs, notes, online study materials will be used. Lecture method and Q/A method.</p>	<p>Students will know the modern definition of Organic Chemistry and the contribution of various properties of Carbon atom towards organic chemistry. They will understand the rules of naming organic compounds by IUPAC system. They will realize the values of basic electronic effects on the course of organic reactions. They will understand the various types of organic reactions.</p>
<p>January, 2023 17</p>	<p>Unit 13: Hydrocarbons. Aliphatic Hydrocarbons: Alkanes, Alkenes, Alkynes- nomenclature, preparations, Isomerism, Conformations, properties, Markownikoff's Rule. Aromatic Hydrocarbons: Nomenclature,</p>	<p>Cation Identification- https://www.youtube.com/watch?v=kCKUZdqo600&t=7s</p> <p>Cation Confirmation- https://www.youtube.com/watch?v=hBkP4A_OhFg</p>	<p>Students will develop very good concepts about various types of aliphatic hydrocarbons, their preparation methods, properties, applications. They would realize what makes benzene so stable and aromatic too? Students will understand the conditions of aromaticity, electrophilic substitution reactions etc.</p>
<p>Feb March 2023 22</p>	<p>Benzene, resonance, aromaticity, Chemical reactions- Friedel-Craft, Nitration, Halogenation</p>	<p>Hydrocarbons, Link 1- https://www.youtube.com/watch?v=rN42U9qFj2c&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=3</p>	

	<p>reactions.</p> <p>Revision for ANNUAL EXAMINATION.</p> <p>ANNUAL PRACTICAL EXMINATIONS.</p> <p>ANNUAL THEORY EXAMINATION</p> <p>Annual Examination to be concluded. Result will be declared.</p>	<p>Hydrocarbons, Link 2-</p> <p>https://www.youtube.com/watch?v=2OJ2eBziEr0&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=2</p>	
--	---	---	--

Summer Vacation Homework:

Students would solve all questions of Chapter 1 and 2 of Text Book (NCERT) in their note book.

*** Academic Plan could be modified as per the directions of CBSE or DAVCAE.

CURRICULUM PLAN
CLASS 11 (2023-2024)
MATHEMATICS (CODE NO. 041)

Learning Objectives:

The broad objectives of teaching Mathematics at senior school stage intend to help the students:

- to acquire knowledge and critical understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles, symbols and mastery of underlying processes and skills.
- to feel the flow of reasons while proving a result or solving a problem.
- to apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method.
- to develop positive attitude to think, analyse and articulate logically.
- to develop interest in the subject by participating in related competitions.
- to acquaint students with different aspects of Mathematics used in daily life.
- to develop an interest in students to study Mathematics as a discipline.
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases.
 - to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics

COURSE STRUCTURE
CLASS XI (2023-24)

Time: 3 Hours

Max Mark: 80

No.	Units	Marks
I	Sets and functions	23
II	Algebra	25
III	Coordinate Geometry	12
IV	Calculus	8
V	Statistics and Probabilities	12
	Total	80
	Internal Assessment	20

MONTHS/ No. OF DAYS	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOMES
<p>April (Total 16 working days)</p> <p>7 days</p>	<p>Unit- I. Sets and Functions</p> <p>1.Sets: Sets and their representations. Empty set. Finite and Infinite sets. Equal sets. Subsets. Subsets of a set of real numbers especially intervals (with notations). Power set. Universal set. Venn diagrams.</p> <p>Union and Intersection of sets.</p>	<p>Graphical method</p> <p>Lecture method</p> <p>Indo-deductive method</p> <p>Worksheet to be given</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Identify and understand different types of symbols related to sets <p>To Solve problems based on the sets</p>
<p>9 days</p>	<p>2. Relations & Functions:</p> <p>Ordered pairs. Cartesian product of sets. Number of elements in the Cartesian product of two finite sets. Cartesian product of the set of reals with itself ($\mathbb{R} \times \mathbb{R}$ only). Definition of relation, pictorial diagrams, domain, co-domain and range of a relation. Function as a special type of relation. Pictorial representation of a function, domain, co-domain and range of a function. Real valued functions, domain and range of these functions, constant, identity, polynomial, rational, modulus, signum, exponential, logarithmic and greatest integer</p>	<p>Worksheet to be given</p> <p>To Draw the Graph of various functions:</p> <p>Smart board</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Identify and understand different types of functions To Solve problems based on the functions

	functions, with their graphs.		
<p>May (Total 16 working days)</p> <p>12 days</p>	<p>Unit- I. Sets and Functions</p> <p>1.. Trigonometric Functions: positive and negative angles. Measuring angles in radians and in degrees and conversion from one measure to another. Definition of trigonometric functions with the help of unit circle. Truth of the identity $\sin^2x + \cos^2x = 1$, for all x. Signs of trigonometric functions. Domain and range of trigonometric functions and their graphs. Expressing $\sin(x \pm y)$ and $\cos(x \pm y)$ in terms of $\sin x$, $\sin y$, $\cos x$ & $\cos y$ and their simple applications. Deducing various identities .</p> <p>Unit-III: Coordinate geometry</p> <p>2. Introduction to Three-dimensional Geometry :Coordinate axes and coordinate planes in three dimensions. Coordinates of a point. Distance between two points and section formula.</p>	<p>Learning by doing method to be used</p> <p>Worksheet to be given</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● To identify and to understand the difference between degree and radian and students can use different types of formulas ● Logical Thinking, Problem Solving, analytical skills developed
<p>4 days</p>	<p>2. Introduction to Three-dimensional Geometry :Coordinate axes and coordinate planes in three dimensions. Coordinates of a point. Distance between two points and section formula.</p>	<p>Worksheet to be given</p> <p>learning by doing method</p> <p>Graphical method</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● To identify and to understand the concept of three dimensional coordinate geometry ● to use the concept to solve various

			problems based on sections formulas
<p>July (Total 22 working days)</p> <p>7 days</p>	<p>Unit-II: Algebra</p> <p>1. Complex Numbers and Quadratic Equations: Need for complex numbers, especially $\sqrt{-1}$, to be motivated by inability to solve some of the quadratic equations. Algebraic properties of complex numbers. Argand plane. Statement of Fundamental Theorem of Algebra, solution of quadratic equations (with real coefficients) in the complex number system</p>	<p>Smart board</p> <p>Indo deductive method</p> <p>Worksheet to be given</p> <p>Smart board</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Identify and understand different types of complex numbers ● To Solve problems based on the complex numbers
<p>7 days</p>	<p>2. Linear inequalities: Linear inequalities. Algebraic solutions of linear inequalities in one variable and their representation on the number line. Graphical solution of linear inequalities in two variables. Graphical method of finding a solution of system of linear inequalities in two variables.</p>	<p>Worksheet to be given</p> <p>Graphical method</p> <p>Lecture method</p> <p>Indo-deductive method</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Identify and understand different types of linear inequalities ● To Solve problems based on the various types of inequalities

8 days	<p>3. Permutations and Combinations :</p> <p>Fundamental principle of counting. Factorial n. (n!) Permutations and combinations, formula for nPr and nCr, simple applications.</p>	<p>Worksheet to be given</p> <p>Lecture method</p> <p>Indo-deductive method</p> <p>Smart board</p>	<p>The students will be able to:</p> <p>To identify and to understand FPC and to understand the permutation and combination</p> <ul style="list-style-type: none"> • Logical Thinking, Problem Solving, analytical skills developed based on permutation and combination problems
<p>August (Total 23 working days)</p> <p>4 days</p>	<p>1. Binomial theorem</p> <p>Statement and proof of the theorem for positive integral indices , pascal's triangle , simple applications</p>	<p>Worksheet to be given</p> <p>Lecture method</p> <p>Indo-deductive method</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Apply binomial theorem in basic problems. • State and prove binomial theorem for positive indices.
9 days	<p>2. Sequence and Series:</p> <p>Sequence and Series. Arithmetic Progression (A. P.). Arithmetic Mean (A.M.) Geometric Progression (G.P.), general term of a G.P., sum of n terms of a G.P., infinite G.P. and its sum, geometric mean (G.M.), relation between A.M.</p>	<p>Worksheet to be given</p> <p>Lecture method</p> <p>Indo-deductive method</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • To identify and to understand the general form of A.P. and G.P. . also find the sum of A.P. and G.P. upto nth term

10 days	<p>and G.M.</p> <p>Unit-III: Coordinate Geometry</p> <p>1. Straight Lines: Brief recall of two dimensional geometry from earlier classes. Slope of a line and angle between two lines. Various forms of equations of a line: parallel to axis, point - slope form, slope-intercept form, two-point form, intercept form and normal form. General equation of a line. Distance of a point from a line.</p>	<p>Worksheet to be given</p> <p>Graphical method Lecture method Indo-deductive method</p>	<ul style="list-style-type: none"> Logical Thinking, Problem Solving, analytical skills developed <p>The students will be able to:</p> <ul style="list-style-type: none"> Identify and understand different types of equations of straight lines To Solve problems based on different types of equations
September (Total 22 working days including Exam days)	REVISION		
<p>October (Total 19 working days)</p> <p>9 days</p>	<p>Unit-IV: Calculus</p> <p>1. Limits: Intuitive idea of limit. Limits of polynomials and rational functions trigonometric, exponential and logarithmic functions</p>	<p>Worksheet to be given</p> <p>Learning by doing method</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Identify and understand the derivatives of different types of functions To Solve problems by using different methods like product rule and quotient rule

10 days	<p>2. Derivatives: Derivative introduced as rate of change both as that of distance function and geometrically. Definition of derivative relate it to slope of tangent of the curve, derivative of sum, difference, product and quotient of functions. Derivatives of polynomial and trigonometric functions.</p>	<p>Worksheet to be given</p> <p>Learning by doing method</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Identify and understand the derivatives of different types of functions ● To Solve problems by using different methods like product rule and quotient rule
---------	--	--	--

<p>November (Total 19 working days)</p> <p>9 days</p>	<p>Unit-III: Coordinate geometry</p> <p>1. . Conic Sections: Sections of a cone: circles, ellipse, parabola, hyperbola. Standard equations and simple properties of parabola, ellipse and hyperbola. Standard equation of a circle.</p> <p>Unit-V : Statistics and probability</p>	<p>Worksheet to be give</p> <p>Graphical method</p> <p>Lecture method</p> <p>Indo-deductive method</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● To identify and to understand equation of circle and various forms of parabolas ,ellipse and hyperbolas ● Logical Thinking, Problem Solving, analytical skills developed
--	---	--	--

	<p>1. Statistics: Measures of Dispersion: Range, Mean deviation, variance and standard deviation of ungrouped/grouped data</p>	<p>Worksheet to be given</p> <p>Lecture method</p> <p>Indo-deductive method</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Identify and understand different types of data ● To Solve problems based on the different types of data like individual series ● discrete series and continuous series to solve various problem based on mean , mean deviations and variance
<p>December (Total 22 working days)</p> <p>10 days</p>	<p>2. Probability:</p> <p>Random experiments; outcomes, sample spaces (set representation). Events; occurrence of events, ‘not’, ‘and’ and ‘or’ events, exhaustive events, mutually exclusive events, Probability of an event, probability of ‘not’, ‘and’ and ‘or’ events.</p>	<p>Worksheet to be given</p> <p>Lecture method</p> <p>Indo-deductive method</p> <p>Learning by doing method</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● To identify and to understand the concept of probability and apply the knowledge in solving real life problems. ● Logical Thinking, Problem Solving, analytical skills developed
<p>January and February</p>	<p>Revision</p>	<p>With the help of NCERT Exemplar , Question bank ad sample papers.</p>	

Books:

Mathematics Textbook for Class XI, NCERT Publication.

Mathematics Exemplar Problem for Class XI, Published by NCERT

Mathematics Lab Manual class XI, published by NCERT

1. No chapter wise weightage. Care to be taken to cover all the chapters
2. Suitable internal variations may be made for generating various templates keeping the overall weightage to different form of questions and typology of questions same.

Choice(s):

There will be no overall choice in the question paper.

However, 33% internal choices will be given in all the sections.

INTERNAL ASSESSMENT 10 MARKS

Periodic Tests	5 Marks
Mathematics Activities : Activity file record, + Term end assessment of one activity & viva	5 Marks

PROJECT WORK

The project work will be for 20 marks

- Out of 20 marks , 10 marks are to be allotted to viva voice and 10 marks for project work.
- The project can be prepared individually/pair/group 4-5 each.
- Project can be on any of the topic given in the syllabus of a particular class.

- **Topic : Study of Art and culture of Uttar Pradesh – Arunachal Pradesh and Meghalaya.**
- In this project it is mandatory to integrate any art form of the paired state /UT as defined under **Ek Bharat Shrestha Bharat Programme.**
- The objective is to make the students aware of the vast and diverse cultural heritage of our country. Therefore, students will take up integration with any form of Indian art – visual or performing, as it will be helpful to students to easily understand the project that is culturally connected to them.
- Students can use power point presentation or any other method to explain their views.

**CURRICULUM PLAN
CLASS 11 (2023-2024)
ACCOUNTANCY(055)**

Learning Objectives :

1. To familiarize students with new and emerging areas in the preparation and presentation of financial statements.
2. To acquaint students with basic accounting concepts and accounting standards.
3. To develop the skills of designing need based accounting database.
4. To appreciate the role of ICT in business operations.
5. To develop an understanding about recording of business transactions and preparation of financial statements.

Month/No of days	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>April 18 days</p>	<p>Introduction to Accounting</p> <ul style="list-style-type: none"> • Accounting- concept, objectives, advantages and limitations, types of accounting information; users of accounting information and their needs. Qualitative Characteristics of Accounting Information. Role of Accounting in Business. • Basic Accounting Terms- Business Transaction, Capital, Drawings. Liabilities (Non Current and Current). Assets (Non Current, Current); Fixed assets (Tangible and Intangible), Expenditure (Capital and Revenue), Expense, Income, Profit, Gain, Loss, Purchase, Sales, Goods, Stock, 	<p>Explanation of the topic with examples</p> <p>Explanation from the book of TS Grewal</p> <p>Practice questions from the book of TS Grewal</p> <p>Surprise Test of the topic to be taken after its completion</p>	<ul style="list-style-type: none"> • describe the meaning, significance, objectives, advantages and limitations of accounting in the modern economic environment with varied types of business and non-business economic entities. • identify / recognize the individual(s) and entities that use accounting information for serving their needs of decision making. • explain the various terms used in accounting and differentiate between different related terms like current and non-current, capital and revenue. • give examples of terms like business transaction, liabilities, assets, expenditure • differentiate among income, profits and gains. • state the meaning of fundamental accounting assumptions and their relevance in accounting. • describe the meaning of accounting assumptions and the situation in which an

	<p>Debtor, Creditor, Voucher, Discount (Trade discount and Cash Discount)</p> <p>Theory Base of Accounting</p> <ul style="list-style-type: none"> • Fundamental accounting assumptions: GAAP: Concept • Business Entity, Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition, Matching, Full Disclosure, Consistency, Conservatism, Materiality and Objectivity • Accounting Standards: Applicability in IndAS 		<p>assumption is applied during the accounting process.</p> <ul style="list-style-type: none"> • explain the meaning and objectives of accounting standards. • appreciate that various accounting standards developed nationally and globally are in practice for bringing parity in the accounting treatment of different items. • acknowledge the fact that recording of accounting transactions follows double entry system. • explain the bases of recording accounting transaction and to appreciate that accrual basis is a better basis for depicting the correct financial position of an enterprise.
--	--	--	---

Month/No of days	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
May(15 days)	<ul style="list-style-type: none"> • System of Accounting. Basis of Accounting: cash basis and accrual basis • Goods and Services Tax (GST): Characteristics and Objective. • Voucher and Transactions: Source documents and Vouchers, Preparation of Vouchers, Accounting Equation Approach: Meaning and Analysis, Rules of Debit and Credit. (Traditional and Modern Approach) 	<p>Explanation of the topic with examples</p> <p>Explanation from the book of T S Grewal</p> <p>Practice questions from the book of TS Grewal</p> <p>Surprise Test of the topic to be taken after its completion</p>	<ul style="list-style-type: none"> • acknowledge the fact that recording of accounting transactions follows double entry system. • explain the bases of recording accounting transaction and to appreciate that accrual basis is a better basis for depicting the correct financial position of an enterprise. • Explain the meaning, objective and characteristic of GST. • explain the concept of accounting equation and appreciate that every transaction affects either both the sides of the equation or a positive effect on one item and a negative effect on another item on the same side of

Month/no of days	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
July(22 days)	<ul style="list-style-type: none"> • Recording of Transactions: Books of Original Entry- 	<p>Explanation of the topic with examples</p>	<ul style="list-style-type: none"> • develop the understanding of recording of transactions in journal and the skill of calculating GST.
	Journal		<ul style="list-style-type: none"> • explain the purpose of maintaining a Cash Book
	<ul style="list-style-type: none"> • Special Purpose books: 	<p>Explanation from the book of T S Grewal</p> <p>Practice questions from the book of TS Grewal</p>	<ul style="list-style-type: none"> • develop the skill of preparing the format of different types of cash books and the method of recording cash transactions in Cash book.
	<ul style="list-style-type: none"> • Purchases book • Sales book 		<ul style="list-style-type: none"> • describe the method of recording transactions other than cash transactions as per their nature in different subsidiary

Month/No of days October 19 days	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
	<p>Depreciation, Provisions and Reserves</p> <ul style="list-style-type: none"> • Depreciation: Concept, Features, Causes, factors • Other similar terms: Depletion and Amortisation • Methods of Depreciation: i. Straight Line Method (SLM) ii. Written Down Value Method (WDV) • Difference between SLM and WDV; Advantages of SLM and WDV • Accounting treatment of depreciation <ul style="list-style-type: none"> i. Charging to asset account ii. Creating provision for depreciation /accumulated depreciation account iii. Treatment for disposal of asset • Provisions and Reserves: Difference 	<p>Explanation of the topic with examples</p> <p>Explanation from the book of T S Grewal</p> <p>Practice questions from the book of TS Grewal</p> <p>Surprise Test of the topic to be taken after its completion</p>	<ul style="list-style-type: none"> • appreciate the need for creating reserves and also making provisions for events which may belong to the current year but may happen in next year. • appreciate the difference between reserve and reserve fund. • explain the necessity of providing depreciation and develop the skill of using different methods for computing depreciation. • understand the accounting treatment of providing depreciation directly to the concerned asset account or by creating provision for depreciation account.

	<ul style="list-style-type: none">• Types of Reserves:<ol style="list-style-type: none">i. Revenue reserveCapital reserveii. General reserveiii. Specific reserveiv. . Secret Reserve • Difference between capital and revenue reserve		
--	---	--	--

Month/No of days	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
November 19 days	<p>Accounting for Bills of Exchange</p> <ul style="list-style-type: none"> • Bill of exchange and Promissory Note: Definition, Specimen, Features, Parties • Difference between Bill of Exchange and Promissory Note • Terms in Bill of Exchange: <ul style="list-style-type: none"> i. Term of Bill ii. Accommodation bill (concept) iv. Days of Grace v. Date of maturity vi. Discounting of bill vii. Endorsement of bill viii. Bill after due date ix. Negotiation x. Bill sent for collection xi. Dishonour of bill xii. <ul style="list-style-type: none"> • Accounting Treatment xiii. Note: excluding accounting treatment for accommodation bill 	<p>Explanation of the topic with examples</p> <p>Explanation from the book of T S Grewal</p> <p>Practice questions from the book of T S Grewal</p> <p>Surprise Test of the topic to be taken after its completion</p>	<ul style="list-style-type: none"> • acquire the knowledge of using bills of exchange and promissory notes for financing business transactions; • understand the meaning and distinctive features of these instruments and develop the skills of their preparation. • state the meaning of different terms used in bills of exchange and their implication in accounting. • explain the method of recording of bill transactions. • state the need and objectives of preparing

Month/ no of days November 19 days	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
	<p>Trial balance and Rectification of Errors</p> <ul style="list-style-type: none"> • Trial balance: objectives and preparation (Scope: Trial balance with balance method only) • Errors: types-errors of omission, commission, principles, and compensating; their effect on Trial Balance. • Detection and rectification of errors; preparation of suspense account. <p>Financial Statements Meaning, objectives and importance; Revenue and Capital Receipts; Revenue and Capital Expenditure; Deferred Revenue expenditure. Trading and Profit and Loss Account: Gross Profit, Operating profit and Net profit. Preparation. Balance Sheet: need, grouping and marshalling of assets and liabilities. Preparation</p>	<p>Explanation of the topic with examples</p> <p>Explanation from the book of T S Grewal</p> <p>Practice questions from the book of T S Grewal</p> <p>Surprise Test of the topic to be taken after its completion</p>	<p>state the need and objectives of preparing trial balance and develop the skill of preparing trial balance.</p> <ul style="list-style-type: none"> • appreciate that errors may be committed during the process of accounting. • understand the meaning of different types of errors and their effect on trial balance. • develop the skill of identification and location of errors and their rectification and preparation of suspense account. • purpose of preparing financial statements. • state the meaning of gross profit, operating profit and net profit and develop the skill of preparing trading and profit and loss account. • explain the need for preparing balance sheet. • understand the technique of grouping and marshalling of assets and liabilities.

Month/No of days	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>December 22 days</p>	<p>Adjustments in preparation of financial statements with respect to closing stock, outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation, bad debts, provision for doubtful debts, provision for discount on debtors, Abnormal loss, Goods taken for personal use/staff welfare, interest on capital and managers commission. Preparation of Trading and Profit and Loss account and Balance Sheet of a sole proprietorship with adjustments.</p> <p>Incomplete Records Features, reasons and limitations. Ascertainment of Profit/Loss by Statement of Affairs method.</p>	<p>Explanation of the topic with examples</p> <p>Explanation from the book of T S Grewal</p> <p>Practice questions from the book of TS Grewal</p> <p>Surprise Test of the topic to be taken after its completion</p>	<ul style="list-style-type: none"> • appreciate that there may be certain items other than those shown in trial balance which may need adjustments while preparing financial statements. • develop the understanding and skill to do adjustments for items and their presentation in financial statements like depreciation, closing stock, provisions, abnormal loss etc. • develop the skill of preparation of trading and profit and loss account and balance sheet. • state the meaning of incomplete records and their uses and limitations.

Month/No of days	Chapter	METHODOLOGY	LEARNING OUTCOMES
January 17 days	<p>• Introduction to computer and accounting information system {AIS}: Introduction to computers (elements, capabilities, limitations of computer system)</p> <p>• Automation of accounting process: meaning Scope: The scope of the unit is to understand accounting as an information system for the generation of accounting information and preparation of accounting reports. It is presumed that the working knowledge of any appropriate accounting software will be given to the students to help them learn basic accounting operations on computers.</p>	<p>Explanation of the topic with examples</p> <p>Explanation from the book of T S Grewal</p> <p>Practice questions from the book of TS Grewal</p> <p>Surprise Test of the topic to be taken after its completion</p>	<ul style="list-style-type: none"> • state the meaning of a computer, describes components, capabilities and limitations. • state the meaning of accounting information system. • appreciate the need for use of computers in accounting for preparing accounting reports. • develop the understanding of comparing the manual and computerized accounting process and appreciate the advantages and limitations of automation.

FEBRUARY

Revision for the Final Exams

Project Work

1. Collection of source documents, preparation of vouchers, recording of transactions
2. Preparation of Bank Reconciliation Statement with the given cash book and the pass book with twenty to twenty-five transactions.
3. Comprehensive project of any sole proprietorship business. This may state with journal entries and their ledgering, preparation of Trial balance. Trading and Profit and Loss Account and Balance Sheet. Expenses, incomes and profit (loss), assets and liabilities are to be depicted using pie chart / bar diagram

**CURRICULUM PLAN
CLASS 11 (2023-2024)
BUSINESS STUDIES**

Learning Objectives :

- To inculcate business attitude and develop skills among students to pursue higher education, world of work including self employment.
- To develop students with an understanding of the processes of business and its environment;
- To acquaint students with the dynamic nature and inter-dependent aspects of business;
- To develop an interest in the theory and practice of business, trade and industry;
- To familiarize students with theoretical foundations of the process of organizing and managing the operations of a business firm;
- To help students appreciate the economic and social significance of business activity and the social cost and benefits arising there from;
- To acquaint students with the practice of managing the operations and resources of business;
- To enable students to act more effectively and responsibly as consumers, employers, employees and citizens;

April (18 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
History of Trade and Commerce in India: Indigenous Banking System, Rise of Intermediaries, Transport, Trading Communities: Merchant Corporations, Major Trade Centers, Major Imports and Exports, Position of Indian Sub Continent in the World Economy.	Explanation from the book Examples from real life to be give for better understanding Notes dictation	<ul style="list-style-type: none"> • To acquaint the History of Trade and Commerce in India
Business – meaning and characteristics	Revision test for better understanding of the topic	<ul style="list-style-type: none"> • Understand the meaning of business with special reference to economic and non economic activities. • Discuss the characteristics of business.
Business, profession and employment-Concept		<ul style="list-style-type: none"> • Understand the concept of business, profession and employment. • Differentiate between business, profession and employment.
Objectives of business		<ul style="list-style-type: none"> • Appreciate the economic and social objectives of business. • Examine the role of profit in business.

May (15 Days)

<p>Classification of business activities - Industry and Commerce Industry-types: primary, secondary, tertiary Meaning and subgroups Commerce-trade: (types- internal, external; wholesale and retail) and auxiliaries to trade; (banking, insurance, transportation, warehousing, communication, and advertising) – meaning Business risk-Concept Prepare project on CLASSIFICATION OF INDUSTRIES</p>	<p>METHODOLOGY</p> <p>Explanation from the book</p> <p>Examples from real life to be give for better understanding</p> <p>Notes dictation</p> <p>Revision test for better understanding of the topic</p>	<p>LEARNING OUTCOMES•</p> <p>Understand the broad categories of business activities- industry and commerce.</p> <p>Describe the various types of industries. Discuss the meaning of commerce, trade and auxiliaries to trade. Discuss the meaning of different types of trade and auxiliaries to trade. Examine the role of commerce- trade and auxiliaries to trade. Understand the concept of risk as a special characteristic of business. Examine the nature and causes of business risks.</p>
--	--	---

July(22 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>Sole Proprietorship- Concept, merits and limitations.</p> <p>Partnership-Concept, types, merits and limitation of partnership, registration of a partnership firm, partnership deed. Types of partners</p> <p>Hindu Undivided Family Business: Concept</p> <p>Cooperative Societies- Concept, types, merits, and limitations</p> <p>Company - Concept, merits and limitations; Types: Private, Public and One Person Company – Concept</p> <p>Formation of company - stages, important documents to be used in the formation of a company</p>	<p>Explanation from the book</p> <p>Examples from real life to be give for better understanding</p> <p>Notes dictation</p> <p>Revision test for better understanding of the topic</p>	<p>List the different forms of business organizations and understand their meaning.</p> <p>Identify and explain the concept, merits and limitations of Sole Proprietorship</p> <p>Identify and explain the concept, merits and limitations of a Partnership firm. Understand the types of partnership on the basis of duration and on the basis of liability.</p> <p>Understand the concept of Hindu Undivided Family Business.</p> <p>Identify and explain the concept, merits and limitations of Cooperative Societies. Understand the concept of consumers, producers, marketing, farmers, credit and housing co-operatives.</p> <p>Highlight the stages in the formation of a company. Discuss the important documents used in the various stages in the formation of a company.</p> <p>Understand the meaning of one person company.</p>

AUGUST (23 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>Public sector and private sector enterprises – Concept</p> <p>Forms of public sector enterprises:</p> <p>Departmental Undertakings, Statutory Corporations and Government Company.</p> <p>E - business: concept, scope and benefits</p> <p>Prepare project on IPO details</p>	<p>Explanation from the book</p> <p>Examples from real life to be give for better understanding</p> <p>Notes dictation</p> <p>Revision test for better understanding of the topic</p>	<p>Develop an understanding of Public sector and private sector enterprises</p> <p>Identify and explain the features, merits and limitations of different forms of public sector enterprises</p> <p>Appreciate the benefits of e-business with its scope</p> <p>Distinguish e-business from traditional business.</p>

August (23 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>Business services – meaning and types. Banking:</p> <p>Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit account</p> <p>Banking services with particular reference to Bank Draft, Bank Overdraft, Cash credit. E-Banking meaning, Types of digital payments</p>	<p>Explanation from the book</p> <p>Examples from real life to be give for better understanding</p> <p>Notes dictation</p> <p>Revision test for better understanding of the topic</p>	<p>Understand the meaning and types of business services.</p> <p>Develop an understanding of different types of bank accounts.</p> <p>Develop an understanding of the different services provided by banks</p> <p>Understand Utmost Good Faith, Insurable Interest, Indemnity, Contribution, Doctrine of Subrogation and Causa Proxima as principles of insurance</p> <p>Discuss different types of insurance-life, health, fire, marine-insurance</p>

<p>Insurance – Principles. Types – life, health, fire and marine insurance – concept</p> <p>Collect various source documents and List of insurance companies operating in India</p>		
--	--	--

September (10 days) Revisions for half yearly

OCTOBER (19 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>Business finance: Concept and Importance</p> <p>Owners’ funds- equity shares, preferences share, retained earnings, Global Depository receipt (GDR), American Depository Receipt (ADR) and International Depository Receipt (IDR) – concept</p> <p>Borrowed funds: debentures and bonds, loan from financial institution and commercial banks, public deposits, trade credit</p>	<p>Explanation from the book</p> <p>Examples from real life to be give for better understanding</p> <p>Notes dictation</p> <p>Revision test for better understanding of the topic</p>	<p>State the meaning, nature and importance of business finance.</p> <p>Classify the various sources of funds into owners’ funds.</p> <p>Understand the meaning of Global Depository receipts, American Depository Receipts and International Depository Receipts.</p> <p>State the meaning of borrowed funds. Discuss the concept of debentures, bonds, loans from financial institutions and commercial banks, Trade credit</p> <p>Distinguish between owners’ funds and borrowed funds.</p>

NOVEMBER (19 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>Concept of social responsibility</p> <p>Case for social responsibility</p> <p>Responsibility towards owners, investors, consumers, employees, government and community.</p> <p>Role of business in environment protection</p> <p>Prepare project on CSR</p>	<p>Explanation from the book</p> <p>Examples from real life to be give for better understanding</p> <p>Notes dictation</p> <p>Revision test for better understanding of the topic</p>	<p>State the concept of social responsibility.</p> <p>Examine the case for social responsibility.</p> <p>Identify social responsibilities towards different interest groups.</p> <p>Appreciate the role of business in environment protection.</p>

NOVEMBER (24 Days)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>Entrepreneurship Development (ED): Concept and Need.</p> <p>Process of Entrepreneurship Development: Start-up India Scheme, ways to fund start-up.</p> <p>Intellectual Property Rights and Entrepreneurship</p> <p>Small scale enterprise – Definition</p> <p>Role of small business in India with special reference to rural areas</p>	<p>Explanation from the book</p> <p>Examples from real life to be give for better understanding</p> <p>Notes dictation</p> <p>Revision test for better understanding of the topic</p>	<p>Understand the concept and need of Entrepreneurship Development (ED), Intellectual Property Rights</p> <p>Understand the process of Entrepreneurship Development</p> <p>Understand the definition of small enterprises</p> <p>Discuss the role of small scale business in India with special reference to rural areas</p> <p>Appreciate various schemes of NSIC and DIC with special reference to rural, backward area.</p>

<p>Government schemes and agencies for small scale industries: National Small Industries Corporation (NSIC) and District Industrial Centre (DIC) with special reference to rural, backward areas</p>		
--	--	--

DECEMBER (22 DAYS)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>Internal trade - meaning and types of services rendered by a wholesaler and a retailer</p> <p>Large scale retailers- Departmental stores, chain stores – concept</p>	<p>Explanation from the book</p> <p>Examples from real life to be give for better understanding</p> <p>Notes dictation</p> <p>Revision test for better understanding of the topic</p>	<p>State the meaning and types of internal trade.</p> <p>Appreciate the services of wholesalers and retailers.</p> <p>Highlight the distinctive features of departmental stores, chain stores</p>

JANUARAY (17 DAYS)

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
International trade: concept and benefits	Explanation from the book Examples from real life to be give for better understanding Notes dictation Revision test for better understanding of the topic	Understand the concept of international trade Describe the benefit of international trade to the nation and business firms.

FEBUARY AND MARCH

Revision for the final examination

**CURRICULUM PLAN
CLASS 11 (2023-2024)
Economics**

Learning object

Keeping up aspects of economics in which learners have interest

- develop the communication skills to argue logical

APRIL(19 Days)

Unit 1:

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
DEMAND	Meaning of demand Factors affecting demand Types of demand	After going through this Unit, the students will be able to <ul style="list-style-type: none"> • develop the understanding and skill of laws of demand

MAY (16 Days)

Unit 2 consumer equilibrium

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
Consumer equilibrium	Meaning of Equilibrium, MRT. INDIFFERENCE APPROACH CARDINAL APPROACH	After going through this Unit, the students will be able to: <ul style="list-style-type: none"> • develop the understanding of major headings and sub-head as per the prescribed norms / formats. state the meaning, objectives and limitations of DATA develop the understanding and skill of preparation of DATA

JULY(22 Days)

CHAPTER Introduction TO MICRO ECONOMICS

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
Introduction TO MICRO ECONOMICS	. Meaning of microeconomics and macroeconomics; positive and normative economics What is an economy? Central problems of an economy: what, how and for whom to produce; concepts of production possibility frontier	<ul style="list-style-type: none"> • follow up aspects of economics in which learners have interest • develop the communication skills to argue logically • Methodology • MAX USE OF slides • Use of PPT • HOLDING REGULAR TESTS • DOUDT TAKING CLASSES

AUGUST (24 Days)

Unit 2 : measure of Central Tendency

<u>CHAPTER</u>	<u>COTENT</u>	<u>LEARNING OBJECTIVE</u>
measure of Central Tendency	- Arithmetic mean, median and mode Measures of Dispersion - absolute dispersion (range, quartile deviation, mean deviation and standard deviation); relative dispersion (co-efficient of range, co-efficient of quartile-deviation, co-efficient of mean deviation, co-efficient	<ul style="list-style-type: none"> • e Short-term and long-term implications of economic strategies suggested in the course of research • Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file • Presentation and writing that is succinct and coherent in project

SEPTEMBER (22 Days)Revision for Half Yearly Exam

Unit 2: Producer Behavior and Supply

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
Producer Behavior and Supply	S Meaning of Production Function – Short-Run and Long-Run Total Product, Average Product and Marginal Product. Returns to a Factor Cost: Short run costs - total cost, total fixed cost, total variable cost; Average cost; Average fixed cost, average variable cost and marginal cost-meaning and their relationships. Revenue - total, average and marginal revenue - meaning and their relationship. Producer's equilibrium-meaning and its conditions in terms of marginal revenue marginal cost. Supply, market supply, determinants of supply, supply schedule, supply curve and its slope, movements along and shifts in supply curve, price elasticity of supply; measurement of price elasticity of supply - percentage-change method.	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • follow up aspects of economics in which learners have interest • develop the communication skills to argue logical • Methodology • MAX USE OF slides • Use of PPT • HOLDING REGULAR TESTS • DOUBT TAKING CLASSES • USE OF FLOW CHARTS

October(20 DAYS
CHAPTER MARKET

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
Forms of market	D FORMS of Market and Price Determination under Perfect Competition with simple applications. Perfect competition - Features; Determination of market equilibrium and effects of shifts in demand and supply. Other Market Forms - monopoly, monopolistic competition - their meaning and features. Simple	<p>. follow up aspects of economics in which learners have interest</p> <ul style="list-style-type: none"> • develop the communication skills to argue logically

	Applications of Demand and Supply: Price ceiling, price floor	<ul style="list-style-type: none"> • develop the understanding MARKETS • understand the concept of collateral • develop the skill of calculating=MR ..
--	--	--

November(23 Days)

Collection, Organization and Presentation of data

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
Collection, Organization and Presentation of data	S Collection of data - sources of data - primary and secondary; how basic data is collected with concepts of Sampling; methods of collecting data; some important sources of secondary data	<ul style="list-style-type: none"> • state the meaning, objectives and significance of different types of ratios. • develop the understanding of computation of IDATA and quick ram SAMPLIMNG

DECEMBER (17 Days)

Unit 2 :

<u>Chapter</u>	<u>Content</u>	<u>Learning Outcomes</u>
Correlation	Meaning and properties, scatter diagram; Measures of correlation - Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation. Introduction to Index Numbers - meaning, types - wholesale price index, consumer price index and index of industrial production, uses of index numbers; Inflation and index numbers.	<ul style="list-style-type: none"> • State the meaning, objectives and significance of different types of ratios. • develop the understanding of computation of INDEX NUMBER and quick ratio • . follow up aspects

		<p>of economics in which learners have interest</p> <ul style="list-style-type: none"> ● develop the communication skills to argue logical ● Methodology ● MAX USE OF slides ● Use of PPT ● HOLDING REGULAR TESTS ● DOUDT TAKING CLASS
--	--	---

Janurary REVISION

Holidays Homework :

Summer Break

Project work as per C.B.S.E guidelines

From session 2020-21 onwards, there would be only ONE project (specific) to be prepared.

Note: Kindly refer to the related Guidelines published by the CBSE.

- **Prescribed Books:**

1. Statistics for Economics, NCERT
2. Indian Economic Development, NCERT
3. Introductory Microeconomics, NCERT

**CURRICULUM PLAN
CLASS 11 (2023-2024)
MARKETING (812)**

LEARNING OBJECTIVES

- To understand the classical marketing perspectives and contrasts these with newer views from relational and service-based schools of marketing
- To understand the dynamics of various environmental factors on marketing so as that students can think about a feasible marketing plan (process)
- To understand the utility of STP of marketing (i.e. segmentation, targeting, positioning)
- To have an elementary knowledge of marketing mix, consumer behavior, and other preliminary concepts and roles of marketing in society

APRIL: 18 DAYS

UNIT TITLE: Introduction to Marketing

Session 1: Introduction to Concept and Definition Of Marketing

Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching & Training Method
1. Concept of marketing 2. Definition and Meaning of Marketing	1. Understanding of Marketing concept in day to day life. 2. Difference between manufacturer and marketer 3. Objectives of Marketing 4. Detailed definition of marketing	1. Identify different manufacturers and marketers of products 2. Understand marketing by understanding need, wants, demands, market offerings 3. Understand objectives of marketing 4. Understand	Activity: Acquaint students with the concept of Manufacturer and marketer by making them picking products that they consume every day and finding out the manufacturer and marketers of each. 2. making students understand need,

		customer value and customer satisfaction in marketing	wants, demands, market offering and customer value along with customer satisfaction
--	--	---	---

Session 2: Scope and Importance of Marketing

<p>1. Understand Scope of Marketing</p> <p>2. Importance of Marketing</p>	<p>1. Describe the scope of marketing by marketing people, ideas, experience, events, places, properties, organisations and information</p> <p>2. What is a Market and Types of Markets</p> <p>3. Importance of marketing to marketers, customer and society</p>	<p>1. Specify scope of marketing by supporting examples in each</p> <p>2. case mentioned</p> <p>2. Identify types of markets on the basis of level, customers and medium</p> <p>3. Specify the role of marketing in development of economy, in a company, society and consumers</p>	<p>Interactive Lecture: Acquaint students with the scope and importance of marketing</p> <p>Activity: 1. Prepare an assignment by collecting print advertisements and analysing the message conveyed in marketing of goods, services people, ideas, experience, events, places, properties, organisations and information.</p> <p>3. Visit different companies and find different marketing and selling activities adopted</p>
---	--	---	--

Session 3: Journey of marketing through different Marketing Philosophies

<p>1. Evolution of different Marketing Philosophies</p>	<p>1. Understand the evolution of marketing through production concept, product concept, selling concept, Marketing concept and societal marketing concept Distinguish between marketing and selling</p>	<p>1. Identify the basic ideology behind each concept evolved 2. Enumerate supportive examples for each concept</p>	<p>Interactive Lecture: Discussion of different philosophies of marketing evolved over period of time. Activity: Prepare an assignment of Which Philosophies are being adapted as per today's context with examples to support from different industry</p>
---	--	---	--

Session 4: Difference between Marketing and Selling

<p>1. Concept of Marketing and Selling</p>	<p>1. Explain marketing and selling as different concepts 2. Understanding different ideologies behind the concepts</p>	<p>1. Identify the point of differences in the marketing and selling concepts 2. List out the components essential for selling and marketing</p>	<p>Interactive Lecture: Discussion on how marketing and selling are different Activity: 1. Visit in a group to different marketing organisations in your locality (distributors, wholesalers, retailers). Make a report to find the marketing activities of each of them respectively. Also</p>
--	---	--	---

			identify different activities followed in selling and marketing
--	--	--	---

MAY :15 DAYS

UNIT II:MARKETING ENVIRONMENT

SESSION1: MEANING AND IMPORTANCE OF ENVIRONMENT

1. Meaning and importance of Environment in Marketing	1. Explain the meaning and definition of Marketing environment 2. Discuss static environment and dynamic environment in business. 3. Study 'Internal environment factors' and 'External environment factors'	1. Understanding the term Marketing environment, static environment and dynamic environment 2. Distinguish between 'Internal environment factors' and 'External environment factors' 3. Evaluate the impact of 'Internal environment factors' (4 Ps)	Interactive Lecture: 1. Introduction of Marketing environment, static environment and dynamic environment; 'Internal environment factors' and 'External environment factors' Activity: Differentiate the role of 4 Ps in different industries
---	--	--	---

1. Meaning and steps in Environmental scanning	1. Describe the meaning and steps in Environmental scanning (ETOP) 2. Importance of Environmental scanning	1. Rationalize the Environmental scanning 2. Explain the significance of Environmental scanning for an organization	Interactive Lecture: Discussion of ETOP profile and its importance for a firm Activity: Make ETOP profile of an industry of your choice
--	---	--	--

JULY:22 DAYS

SESSION 2: MACRO ENVIRONMENT FACTORS

	1. Discuss the meaning of Macro Environment in business 2. Detailed discussion on Demographic forces and Politico-legal forces		Interactive Lecture: Explain Macro environment Demographic factors Political and legal factors for business activity Activity: Distinguish Demographic factors Political and legal factors for an industry
1. Economic forces 2. Natural or physical forces 3. Technological forces 4. Sociocultural forces	1. Acknowledge factors of macro environment 2. Enumerate the impact of Economic forces, Natural or physical forces, Technological forces and Sociocultural	1. Explicate various factors of macro environment, i. e. or physical forces, Technological forces and Sociocultural forces	Interactive Lecture: Clarification of physical forces, Technological forces and Sociocultural forces Activity: Enlist various physical forces,

	forces		Technological forces and Socio-cultural forces in an industry
--	--------	--	---

AUGUST :23 days

UNIT III-SEGMENTATION, TARGETING AND POSITIONING

Session I: SEGMENTATION, MEANING & IMPORTANCE

Define the meaning of segmentation	Prescribe the meaning of Segmentation	Elucidate the implication of the word segmentation	Interactive lecture discuss the concept & meaning of segmentation Interactive lecture: explain the importance of segmentation
Importance of Segmentation	Describe the importance of segmentation	Describe the features of importance	Interactive lecture explain the importance of segmentation

Session II SEGMENTATION: BASES, TYPES OF SEGMENTATION

Bases of Segmentation	Identify different bases of segmentation	Understand different bases of segmentation	Interactive lectures discuss the different basis of segmentation
-----------------------	--	--	--

September: 10 days

Unit Code 3 UNIT TITLE: SEGMENTATION, TARGETING & POSITIONING

Meaning and Types of Targeting	Comprehend the concept of targeting and its types	Identify the types of targeting	Interactive lectures: the meaning and types of targeting
--------------------------------	---	---------------------------------	--

Positioning: The battle for mind	Define Positioning	Identifying features of positioning	Interactive lecture: explain the meaning of positioning
----------------------------------	--------------------	-------------------------------------	---

October: 19 days

UNIT - IV FUNDAMENTALS OF MARKETING MIX

Session I: Concept, importance of Marketing Mix

1. Introduction and Characteristics of Marketing Mix 2. Features of Marketing mix 3. Developing Marketing Mix 4. Importance of Marketing Mix	1. Understand concept and characteristics of marketing mix. 2. Identify the features of marketing mix 3.Steps in developing marketing 4.Significance of marketing mix	1. Identify different marketing mix of products/services 2. Specify steps in developing marketing mix.	Interactive Lecture: Discussing the concept and importance of marketing mix Activity: Visit different organisations and find the stages involved in developing marketing mix
---	--	---	--

Session II: Marketing mix components – Service Sector and Consumer Goods

<p>5. Types of Marketing mix 6. Marketing mix for Consumer goods 7. Marketing mix for Services</p>	<p>1. Identify the various types of marketing mix. 2. Marketing mix for consumer goods- 4P's and 4 C's models 3. Marketing Mix for Services 7P,s</p>	<p>1. Identify marketing mix of products/services 2. Specify 4P's for consumer goods 3. List the 7P,s for services</p>	<p>Interactive Lecture: Discussing the marketing mix components of service and consumer goods Activity: Prepare a list of 4P's and 7P's of prominent organizations</p>
--	--	--	--

November: 19 days

UNIT V: CONSUMER BEHAVIOUR

SESSION 1: MEANING AND IMPORTANCE OF CONSUMER BEHAVIOUR

<p>1. Meaning and Constituents of Consumer Behaviour 2. Consumer Behaviour v/s Consumption Behaviour v/s Buyer Behaviour</p>	<p>1. Explain the meaning and definition of Consumer Behaviour 2. Discuss the Constituents of consumer Behaviour and types of</p>	<p>1. Understanding the term Consumer Behaviour in marketing 2. Identify consumer and buyer the two major components of buying</p>	<p>Interactive Lecture: 1. Explaining the meaning and definition of Consumer Behaviour and their components; the significance of</p>
--	---	--	---

3.Importance of studying Consumer Behavior:	consumers and buyers 3.Substantiate importance of Consumer behaviour	behaviour 3.Distinguishing between Consumer behaviour; Consumption Behaviour and Buyer Behaviour 4..Explaining the significance of Consumer behaviour	Consumer behaviour Activity: Identify various types of consumers and buyers in the market
---	---	--	--

SESSION 2:FACTORS AFFECTING CONSUMER BUYING BEHAVIOR

1. Factors affecting Consumer Buying Behaviour	Discuss various cultural factors, social factors and psychological factors influencing consumer behaviour	1.Determination of cultural and sub cultural factors 2. Determination ofsocial factors 3. Determination ofpsychological factors in consumer behaviour	Interactive Lecture: Explanation of cultural factors, social factors and psychological factors with examples Activity: Collect informationregardi ng cultural factors, social factors and psychological factors influencing consumers in a Shopping Mall
--	---	---	---

SESSION 3: ROLES OF BUYING BEHAVIOUR

Different roles played by consumer	Identify and understand the various buying roles played by consumer in different kinds of	Understanding of the eight roles played by people in the consumer decision process	Interactive Lecture: Explain the roles with suitable examples. Activity: Undertake a
------------------------------------	---	--	---

	purchase situations.		role play of the different roles in the buying process. Discuss cultural social psychological influencing consumer
--	----------------------	--	--

SESSION 4: STAGES OF BUYING BEHAVIOUR

Understand the stages in the consumer decision making process	Comprehend the various aspects to be considered while making purchasing decisions.	Recognize the five stages involved in making a decision of purchase.	Interactive Lecture: Explain the stages of consumer decision making process with suitable examples. Activity: Prepare a flowchart after of the stages involved in purchasing a high involvement and a low involvement product
---	--	--	--

December : 22 days

EMPLOYABILITY SKILLS

January: 17 days

Revision

SUMMER HOLIDAY HOMEWORK

Project work to be allotted

WINTER HOLIDAY HOMEWORK-

Practical file

CURRICULUM PLAN
CLASS 11 (2023-2024)
Political Science (028)

Learning Objective

At the senior secondary level, students who opt for Political Science are given an opportunity to get exposed to the diverse concepts of the discipline helping them to be a global citizen and develop skills to understand, apply and evaluate. At This Level, there is a need to enable students to have the skills to engage with political processes that surround them and provide them with an understanding of the historical context that has shaped the present. The different courses expose the students to various streams of the discipline of Political Science: Political Theory, Indian Politics and International Politics. Concerns of the other two streams-Comparative Politics and Public Administration-accommodation at different places in these courses. In introducing these streams, special care has been taken not to burden the students with the current jargon of the discipline. The basic idea here is to lay the foundations for a serious engagement with the discipline and develop competencies related to Political Science to prepare them for higher education, learning and knowledge.

Month / No of Day	Chapter	Methodology	Learning Objectives
April (18 days)	1) Constitution Why and How, Philosophy of the constitution	With the help of their previous knowledge, the teacher will start with a story telling method regarding constituent assembly. Activity- Teacher will distribute a NewsPaper article with students and instruct them to analyse and explain in their words.	Students will be able to- <ul style="list-style-type: none"> ● Understand the making of the constitution. ● Learn the basic features of the constitution. ● Identify the sources of the constitution. ● Develop critical thinking about various constitutional provisions. ● Understand the philosophy of the constitution. ● Critically analyse the process of amendment in the constitution.
	2) Rights in the Indian Constitution	Teacher will start with a discussion method. Meaning and needs of Rights. Comparison with non-	Students will be able to- <ul style="list-style-type: none"> ● Understand the fundamental rights given in

	3) Political Theory	<p>democratic countries.</p> <p>Activity- Teacher will make the groups in the class, One fundamental right will be allotted to each group of class to present in the class.</p> <p>With the help of a debating method, the teacher will put some topic to anchorage the discussion in the class.</p> <p>Real meaning of Politics, Political Science and Political Theory, their need and significance.</p> <p>Activity- Teacher will give research work to the students regarding any two famous political thinkers (Plato, Aristotle, Gandhi and Ambedkar)</p>	<p>the Indian Constitution.</p> <ul style="list-style-type: none"> ● Know the difference between fundamental right and fundamental duties. ● Understand about DPSP their need and limitation ● Identify the freedoms and reasonable restrictions. <p>Students will be able to -</p> <ul style="list-style-type: none"> ● Understand the meaning of Political Science, theory and Politics. ● Develop a critical understanding about political principles and ideas. ● Know the importance of political theory. ● Critically analyse the different political ideas.
May (15 days)	4) Election and Representation	<p>Teacher will start with a discussion method.</p> <p>On the basis of their previous knowledge the teacher will raise some questions regarding the Election System.</p> <p>Activity- Students will practice the different forms of election in class like FPTP and the PR system of election.</p>	<p>Teacher will be able to -</p> <ul style="list-style-type: none"> ● Understand the need for an independent judiciary in democracy. ● Know the difference between FPTP and the PR system of Election. ● Identify the reforms, we need to change the election system in India. ● Identify the election system for various public posts in India.
	5) Legislature	<p>With the use of multimedia tools, a flow chart teacher will explain key organs of government.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> ● Understand the composition and powers of Lok Sabha and Rajya

		<p>With the help of pictures and videos. Teacher will explain about Parliament, house composition and powers.</p> <p>Activity- Teacher will organise a mock parliament in the class. Students will introduce a bill related to any current issue.</p>	<p>Sabha.</p> <ul style="list-style-type: none"> ● Know the difference between Unicameral and Bicameral Legislature. ● Critically analyse the need of federal legislature system in India. ● Understand the difference between State Legislative Assembly and State Legislative Council.
July (22 days)	6) Executive	<p>Lecture method</p> <p>Empirical research methods will be used by the government to explain the election, power and Impeachment process of the President, Prime Minister and council of ministers.</p> <p>Activity- Students will make a PPT on the present central government with special reference to ministries.</p>	<p>Students will be able to -</p> <ul style="list-style-type: none"> ● Understand the Power and functions of President, Vice President, Prime Minister and Council of Ministers. ● Know the meaning of Bureaucracy. ● Understand the relation between the Prime Minister and President.
	7) Freedom	<p>Teacher will explain with the story telling method.</p> <p>The story of Aung San Suu kyi and Nelson Mandela.</p> <p>Activity- Teacher will organise an extempore related to negative and positive liberty.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> ● Understand the meaning of freedom. ● Identify the difference between Negative and Positive Liberty. ● Understand the difference between Liberty and Freedom. ● Learn the ideas of Voltaire.
	8) Equality	<p>Teacher will start with a discussion method.</p> <p>On the basis of their previous knowledge the teacher will raise</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> ● Understand the meaning of equality. ● Identify the difference

		<p>some questions regarding Social inequalities.</p> <p>Activity- Teacher will organise a debate competition on reservation policy in the class.</p>	<p>among Political, Economic and Social equality.</p> <ul style="list-style-type: none"> ● Know the principle of affirmative action. ● Critically analyse the process of special treatment or different behaviour with different people.
August (23 days)	9) Judiciary	<p>With the use of multimedia tools, a flow chart teacher will explain key organs of government.</p> <p>With the help of pictures and videos. Teacher will explain about the Judiciary.</p> <p>Activity- The school will organise a field visit to any district court.</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> ● Understand the need and functions of the Judiciary. ● Identify the provision regarding independence of the Judiciary. ● Know the composition of decentralized and integrated Judicial systems in India.
	10) Federalism	<p>Teacher will use the discussion method and try to recall the student's previous knowledge about different levels of government.</p> <p>Activity- students will collect the newspaper cuttings regarding conflict or cooperation between state and central government.</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> ● Understand the meaning and nature of the federal system in India. ● Know the different levels of government in India. ● Learn the constitutional provision, Union, State and Concurrent lists of subjects. ● Identify the exceptions that are given in the constitution regarding central and state relations.
	11) Social Justice	<p>Teacher will put a topic in the class for the discussion and develop the understanding of Social Justice.</p>	<p>The students will be able-</p> <ul style="list-style-type: none"> ● Understand the meaning and significance of Justice.

		<p>Activity- Teacher will share a copy of Newspaper article to analyse and relate with the justice.</p>	<ul style="list-style-type: none"> ● Know the historical development of Justice as an idea. ● Critically analyse the theory of justice given by John Rawls. ● Identify the policies that are made by the government to establish justice in the society.
September (10 days)	12) Local Government 13) Rights	<p>With the use of multimedia tools, A video on panchayati raj system in India.</p> <p>With the help of a story telling method the teacher will relate all the concepts related to the topic.</p> <p>Activity- School will organise a field visit of the local Panchayat office.</p> <p>With the help of a video teacher will start the discussion in the class.</p> <p>Activity- Teacher will organise a slogan writing competition on the topic of “Human Rights”</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> ● Understand the historical development about the establishment of local government in India. ● Know the 73rd and 74th amendment ● Identify the role of the State Election Commission and reservation policies in local government. <p>The students will be able to-</p> <ul style="list-style-type: none"> ● Understand the meaning and importance of rights. ● Identify the difference between Natural and Human Rights. ● Know the history of Rights in different centuries. ● Understand the idea of John Locke ● Explain the Kinds of Rights ● Critically analyse the importance of rights.

		Teacher will discuss and provide content to the students regarding their project.	• Develop the research ability
January (17 days)	Revision Work		
February	Revision Work		

Project Work : 20 Marks

Details of Project Work

- The Project work will be implemented for 20 Marks.
- Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
- The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class.
- The suggestive list of activities for project work is as follows:-
Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
- The teacher should give enough time for preparation of the Project Work. The topics for project work taken up by the student must be discussed by the teacher in the classroom.

CURRICULUM PLAN
CLASS 11 (2023-2024)
HISTORY

Objectives:

- Effort in these senior secondary classes would be to emphasize to students that history is a critical discipline, a process of inquiry, a way of knowing about the past, rather than just a collection of facts. The syllabus would help them to understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops.
- The syllabus would also enable students to store/relate/compare developments in different situations, analyze connections between similar processes located in different time periods, and discover the relationship between different methods of inquiry within history and the allied disciplines.
- The syllabus in class XI is organized around some major themes in world history. The themes have been selected so as to (i) focus on some important developments in different spheres-political, social, cultural and economic, (ii) study not only the grand narratives of development-urbanization, industrialization and modernization-but also to know about the processes of displacements and marginalization. Through the study of these themes' students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.
- The treatment of each theme in class XI would include
 - an overview of the theme under discussion
 - a more detailed focus on one region of study
 - an introduction to a critical debate associated with the issue.

While the themes in both these classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion.

- In class XII the focus will shift to a detailed study of some themes in ancient, medieval and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will be built on the knowledge that the students have acquired in the earlier classes.
- Each theme in class XII will also introduce the students to one type of source for the study of history. Through such a study, students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyze these sources, the problems and difficulties of interpreting each type of source, and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.
- Each theme for class XII will be organized around four sub heads:
 - a detailed overview of the events, issues and processes under discussion
 - a summary of the present state of research on the theme
 - an account of how knowledge about the theme has been acquired
 - an excerpt from a primary source related to the theme, explaining how it has been used by historians.

CLASS-XI: THEMES IN WORLD HISTORY			
	THEME	Methodology	LEARNING OUTCOMES
APRIL 18 DAYS	<p>Introduction to World History</p> <p>1. Writing and City Life Focus: Iraq, 3rd millennium BCE</p> <p>a) Growth of towns b) Nature of early urban societies Historians' Debate on uses of writing</p>	<p>Picture Study and discussion-</p> <p>The learner will study the artifacts and find out the nature of early urban Centre.</p> <p>Discuss whether writing is significant as a marker of civilization.</p>	<p>At the completion of this unit students will be able to:</p> <p>Compare and analyze the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development.</p> <p>Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations.</p> <p>Analyze the outcomes of a sustained tradition of writing</p>

May 15 Days	<p>SECTION II : EMPIRES Introduction</p> <p>2..An Empire across Three Continents Focus: Roman Empire, 27 BCE to 600 CE</p> <p>Political evolution Economic Expansion Religion-culture foundation Late Antiquity Historians' view on the Institution of</p>	<p>Timeline and PPT</p> <p>The learner will prepare timelines of the history of a major world empire.</p> <p>Discuss whether slavery was a significant element in the economy in Roman empire</p>	<p>At the completion of this unit students will be able to:</p> <p>Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.</p> <p>Examine the domains of cultural transformation in that period</p>
-------------	--	---	--

	Slavery		Analyze the implications of Roman's contacts with the subcontinent Empires
--	---------	--	--

JULY - 22 DAYS	<p>3. Nomadic Empires Focus: The Mongol, 13th to 14th century</p> <p>The nature of nomadism. Formation of empires.</p> <p>Conquests and relations with other states.</p> <p>Historians' views on nomadic societies and state formation.</p>	<p>Graphic organizer</p> <p>The learner will collect information of the nomadic societies and its ruler.</p> <p>Discuss whether state formation is possible in nomadic societies.</p>	<p>At the completion of this unit students will be able to:</p> <p>Identify the living patterns of nomadic pastoralist society.</p> <p>Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler.</p> <p>Analyze socio-political and economic changes during the period of the descendants of Genghis Khan</p>
August 23 Days	<p>SECTION -III: CHANGING TRADITIONS Introduction 4. The Three Orders. Focus: Western Europe 13th-16th century</p> <p>a) Feudal society and economy b) Formation of state c) Church and society d) Historians' views on decline of feudalism</p>	<p>Brainstorming-</p> <p>The learner will discuss the nature of the economy and society of this period and the changes within them.</p> <p>Show how the debate on the decline of feudalism helps in understanding processes of transition.</p>	<p>At the completion of this unit students will be able to:</p> <p>Explain the myriad aspects of feudalism with special reference to the first, second, third and fourth order of the society.</p> <p>Relate between ancient slavery and serfdom Assess the 14th century crisis and rise of the nation states. Examine similarities between the conditions of life for a French serf and a Roman Slave.</p>

<p>September 10 Days</p>	<p>5.Changing Cultural Traditions Focus: Europe 14th-17th century</p> <ul style="list-style-type: none"> a) New ideas and new trends in literature and arts b) Relationship with earlier ideas c) The contribution of West Asia d) Historians' viewpoint on the validity of the notion 'European Renaissance' 	<p>Debate–</p> <p>Explore the intellectual trends in the period. Introduce the debate around the idea of 'Renaissance'.</p>	<p>At the completion of this unit students will be able to</p> <p>Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</p> <p>Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism.</p> <p>Compare and contrast the condition of women in the Renaissance period.</p> <p>Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance.</p> <p>Analysis on the approach of Martin Luther and Erasmus towards the Roman Catholic Church and its impact on later reforms.</p>
------------------------------	---	---	--

<p>October 19 Days</p>	<p>6. Confrontation of cultures Focus: America 15th to 18th century</p> <p>European voyages of exploration Search for gold, enslavement, raids, extermination. Indigenous people and cultures- Arawak, the Aztecs and the Incas</p> <p>History of displacements</p> <p>Historians' viewpoint on slave trade.</p>	<p>Creating a narrative-</p> <p>The learner will work in groups and from the memory of the exhibits create a narrative of the lifestyles of indigenous people.</p> <p>Discuss the implications of the conquests for the indigenous people.</p>	<p>At the completion of this unit students will be able to</p> <p>Synthesize information about the ancient civilizations of Latin America.</p> <p>Compare, contextualize and contrast the political, social, economic and cultural history of central American civilizations.</p> <p>Analyze how the quest for exploration stimulated developments.</p> <p>Examine the consequences of voyages in order to understand the expansion of Europe, America and Africa.</p>
----------------------------	--	--	--

<p>November 19 Days</p>	<p>SECTION -IV TOWARDS MODERNISATION Introduction 7. The Industrial Revolution Focus: England 18th to 19th century Innovations and technological change. Patterns of growth Emergence of a working class Historians’ viewpoint, Debateon ‘Was there an Industrial Revolution?’</p>	<p>Graphic organizer The learner will prepare a chart of different innovations and technological changes. Debate Initiate students to the debate on the idea of industrial revolution.</p>	<p>At the completion of this unit students will be able to Comprehend the arenasof the Industrial Revolution in Great Britain and other countries. Elucidate the technological innovationsthat spurred industrialization in Britain. Analyze the social, economic, and environmental impact of the Industrial Revolutionin order to understand the revolutionary and ideological transformation . Compare and contrast the positive and negative aspects of theIndustrial Revolution. Empathize for the suffering of the workers during the Industrial Revolution.</p>
	<p>8. Displacing Indigenous PeopleFocus: North America and Australia, 18th to 20th century</p>	<p>Discussion- Students will be asked to discuss the processes of displacements that accompanied the development</p>	<p>At the completion of this unit students will be able to Recount some aspectsof the history of the</p>

	<p>European colonists in North America and Australia.</p> <p>Historians' viewpoint on the impact of European settlement on indigenous population.</p>	<p>of America and Australia.</p> <p>Compare and contrast the 10 political situations of the native people of India and Australia during the first quarter of 20th century.</p>	<p>native people of America to understand their condition.</p> <p>Compare and contrast the lives and roles of indigenous people in these continents</p>
	Formation of White Settler societies		To analyze the realms of settlement of Europeans in Australia and America.
	Displacement and repression of local people		
December 22 Days	<p>9. Paths to Modernization</p> <p>Focus: East Asia, late 19th to 20th century</p> <p>Militarization and economic growth in Japan.</p>	<p>Think, Pair and Share – Debate</p> <p>Students will work in groups to discuss the path of economic growth of Japan and China and how the transformation in the modern world takes many different forms.</p>	<p>At the completion of this unit students will be able to</p> <p>Deduce the histories of China and Japan from the phase of imperialism to modernization.</p>
	China and the communist alternative.	<p>Show how notions like 'modernization' need to be critically assessed</p>	<p>Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.</p>
	Historians' Debate on the meaning of modernization	<p>Discuss about opium wars and occupation of Hong Kong by Britain.</p>	<p>Analyze the domains of Japanese nationalism prior and after the Second World War.</p>
			<p>Comprehend the history of China from colonization to the era of socialism.</p>
MAP WORK OF UNITS 1-11			
Jan 2024 ---- Feb 2024		REVISION WORK	

PROJECT WORK

INTRODUCTION

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidences to write history.

OBJECTIVES

Project work will help students:

- To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction and time management.
- To learn to work on diverse cultures, races, religions and lifestyles.
- To learn through constructivism-a theory based on observation and scientific study.
- To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques.
- To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.

- To develop a global perspective and an international outlook.
- To grow into caring, sensitive individuals capable of making informed, intelligent and independent choices.
- To develop lasting interest in history discipline.

GUIDELINES TO TEACHERS

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- The teachers must ensure that the project work assigned to the students individually/In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- The 20 periods assigned to the Project Work should be suitably spaced from April to September in classes XI and XII so that students can prepare for theory part in term -II.
- One Project should be given to the students in the month of April/May before the summer vacation and assessment of the project to be completed by September.
- The teachers must ensure that the students submit original work.
- Project report should be hand written only.
- (Eco-friendly materials can be used by students)

The following steps are suggested:

1. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
2. The project must be done individually / In-groups.
3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. so as to enrich the subject content.
5. The project work (one per year) can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and so on. Any of these activities which are suitable to visually impaired candidates can be performed as per the choice

of the student.

6. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
7. Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

ASSESSMENT

Allocation of Marks (20)

The marks will be allocated under the following heads:

1	Project Synopsis	2 Marks
2	Data/Statistical analysis/Map work	3 Marks
3	Visual/overall presentation	5 Marks
4	Analysis/explanation and interpretation	5 Marks
5	Bibliography	1 Mark
6	Viva	4 Marks
Total		20 Marks

Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.

FEW SUGGESTIVE TOPICS FOR PROJECTS

1. Anthropological Research based on Darwin's Theory
2. Critique of the industrialization in Britain
3. Relations and impacts of past crusades
4. Making and unmaking of Mesopotamia
5. Paradigms of Greco-Roman civilization
6. Aspirations of women in Renaissance period
7. Paths to Modernization of Japan /China
8. An Exploratory study into Humanism
9. Piecing together the past of Genghis Khan
10. An in-depth study into "now and then" paradigm of Christianity
11. An exploratory study into the realism and the transmission of Humanistic ideas
12. Scientific Revolution and the origins of modern science
13. An exploratory study into the making of America
14. Myriad Realms of Slavery in ancient, medieval and modern world.

HISTORY– CLASS XI
SUBJECT CODE 027 (Session 2022-23)

TIME: 3 Hours

Maximum Marks: 80

Sr. No.	Competencies	Total Marks	% Weightage
1	<p>Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas</p>	24	30%
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	23	28.75%
3	<p>. High Order Thinking Skills- (Analysis & Synthesis-Classify, Apply, solve, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)</p> <p>Evaluation- (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)</p>	29	36.25%
4	<p>Map skill based question- Identification, location, significance</p>	4	5%
	Total Questions	80	100%

CURRICULUM PLAN
CLASS 11 (2023-2024)
GEOGRAPHY

LEARNING OBJECTIVES:

1. The broad objective of the course is to introduce to the students the fundamentals of atmospheric phenomena, global climate systems and climate change.
2. The atmosphere and climate are a critical part of the earth system, and climatic variability and change are central to the issue of current and future global environmental change.
3. To grasp the techniques for modelling the earth crust, covering both theoretical and technical aspects.
4. To understand the dynamics of the atmosphere, the ocean and the overall climatologically system.
5. To be able to analyse and interpret thematic data, understand the physical basis of the natural greenhouse effect, including the meaning of the term radioactive forcing
6. Know something of the way various human activities are increasing emissions of the natural greenhouse gases, and are also contributing to sulphate aerosols in the troposphere.
7. On successful completion of this course, students should be able to understand the mean global atmospheric circulations and disturbances, world climate systems, climatic variability and
:

The course in Geography will help learners to:

- Familiarize with key concepts, terminology and core principles of Geography.
- Describe locations and correlate with Geographical Perspectives.
- List/describe what students might see, hear, and smell at a place.
- List/describe ways a place is linked with other places.
- Compare conditions and connections in one place to another.
- Analyze/describe how conditions in one place can affect nearby places.
- Identify regions as places that are similar or connected.
- Describe and interpret the spatial pattern features on a thematic map.
- Search for, recognize and understand the processes and patterns of the spatial arrangement of the natural features as well as human aspects and phenomena on the earth's surface.
- Understand and analyze the inter-relationship between physical and human environments and utilize such knowledge in reflecting on issues related to community.

- Apply geographical knowledge and methods of inquiry to emerging situations or problems at different levels-local, regional, national and global.
- Develop geographical skills, relating to collection, processing and analysis of spatial data/ information and preparation of report including maps and graphs and use of computers wherever possible; and to be sensitive to issues.

MONTH	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
APRIL[18 DAYS]	Introduction :geography as a discipline s physiography the correlation between climate , Natural vegetation and soil	Entire chapter will be read in the class. 1/3/5 marker questions will be marked and discussed. Data will be modified as per latest census. Example will be shared from real life. NCERT exercise will be discussed. PPT will be shared. Special emphasis given to MCQ questions. Activity Ppt on climate &natural vegetation	Students will come to know about different geographical location. They will appreciate how people react in different physical environment. Knowing about the physical geography of Earth is important for every serious student studying the planet because the natural processes of Earth affect the distribution of resources (from carbon dioxide in the air to freshwater on the surface to minerals deep underground) and the conditions of the human settlement. They will also be realised how natural vegetation is influenced by climate. Skill developed: critical thinking
MAY[15DAYS]	Natural hazards and disasters	Entire chapter will be read in the class. 1/3/5 marker questions will be marked and discussed. Data will be modified	After the completion of both the chapters students will come to know how to Reduce the risk of disasters caused by human error, deliberate destruction, and building or equipment failures.

		<p>as per latest census.</p> <p>Example will be shared from real life .</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Poster making</p>	<p>Be better prepared to recover from a major natural catastrophe. Ensure the organization's ability to continue operating after a disaster.</p> <p>Recover lost or damaged records or information after a disaster.</p> <p>Skill: Self awareness, decision making risk management ,goal planning</p>
JULY [22 DAYS]	<p>Interior of the earth</p> <p>Distribution of oceans and continents</p> <p>Minerals and rocks</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life .</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Sample collection of rocks</p>	<p>After completing this topic, the student will be able to: Explain what Plate Tectonics is in a couple of sentences. ... Describe the roles of the lithosphere and the asthenosphere in the motion of the plates. Explain why the present coastlines are not the boundaries between oceanic and continental lithosphere.</p> <p>Plate tectonics is necessary for the carbon cycle that keeps the Earth at habitable temperatures by sequestering carbon in limestone in oceans, and parceling it back into the atmosphere through volcanoes</p> <p>Skill developed: Resiliency, research and analysis</p>
AUGUST [23DAYS]	Geomorphic processes	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p>	<p>The learning objectives of Geomorphology is the study of landforms, their processes, form and sediments at the surface of the Earth (and sometimes on other planets). Study includes looking at landscapes to work out how the earth surface</p>

		<p>pictures will be shared from real life .</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Model on the interior of the earth</p>	<p>processes, such as air, water and ice, can mould the landscape.</p> <ul style="list-style-type: none"> • Students will gain an understanding of how plate tectonics plays a first order control on the characteristics of a coast and how other processes such as glaciation, climate, sediment supply, waves, and tides also influence the characteristics of a coast. • Students will develop an appreciation for the geomorphologic diversity of coastal zones. • Students will gain an understanding of the differences between emergent and submergent coasts, depositional and erosional coasts, as well as how hydrodynamic regime exerts a strong control on geomorphology of the coast. • Skill developed: • Planning, adoptability risk management
SEPTEMBER [MID TERM EXAM][10days]	REVISION AND THEMATIC MAPPING[practical]		
OCTOEBER[19DAYS]	Composition and structure of atmosphere	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p>	<p>Students will realise</p> <p>About the importance of different gases</p> <p>The knowledge of Heat transfer therefore is crucial for designing power systems that involve heat.</p> <p>One example of such power</p>

	Solar radiation	<p>Example will be shared from real life.</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Flow chart on heat budget</p>	<p>systems is coal fired/gas fire power plants.</p> <p>Even in nuclear power plants, the nuclear energy is converted into heat which than generates steam to drive a turbine.</p> <p>To Explain the Different Processes Involved in Heating and Cooling of The Atmosphere Such as Conduction, Convection, Radiation, and Advection. To Explain the Heat Budget of the Earth.</p> <p>To Differentiate Between the Solar Radiation and Terrestrial Radiation. To Explain the Causes of Global Warming and Its Effects. Heat budget of the earth Importance of ozone layer Impact of global warming</p> <p>Skill developed technology, ability to learn</p>
NOVEMBER[19 DAYS]	Water in the atmosphere Movements of ocean water	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life.</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p>	<p>Students will be able to understand</p> <p>about different layers of ocean bed and their importance Ocean currents function as a system of global transportation, carrying animals, plants and even people and cargo from place to place.</p> <p>Oceanographers have mapped these currents. The maps not only help people understand the ocean, but they help people from many professions perform daily tasks. origin of waves, types of waves and their influence</p> <p>impact of heat energy on waves goal planning and analysis</p>

DECEMBER[22 DAYS]	Life on the earth Biodiversity and conservation	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life.</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Map as per cbse</p>	<p>After the completion of the chapter students will be able to realise the complex relationship between flora and fauna i.e. ecosystem.</p> <p>It promotes at least one of the three objectives of the Convention: the conservation of bio-diversity, sustainable use of its components (ecosystems, species or genetic resources), or fair and equitable sharing of the benefits of the utilisation of genetic resources.</p> <p>One aim of conservation projects is to protect wild habitats and prevent species extinction. But managing natural resources is complex. Despite striving for years, conservation groups — both big and small — often struggle to find that perfect recipe for success. Different types of ecosystem and different gaseous cycle.</p> <p>Skill developed : empathy. system thinking and analysis</p>
JANUARY [17 DAYS]	Final PRACTICAL exam and annual exam	revision	

HOLIDAY HOMEWORK:

SUMMER BREAK: time calculation, profile drawing, cylindrical projection and conical projection with one standard parallel

WINTER BREAK: survey map/traffic survey/market survey will be done in practical copy.

CURRICULUM PLAN
CLASS 11 (2023-2024)
HINDUSTANI VOCAL MUSIC (034)

Learning Objective:

Students will learn about the rich cultural heritage and how it has shaped up over these years. They will also gain the knowledge and understanding about the historical aspects of the subjects.

Students will understand the nuances of music and develop the musical skill. They will also gain knowledge in the theoretical aspect of music which in turn will help them to understand the subject in a better way.

Month/ No of Days	Chapter Name	Methodology	Learning Objectives
April 19 days	CHAPTER Nada,swar shruti,saptak (Theory) Seven swaras; alankars; Raga Bihag	The teacher will sing and explain the shuddha, komal & teevra swaras Students will sing alankars and also different swars. They will also sing the aroh avroh of raga bihag	Students will learn the basics of music; they will be able to distinguish between the komal & teevra swaras

<p>July (22 days)</p>	<p>CHAPTER khayal, Pt Bhatkhande (Theory); Raga Bhairavii (Practical)</p>	<p>METHODOLOGY The teacher will sing the swaras of Raga Bhairavi and explain the nuances, she will will also discuss and explain the difference between dhrupad & khayal singing styles.... students will be asked to sing individually</p>	<p>LEARNING OUTCOMES Students will be ble to differentiate the two singing styles.... will learn every detail about them.... Students will learn also learn chhota khayal in raga Bhairavi. Students will also learn about the thaa system by Pt Bhatkhande.</p>
<p>August (24 days)</p>	<p>CHAPTER Natyashastra, Raga, Tarana (Theory); Raga Bhairavi (Practical)</p>	<p>METHODOLOGY The teacher will provide specific notes on the given topics, she sings and explain with examples wherever possible. Practice of MCQ on these topics</p>	<p>LEARNING OUTCOMES Students will be able to perform on their own and will be able to recognise the swaras (komal/teevra)</p>
<p>September (22 days)</p>	<p>Taal Teentaal,ektaal,ch au taal; Tanpura- Shruti provider (Theory).... Raga Bhimpalasi (Practical)</p>	<p>METHODOLOGY Raga Bhimpalasi will be explained with reference to a film song so that it become easy for students.... instrument will be shown and explained; Teacher will recite the talas and teach the students. Students will</p>	<p>LEARNING OUTCOMES Students will develop interest to learn more about ragas and the basic instruments.... they will improve their rhythm sense</p>

		repeat the same showing taali & khali	
October (20 days)	CHAPTER Raga Bhairavi; a devotional song (Practical) Instrument Tanpura	METHODOLOGY Specific notes will be provided to the students and all the details will be explained with examples. Practice of Raga Bhairavi with bandish & improvisations.	<ul style="list-style-type: none"> • LEARNING OUTCOMES • Students will learn a different form/style of singing...a devotional song and nuances of raga Bhairavi
November (20 days)	CHAPTER Miya Tansen, talas, (Theory) Raga Bhimpalasi with arohavoh pakad; bandish, taan etc	METHODOLOGY Emphasis on individual practice of singing, reciting different layakaris of the prescribed taalas.	<ul style="list-style-type: none"> • LEARNING OUTCOMES • The students will learn different rhythm patterns, layakaris and will thus improve skill •
December (23 days)	CHAPTER Practice of MCQ, Thaata, jaati, laya taal (Theory) Dhrupad- singing style Pt Paluskar	METHODOLOGY Teacher will sing and explain the difference in khayal & dhrupad singing styles.... students will listen the bandish and try to learn properly. Specific notes/material will be provided on the given topics	<ul style="list-style-type: none"> • LEARNING OUTCOMES Improve singing skills, learn a style of singing. They will learn about the contribution of Pt Paluskar in the field of music

<p>January (17 days)</p>	<p>CHAPTER MCQ on Natyashastra (Theory) Bandish of Vilambit Khayal with elaborations Margi-Desi sangeet</p>	<p>METHODOLOGY Teacher will sing and explain the difference between Vilambit Khayal & Chhota Khayal. Individual practice of same will be done in class</p>	<p>• LEARNING OUTCOMES</p> <ul style="list-style-type: none"> • Students will learn a new gayan shaily (singing style) • Also, will be able to explain in detail the content of Natyashastra
<p>February (days)</p>	<p>CHAPTER MCQ on Natyashastra (Theory) Bandish of Vilambit Khayal with elaborations</p>	<p>METHODOLOGY REVISION OF EVERYTHING DONE IN CLASS</p>	<p>• LEARNING OUTCOMES</p> <ul style="list-style-type: none"> • Students will learn a new gayan shaily (singing style) • Also, will be able to explain in detail the content of Natyashastra

CURRICULUM PLAN
CLASS 11 (2023-2024)
Computer Science (083)

Learning Objectives :

1. Develop basic computational thinking. Learn how to reason with variables, state transitions, conditionals, and iteration.
2. Understand the notion of data types, and higher order data structures such as lists, tuples, and dictionaries.
3. Appreciate the notion of an algorithm, and understand its structure, including how algorithms handle corner cases.
4. Develop a basic understanding of computer systems - architecture, OS, mobile and cloud computing.
5. Learn all about cyber safety.

UNIT WISE MARK DIVISION

THEORY

Unit No.	Unit Name	Marks
1	Computer Systems and Organisation	10
2	Computational Thinking and Programming - 1	45
3	Society, Law and Ethics-1	10
4	Practical	30
		70

PRACTICAL

S.No.	Unit Name	Marks (=30)
1	Python program (60% logic + 20% documentation + 20% code quality)	12
2	Report File + viva (10 marks) Report file: Minimum 20 Viva voice	7 3
3	Project	8

Month/ No. of dates	Chapter	Methodology	Learning Objectives
APRIL (18 Days)	Unit- 1. Computer Systems and Organisation Basic computer Organisation,Types of Software, Lanuage of Bits, Boolean Algebra	Demonstrate all the parts of computer system with the help of probs. ACITIVITY 1.Prepare the presentation on computer fundamentals . 2.Enlist all the softwares available in the market. 3.Make a presentation showing the concept of different types of software including application & system s/w. 4.Make presentation based on a detailed study of an operating system which may include inventor's name with country ,year of invention , social impact and uses. Case studies: (any one) the Windows family; DOS, Linux, unix	Understand what is the contribution of computers towards society . Describe the architecture of computer. Identify and describe the major components of a typical general-purpose computer. Describe the operation of an idealised generic computer. Describe, contrast and compare different structures for operating Systems. Acquire a detailed understanding of an operating system.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
MAY (15 Days)	Unit- 1. Computer Systems and Organisation Algorithms/Flowcharts	Demonstrate all the parts of computer system with the help of probs. ACITIVITY Discuss algorithms/flowcharts: 1. To add two numbers. 2. To input three numbers and print the largest number. 3.To print number from 1 to 100 4.To print a factorial of a number. Demonstrate modular approach , usage of proper names for identifiers, comments, indentation, running & debugging programs.	Students will able to solve the exercise based questions. Students will able to give the solution to a problem in the from of algorithm or in the pictorial form.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
JULY (22 Days)	Unit- 1. Computer Systems and Organisation Idea of debugging Iterative statements	Demonstrate modular approach , usage of proper names for identifiers, comments, indentation, running & debugging programs. Demonstartion of programs using range function, while loop, for loop, flowcharts, break and continue statements. Activity (suggested programs) 1. Generating various pattern 2. Summation of series 3. Finding the factorial of a positive number.	Understand the concept of idea of debugging. Students will able to solve the exercise based questions. Students will able to write programs using for loop.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
AUGUST (23 Days)	Unit- 2. Programming and Computational Thinking (PCT-1) Strings	Demonstration of programs illustrations: indexing, string operations (concatenation, repetition, membership & slicing), traversing a string using loops, built-in functions: len(), capitalize(), title(), lower(), upper(), count(), find(), index(), endswith(), startswith(), isalnum(), isalpha(), isdigit(), islower(), isupper(), isspace(), lstrip(), rstrip(), strip(), replace(), join(), partition(), split()	Students will able to use string functions in python program.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
SEPT. (10 Days)	Unit- 2. Programming and Computational Thinking (PCT-1) Iterative statements	Demonstartion of programs using nested loop . Activity	Students will able to write programs using while /for loop.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
OCTOBER (19 Days)	Unit- 2. Programming and Computational Thinking (PCT-1) Lists	Discuss indexing, list operations (concatenation, repetition, membership & slicing), traversing a list using loops, built-in functions: len(), list(), append(), extend(), insert(), count(), index(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum(); nested lists. Activity 1.Find the maximum, minimum, mean of numeric values stored in a list 2.Implement linear search on list of numbers. 3.Print after counting the frequency of elements in a list	Students will be able to create list and to use various list functions in python program.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
NOV. (19 Days)	Unit- 2. Programming and Computational Thinking (PCT-1) Tuple	Various built-in functions: len(), tuple(), count(), index(), sorted(), min(), max(), sum(); tuple assignment, nested tuple, Activity 1.To find the minimum, maximum and mean of values stored in a tuple 2. Do linear search on a tuple of numbers and counting the frequency of elements in a tuple	Students will be able to create tuple and to use various tuple functions in python program.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
JANURARY (17 Days)	Project work Invoice Generation system School software for disabled fellow Mobile applications Games Software	Demonstrate the ability to work as a team member on a programming assignment that includes the analysis, design, development, documentation, debugging, and presentation of a successful Python program using sequential, selective, and repetition structures learned in class	Able to develop a working computerized software for an organization/institution.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
FEBURARY	Unit -1 Unit -2 Unit -3	Assign selected DAV board pattern questions as in-class activity.. Pen Paper test	Able to attempt DAV board pattern questions .

HOLIDAY HOMEWORK

Summer Break :

Prepare a presentation on the following (using art Integration) :

- ✓ Society , Law and Ethics – Cyber Safety
- ✓ Any topic related to Python (string, list, tuple, dictionary) .
- ✓ Computer architecture

Winter Break :

Prepare the synopsis on any one topic from the list of projects given above . The synopsis should be done using any presentation software. i.e. Invoice Generation system , School software for disabled fellow , Mobile applications , Games Software

CURRICULUM PLAN
CLASS 11 (2023-2024)
PHYSICAL EDUCATION (048)

Objectives

Learning objective

To prove knowledge regarding physical activity and sports.

To tell students how sports and physical activities increase the fitness level of a child.

To tell the student value of yoga and positive lifestyle in the life.

To give knowledge different career options in physical education and sports.

MONTH TD	UNIT/ TOPICS	METHODOLOGY/ ACTIVITIES	LEARNING OUTCOMES
April 18	CHANGING TRENDS AND CAREER IN PHYSICAL EDUCATION	Discussion and explanation	Children now come to know about different careers in physical education and sports.
May 15	PHYSICAL FITNESS AND WELLNESS	Discussion and explanation	Children realize the importance of Fitness.
July 22	YOGA	Discussion and explanation	Students know how yoga can prevent us from the lifestyle disease. They know how to do yoga asana and pranayama
August 23	PHYSICAL ACTIVITY AND LEADERSHIP TRAINING	Discussion and explanation	Physical activity build up leadership qualities and ethical values
Sep 10	ANATOMY, PHYSIOLOGY AND KINESIOLOGY IN SPORTS	Discussion and explanation	Students have very good understanding of human physiology and anatomy.
Oct 19	TEST AND MEASUREMENT IN SPORTS	Discussion and explanation	Now students come to know about healthy weight according to their height.
Nov 19	PHYSICAL EDUCATION AND SPORTS FOR CWSN	Discussion and explanation	Get the knowledge about sports activities which are required for special children
Dec 22	TRAINING AND DOPING IN SPORTS	Discussion and explanation	Students come to know about how abuse substance effect on the health

January 17 Feb March 22	OLYPIC VALUE EDU PSYCHOLOGY AND SPORTS REVISION ANNUAL EXAM		students know different parameters of psychology
--	---	--	---

HOLIDAY HOMEWORK

SUMMER BREAK - REVISION OF CHAPTER 1, 3 and SPECIFICATION OF THE GAME

WINTER BREAK- REVISION OF CHAPTER 2, 4,5,6,7,8,9,10 & yoga for concentration and BMI

Students would solve all questions of Chapter 1 and 2 of Text Book (NCERT) in their note book.

*** Academic Plan could be modified as per the directions of CBSE or DAVCAE.

CURRICULUM PLAN
CLASS 11 (2023-2024)
Painting (Code No.049)

Units	TOPIC Introduction of the subject		Months
1	Six limbs of Indian Painting Fundamentals of Visual Arts	Sadangas	April
	Elements	Point, line, colour, tone, texture and space.	
2	Principles	Unity, harmony, balance, rhythm, emphasis and proportion,	
3	Drawing & Painting and materials	Abstraction and stylization, Foreshortening, perspective, eye level, fixed point of view, Vanishing point, ratio-proportion, sketching, drawing light and shade, still- life, land-landscape, anatomy, vertical, horizontal, two and three dimensional, transparent and opaque Paper (Cartridge, handmade canvas and Hard-board Handmade, ect.), Pencil, water colour, acrylic colour, transparent	May/July

3	Study and appreciation of following Seal:	
	i. Bull (Mohenjo-daro) Stone (Steatite), 2.5 x 2.5 x 1.4 cm. Circa 2500 B.C.(Collection: National Museum, New Delhi). Decoration on earthen wares: Painted earthen-ware (Jar)Mohenjo-daro (Collection: National Museum, New Delhi).	Sept/Oct
Unit 2	Buddhist, Jain and Hindu Art (3rd century B.C. to 8th century A.D.)	Sept/Aug
1.	General Introduction to Art during Mauryan, Shunga, Kushana(Gandhara and Mathura styles) and Gupta period:	
2.	Study and appreciation of following Sculptures:	
	i. Lion Capital from Sarnath (Mauryan period) Polished sandstone, Circa 3rd Century B.C. (Collection: Sarnath Museum, U.P.)	
	ii. Chauri Bearer from Didar Ganj (Yakshi) (Mauryan period)Polished sandstone Circa 3rd Century B.C.(Collection: Patna Museum, Bihar)	

	iii. Seated Buddha from Katra Mound, Mathura-(Kushan Period-Mathura Style) Red-spotted Sand Stone, Circa 3rd Century AD. (Collection: Govt. Museum, Mathura)	
	iv. Jain Tirathankara (Gupta period) Stone Circa 5th Century A.D. (Collection: State Museum, Lucknow U.P.)	
3.	Introduction to Ajanta Location Period, No of caves, Chaitya and Vihara, paintings and sculptures, subject matter and technique etc.	
Unit 3	Temple Sculpture, Bronzes and artistic aspects of Indo-Islamic Architecture	Oct/Nov/Dec
(A)	Artistic aspects of Indian Temple sculpture (6 th Century A.D. to 13 th Century A.D.) 1) Introduction to Temple Sculpture (6 th Century A.D. to 13 th Century A.D.) 2) Study and appreciation of following Temple-Sculptures: i. Descent of Ganga (Pallava period, Mahabalipuram, Tamil Nadu), granite rock Circa 7 th Century A.D.	
	ii. Trimuti (Elephanta, Maharashtra) Stone Circa 9 th Century A.D.	
	iii. Lakshmi Narayana (Kandariya Mahadev Temple)(Chandela period, Khajuraho, Madhya Pradesh) Stone Circa 10 th Century A.D.	
	iv. Cymbal Player, Sun Temple (Ganga Dynasty, Konark, Orrisa) Stone Circa 13 th	

	Century A.D.		
	v. Mother and Child (Vimal-Shah Temple, Solanki Dynasty, Dilwara, Mount Abu; Rajasthan) whitemarble, Circa 13 th Century A.D.		
(B)	Bronzes :		
	1. Introduction to Indian Bronzes.		
	2. Method of casting (solid and hollow)		
	3. Study and appreciation of following South Indian Bronze:		
	i. Nataraj (Chola period Thanjavur Distt., Tamil Nadu) 12 th Century A.D. (Collection : National Museum, New Delhi)		
(C)	Artistic aspects of the indo-Islamic architecture: 1. Introduction 2. Study and appreciation of following architecture: i. Qutub Minar, Delhi ii. Gol Gumbad of Bijapur		

Unit	Content	
1.	A. Pre-Historic Rock-Paintings Introduction 1) Period and Location 2) Study and appreciation of following Pre-historic paintings: i. Wizard's Dance, Bhimbethaka	April/May
	B. Introduction 1) Period and Location. 2) Extension: In about 1500 miles. i. Harappa & Mohenjo-daro (Now in Pakistan) ii. Ropar, Lothal, Rangpur, Alamgirpur, Kali Bangan, Banawali and Dholavira (in India)	July

2	<p>Study and appreciation of following: Sculptures and Terracottas:</p> <ul style="list-style-type: none"> i. Dancing girl (Mohenjo-daro) Bronze, 10.5 x 5 x 2.5 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi). ii. Male Torso (Harappa) Red lime Stone, 9.2 x 5.8 x 3 cms. Circa 2500 B.C. (Collection: National Museum, New Delhi) iii. Mother Goddess (Mohenjo-daro) terracotta, 22 x 8 x 5 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi). 	Aug/Sept
---	--	----------

(PRACTICAL)

Unit 1: Nature and Object Study 25 Marks 50 Periods Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc., are to be used.

Geometrical

forms of objects like cubes, cones, prisms, cylinders and spheres should be used.

Unit 2: Painting Composition 25 Marks 50 Periods

(i) Simple exercises of basic design in variation of geometric and rhythmic shapes in geometrical and decorative designs and colours to understand designs as organised visual arrangements. 10 Marks

25

Periods

(ii) Sketches from life and nature 15 Marks 25 Periods

Unit 3: Portfolio Assessment 20 Marks 48 Periods

(a) Record of the entire years' performance from sketch to finished product. 10 Marks

(b) Five selected nature and object study exercises in any media done during session including the minimum of two still life exercises. 05 Marks

(c) One selected work of paintings composition done during the year 03 Marks

(d) Two selected works of paintings done during the year 02 Marks

Units	Content	month
1	Nature and Object Study	April/may /july
2	Painting Composition	Aug/sept/o ct
3	Portfolio Assessment	Nov/Dec

CURRICULUM PLAN
CLASS 11 (2023-2024)
PSYCHOLOGY

Learning Objectives:

- To develop appreciation about human mind and behavior in the context of learners' immediate society and environment.
- To develop in learners an appreciation of the nature of psychological knowledge and its application to various aspects of life.
- To enable learners to become perceptive, socially aware and self-reflective.
- To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.

One Theory Paper

Marks: 70

Units	Topics	Month of covering the topic
I	What is Psychology?	April
II	Methods of Enquiry in Psychology	may
III	The Bases of Human Behavior	July
IV	Human Development	July / august
V	Sensory, Attentional and Perceptual Processes	September
VI	Learning	September and October
VII	Human Memory	November
VIII	Thinking	December
IX	Motivation and Emotion	January
	Total	

Month / teaching days	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
April (18 days)	<p>Chapter 1 -What is Psychology?</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. What is Psychology? <ul style="list-style-type: none"> • Psychology as a Discipline • Psychology as a Natural Science • Psychology as a 	<ul style="list-style-type: none"> • Discussion • Brainstorming <ul style="list-style-type: none"> • Presentation on 'What is Psychology' • Videos • analogy 	<ul style="list-style-type: none"> • Define Psychology and Explain The Key Terms Of The Definition • Talk About The Different Branches Of Psychology • Appreciate The Relevance Of

	<p style="text-align: center;">Social Science</p> <ol style="list-style-type: none"> 3. Understanding Mind and Behaviour 4. Popular Notions about the Discipline of Psychology 5. Evolution of Psychology 6. Development of Psychology in India 7. Branches of Psychology 8. Themes of Research and Applications 9. Psychology and Other Disciplines 10. Psychologists at Work 11. Psychology in Everyday Life 		<p style="text-align: center;">Psychology To Other Disciplines.</p> <ul style="list-style-type: none"> • Understand; Appreciate The Self And Others Better. • Understand How Psychology Can Help in Adjusting to life situations better • Gather insight regarding the different branches of Psychology • Clearly discriminate between the role of psychologist and psychiatrist • Acquire the different terminologies pertaining to Psychology
<p>May (15days)</p>	<p>Chapter 2 Methods of Enquiry in Psychology</p>		

	<p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Goals of Psychological Enquiry <ul style="list-style-type: none"> • Steps in Conducting Scientific Research • Alternative Paradigms of Research 3. Nature of Psychological Data 4. Some Important Methods in Psychology <ul style="list-style-type: none"> • Observational Method • Experimental Method • Correlational Research • Survey Research • Psychological Testing • Case Study 5. Analysis of Data <ul style="list-style-type: none"> • Quantitative Method • Qualitative Method 6. Limitations of Psychological Enquiry 7. Ethical Issues 	<p>Discussion</p> <p>Brainstorming</p> <p>Presentation</p> <p>Videos</p> <p>Case study</p>	<p>Explain the goals and nature of psychological enquiry, • Understand different types of data used by psychologists, • Gain knowledge about the different methods of Psychological enquiry. • Learn about the methods of various methods of analyzing data • Select the most appropriate method of data analysis. • Learn about the limitations of psychological enquiry • Appreciate the ethical considerations involved in conducting research. • Understand how the nature of human behavior is a result of evolutionary forces. • Relate the functions of nervous system and endocrine system to behavior. • Explain the role of genetic factors in determining behavior. • Appreciate the role of culture in shaping human behavior. • Differentiate between</p>
--	--	--	--

			the processes of enculturation, socialization, and acculturation
July (23days)	<p>Chapter 3 The Bases of Human Behavior</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Evolutionary Perspective 3. Biological and Cultural Roots 4. Biological Basis of Behavior <ul style="list-style-type: none"> • Neurons 5. Structure and Functions of Nervous System and Endocrine System and their Relationship with Behavior and Experience <ul style="list-style-type: none"> • The Nervous System • The Endocrine System 6. Heredity: Genes and 	<p>Discussion</p> <p>Brainstorming</p> <p>Presentation</p> <p>Case study researches</p>	<ul style="list-style-type: none"> • Understand how the nature of human behavior is a result of evolutionary forces. • Relate the functions of nervous system and endocrine system to behavior. • Explain the role of genetic factors in determining behavior. • Appreciate the role of culture in shaping human behavior. • Differentiate between the processes of enculturation, socialization, and

	<p>Behaviour</p> <p>7. Cultural Basis: Socio Cultural Shaping of Behaviour</p> <ul style="list-style-type: none"> • Concept of Culture <p>8. Enculturation</p> <p>9. Socialization</p> <p>10. Acculturation</p>		<p>acculturation</p>
<p>July and august (23 days)</p>	<p>Chapter 4 Human Development</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Meaning of Development <ul style="list-style-type: none"> • Life-Span Perspective on Development 3. Factors Influencing Development 4. Context of Development 5. Overview of Developmental Stages <ul style="list-style-type: none"> • Prenatal Stage • Infancy • Childhood • Challenges of Adolescence • Adulthood and Old Age 	<p>Discussion</p> <p>Brainstorming</p> <p>Presentation</p> <p>Peer learning method</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Describe the meaning and process of development. • Explain the influence of heredity and environment on human development. • Identify the stages of development and describe the major characteristics of infancy, childhood, adolescence, adulthood and old age.

			<ul style="list-style-type: none">• Identify the challenges associated with each of these stages.• Understand how these challenges can be overcome.• Gain better self-awareness
--	--	--	---

<p>Sep (10)</p>	<p>Chapter 5 Sensory, Attentional and Perceptual Processes</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Knowing the world 3. Nature and varieties of Stimulus 4. Sense Modalities <ul style="list-style-type: none"> • Visual Sensation • Auditory Sensation 5. Attentional Processes <ul style="list-style-type: none"> • Selective Attention • Sustained Attention 6. Perceptual Processes <ul style="list-style-type: none"> • Processing Approaches in Perception 7. The Perceiver 8. Principles of Perceptual Organization 9. Perception of Space, Depth and Distance <ul style="list-style-type: none"> • Monocular Cues and Binocular Cues 10. Perceptual Constancies 11. Illusions 12. Socio-Cultural Influences on Perception 	<p>Discussion</p> <p>Brainstorming</p> <p>Presentation</p> <p>Psychological experiments</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Appreciate the different sense organs and how these help us in adapting to life. • Insight regarding the 7 senses including Kinaesthetic and Vestibular System
<p>September and October (19 days)</p>	<p>Chapter 6 Learning</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 	<p>Discussion</p> <p>Brainstorming</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Appreciate the relevance of the various forms of learning

	<p>2. Nature of Learning</p>	<p>Presentation</p>	
	<p>3. Paradigms of Learning</p> <p>4. Classical Conditioning</p> <p style="padding-left: 20px;">a. Determinants of Classical Conditioning</p> <p>5. Operant/Instrumental Conditioning</p> <p style="padding-left: 20px;">a. Determinants of Operant Conditioning</p> <p>6. Key Learning Processes</p> <p>7. Observational Learning</p> <p>8. Cognitive Learning</p> <p>9. Verbal Learning</p> <p>10. Concept Learning</p> <p>11. Skill Learning</p> <p>12. Transfer of Learning</p> <p>13. Factors Facilitating Learning</p> <p>14. The Learner: Learning Styles</p> <p>15. Learning Disabilities</p> <p>16. Applications of Learning Principles</p>	<p>Psychological experiments</p> <p>Movie screening</p> <p>Activities</p> <p>games</p>	<p>Understand the factors affecting learning,</p> <ul style="list-style-type: none"> • Identify the learning styles. • Appreciate the issue of learning disabilities. • Analyse how the principles of learning can be applied to daily life settings. • Appreciate the factors affecting learning.

<p>November (19 days)</p>	<p>Chapter 7 Human Memory</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Memory 3. Information Processing Approach : The Stage Model 4. Memory Systems : Sensory, Short-term and Long- term Memories 5. Levels of Processing 6. Types of Long-term Memory <ul style="list-style-type: none"> • Declarative and Procedural; Episodic and Semantic 7. Knowledge Representation And Organisation in Memory 8. Memory as a Constructive Process 9. Nature and Causes of Forgetting <ul style="list-style-type: none"> • Forgetting due to Trace Decay, Interference and Retrieval Failure 10. Enhancing Memory <ul style="list-style-type: none"> • Mnemonics using Images and Organisation 	<p>Discussion</p> <p>Brainstorming</p> <p>Presentation</p> <p>Researches</p> <p>discussion</p> <p>Real life incidents</p> <p>Experiment</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Understand the relevance of memory to everyday life. • Distinguish between different types of memory. • Understand how the contents Of long-term memory are represented and organized. • Learn certain strategies for improving memory. • Appreciate the factors affecting retention.
-------------------------------	---	---	--

<p>December (22 days)</p>	<p>Chapter 8 Thinking</p> <p>The topics in this unit are:</p> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Thinking Building Blocks of Thought 3. The Processes of Thinking 4. Problem Solving 5. Reasoning 6. Decision-making 7. Nature and Process of Creative Thinking Nature of Creative Thinking• Process of Creative Thinking• 8. Thought and Language 9. Development of Language and Language Use 	<p>Psychological experiments Movie screening Activities Games</p>	<p>This chapter will enable students to:</p> <ul style="list-style-type: none"> describe the nature of thinking and reasoning, • demonstrate an understanding of some cognitive processes involved in problem solving and decision-making, • understand the nature and process of creative thinking and learn ways of enhancing it, • understand the relationship between language and thought, and • describe the process of language development and its use
-------------------------------	--	---	---

<p>January (17 days)</p>	<p style="text-align: center;">Chapter 9 Motivation and Emotion The topics in this unit are:</p> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Motivation 3. Types of Motives <ul style="list-style-type: none"> <input type="checkbox"/> Biological Motives <input type="checkbox"/> Psychosocial Motives 4. Maslow's Hierarchy of Needs 5. Nature of Emotions 6. Expression of Emotions <ul style="list-style-type: none"> <input type="checkbox"/> Culture and Emotional Expression <input type="checkbox"/> Culture and Emotional Labelling 7. Managing Negative Emotions 8. Enhancing Positive Emotions 	<p style="text-align: center;">Discussion</p> <p style="text-align: center;">Brainstorming</p> <p style="text-align: center;">Presentation Case study researches</p>	<p>Students will be able to:</p> <p>understand the nature of human motivation,</p> <ul style="list-style-type: none"> • describe the nature of some important motives, • describe the nature of emotional expression, • understand the relationship between culture and emotion, and • know how to manage your own emotions.
<p>February and march</p>	<p>Revision</p>		

The students shall be required to undertake **one project and conduct two experiments**. The project would involve the use of different methods of enquiry and related skills. Practical would involve conducting experiments and undertaking small studies, exercises, related to the topics covered in the course (e.g. Human development, Learning, Memory, Motivation, Perception, Attention and Thinking).

Practical Examination

• Practical (Experiments) file	05 Marks
• Project file	05 Marks
• Viva Voce (Project and experiments)	05 Marks
• One experiment	15 Marks*

* (05 Marks for conduct of practical and 10 Marks for report writing)

- One experiment 15marks* (05 marks for conduction of practical and 10 marks for report writing))

Holidays home work

Summer holidays :

Watch any three movies from the list given in the class and write a detailed psychological review on the basis of your understanding of psychological principles.

Winter holidays;

Complete the assignment on chapter 'learning' as given in the class

Prepare a career booklet on the basis of chapter 1 including a detailed interview of a professional from the field you aspire for.