



	Poem: Father to Son *** (1)	<p>- identify the poetic devices incorporated</p> <p>- contribute meaningfully to the discussion on the questions.</p>	<p><b>Reading</b> of the text</p> <p><b>Class Discussion:</b> Changes and challenges that every relationship faces</p>	<b>Oral Questioning</b>
<b>Month</b>	<b>Topic/ No. of Periods</b>	<b>Learning outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>November</b>	<p><b>Prose:</b> <b>The Ailing Planet: The Green Movement’s Role</b> (3)</p>	<p><b>Each student will be able to-</b></p> <p>-reflect on the title and theme of the lesson</p> <p>-identify and enlist the major factors affecting the planet, Earth, adversely</p> <p>-critically appreciate the diction of the writer and details included in the article</p>	<p><b>Reading</b> of the text</p> <p><b>Group discussion</b> on the title and theme of the article</p> <p><b>Pair activity-</b> Students will enlist the factors that affect the health of the Earth</p> <p><b>Practice</b> of the question-answers</p>	<ul style="list-style-type: none"> <li>• Online quiz using Google forms</li> <li>• Class participation (written and oral)</li> <li>• Weekly assignment/worksheet (submission of work)</li> </ul>
	<p><b>Prose:</b> <b>Lesson 6: The Browning Version</b> (3)</p>	<p><b>Each student will be able to-</b></p> <p>-reflect on the title and theme of the story</p> <p>-identify and enlist the major characteristics of the protagonist, Mr. Crocker Harris and other two characters Taplow and Frank</p> <p>-critically appreciate the diction of the writer</p> <p>-comment on the relationship that exists between students and teachers</p>	<p><b>Reading</b> of the text</p> <p><b>Class Discussion-</b> Student-teacher bond</p> <p><b>Pair Activity-</b>Students working in pairs will enlist the character traits of Mr. Crocker Harris, Taplow and Frank.</p> <p><b>Practice</b> of the question-answers</p> <p><b>Art Integrated Activity</b> Making cartoon strips- Students will make cartoon strips depicting one of their favourite moments spent in the company of their teacher/teachers</p>	
	<p><b>Prose:</b> <b>Snapshots</b></p>	<p><b>Each student will be able to-</b></p> <p>-comment on Albert Einstein’s achievements and contribution to the world of science</p> <p>-identify and enlist the major characteristics of Albert Einstein as a school going boy</p>	<p><b>Reading</b> of the text</p> <p><b>Class Discussion-</b> Student-teacher bond</p>	

	<p><b>Lesson 4: Albert Einstein at School (3)</b></p> <p><b>Long Writing Skills:</b></p> <p><b>Letters- Placing order/ sending replies</b> <b>Complaints- product/service (3)</b></p> <p><b>The Ghat of the Only World*** (1)</b></p>	<p>-critically appreciate the diction of the writer</p> <p>-discuss about the challenges faced by students during their school days</p> <p><b>Each student will be able to-</b></p> <p>-discuss the format</p> <p>-create mind-map to check their previous knowledge</p> <p>-write and share the phrases, which can be used for writing the letters</p> <p>-draft the formal letters using grammatically correct sentences</p> <p><b>Each student will be able to-</b></p> <p>-reflect on the title and theme of the story</p> <p>-identify and enlist the major characteristics of the protagonist Agha Shahid</p> <p>-critically appreciate the diction of the writer</p>	<p><b>Pair Activity-</b>Students working in pairs will enlist the character traits of Mr. Crocker Harris, Taplow and Frank.</p> <p><b>Practice</b> of the question-answers</p> <p><b>Art Integrated Activity</b> Monologue- Students will prepare a one-minute long monologue as Albert Einstein, talking about his feelings and dilemma that he experienced while studying in a German school.</p> <p><b>Discussion</b> of the format</p> <p><b>Creating</b> mind-map/ flowchart</p> <p><b>Drafting</b> formal letters</p> <p><b>Class Discussion:</b> How the bonds of friendship are created</p> <p>Indian diaspora</p> <p>The art of leaving a distinct mark in people's heart</p>	<p><b>Oral Questioning</b></p>
<b>Month</b>	<b>Topic/ No. of Periods</b>	<b>Learning outcome</b>	<b>Activities</b>	<b>Assessments</b>





	<p>issues, requirements / suitability of courses (2)</p> <p><b>Reading Comprehension: Unseen Passage</b> (1)</p> <p><b>The Tale of the Melon City ***</b> (1)</p>	<p>-write and share the phrases, which can be used for writing the letters</p> <p>-draft the formal letters using grammatically correct sentences</p> <p>-analyse the passage independently</p> <p>-find the answers to the questions</p> <p>-reflect on the title and theme of the poem</p> <p>-identifying the poetic devices incorporated in the poem</p> <p>-discussing the characteristics of satires</p>	<p><b>Group discussion</b> to get to the appropriate answers</p> <p><b>Writing</b> relevant answers</p> <p><b>Group discussion:</b> Characteristics of satires</p> <p>The humorous incidents narrated in the poem and their significance</p>	<p><b>Oral questioning</b></p>
<b>Month</b>	<b>Topic/ No. of Periods</b>	<b>Learning outcome</b>	<b>Activities</b>	<b>Assessments</b>
<b>February</b>	<b>ASL</b>	<p>listen to the audio carefully and find answers to the questions asked</p> <p>express themselves clearly and confidently</p>	<p><b>Listening</b> to the audio clips</p> <p><b>Completing</b> the worksheet provided</p> <p><b>Speaking</b> on a given theme and answering questions during the interview</p>	<p>Worksheet</p> <p>Personal interview</p> <p><b>Rubrics for ASL</b></p> <ul style="list-style-type: none"> <li>- Interaction</li> <li>- Vocabulary</li> <li>- Relevance</li> <li>- Coherence of ideas</li> <li>- Pronunciation</li> </ul>
	<b>REVISION</b>			
<b>****</b>	<p>The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2020-21. However, these topics will be covered through discussion in the class to bridge the learning gaps.</p>			

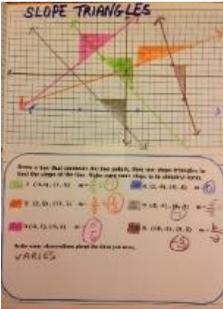
## Economics

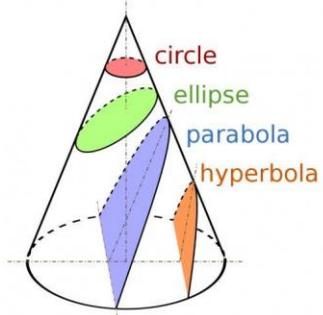
<p><b><u>OCTOBER</u></b></p>	<p><b>Revenue</b>  <b>Relationship between different kinds of revenue.</b></p> <p><b>Producers Equilibrium</b>  <b>Supply-Concept,</b>  <b>Supply schedule</b> <b>Supply function</b></p> <p><b>Law of Supply</b>  <b>Price</b>  <b>Elasticity</b></p>	<p>Each student will be able to</p> <p>a. Define revenue  b. Discuss the different types of revenues.  c. Derive the condition for equilibrium at the producers level. ****  d. Derive the relationships between different total revenue and marginal revenue.  e. Calculate the different revenue applying the formulae.</p> <p style="text-align: center;">Numericals</p>	<p>Learning centres</p> <p>Brain storming activities will be used for explaining.</p> <p>Oral Questioning</p> <p>Think pair and share</p> <p>AMP technique will be used.</p> <p>Individual research  Group discussion based on topics related to cost and revenue.. For example, Reliance Fresh has announced the slashed prices. Discussion on its impact on the cost and revenue.  Survey to be conducted by students to assess the cost and revenue</p> <p>A firms supply curve shows its supply function. Comment</p> <p>At a point of intersection of two supply curves, flatter curve shows higher elasticity of supply.</p> <p>Numericals on price elasticity.  Will the seller always be ready to sell more of a commodity at a higher price in the market?  Calculation of various costs</p>	<p>Class test</p> <p style="text-align: right;">worksheets</p>
<p><b><u>NOVEMBER</u></b></p>	<p><b>THEORY OF PRICE EQUILIBRIUM- Markets</b>  <b>Characterizing the different kinds of market.</b></p>	<p>Each student will be able to</p> <p>Define a market  identify the different types of market on the</p>	<p>Giving the different market situations with reference to changes in demand and supply, the students will make the diagrams and show the changes that occur</p>	<p>Class test</p> <p>worksheets</p>

		<p>basis of the characteristics. *****</p> <p>Derive the price equilibrium and the quantity exchanged in the market with the given market conditions. *****</p> <p>Discuss the derivation of the changes in the equilibrium price and quantity under different market conditions. *****</p>	<p>correspondingly.</p> <p>Home Assignment based on demand supply and equilibrium</p> <p>Diagrammatic presentation of the different market situation.</p> <p>How is the demand curve under monopolistic competition different from demand curve of a firm under perfect competition? 3. Why is a firm under perfect competition a price taker? Explain three features of perfect competition. Explain the implication of large number of seller feature of perfect competition.</p>	
<b><u>NOVEMBER</u></b>	<p><b>Micro- Price equilibrium derivation of the price equilibrium and quantity exchanged in the market with both demand and supply. Price Control;-Floor price and Ceiling price.</b></p>	<p>Each student will be able to</p> <p>Derive the price equilibrium and the quantity exchanged in the market with the given market conditions *****</p> <p>discuss the derivation of the changes in the equilibrium price and quantity under different market conditions. *****</p>	<p>Giving the different market situations with reference to changes in demand and supply, the students will make the diagrams and show the changes that occur correspondingly.</p> <p>Home Assignment based on demand supply and equilibrium</p> <p>Diagrammatic presentation of the different market situation.</p> <p>What will happen if the price prevailing in the market is above the equilibrium price. Representing situation based diagrams</p>	<p>Class test worksheets</p>
<b><u>DECEMBER</u></b>	<p><b><u>MEASURES OF DISPERSION</u></b></p> <p><b><u>MEASURES OF CORRELATION</u></b></p> <p><b>KARL PEARSONS METHOD</b></p> <p><b>SPEARMAN'S METHOD</b></p>	<p>Each student will be able to:</p> <p>Computation of mean deviation and quartile deviation. *****</p> <p>Compute Standard deviation.</p> <p>Each student will be able to :</p> <p>Calculate correlation by karl pearson's</p>	<p>Statistics for Economics NCERT Statistics for Economics N M Shah <a href="http://www.blog.gurukpo.com/wp-content/uploads/2012/04/Methods-of-Determining-Correlation.jpg">http://www.blog.gurukpo.com/wp-content/uploads/2012/04/Methods-of-Determining-Correlation.jpg</a>.</p>	<p>Periodic test 4/12/20</p>

		method . rank correlation by Spearman's method. *****	Numerical questions	
<b>DECEMBER</b>	<b>Index Numbers</b>	Each student will be able to : Identify 3 reasons for the need to find indices for economic growth and compare. Compute Unweighted index and Weighted index	Worksheet on Index numbers Newspaper articles. What are index numbers? How do they determine the cost of living? Numerical Worksheet	
<b>Index Numbers</b> <b>Meaning</b> <b>Types</b>				
<b>JANUARY '21</b>	<b>INDIAN ECONOMY ON THE EVE OF INDEPENDENCE</b>  <b>FIVE YEAR PLANS</b> <b>a. Common Goals of Five Year Plans</b> <b>Meaning of Five Year Plans</b> <b>b. Objectives of Planning.</b> <b>c. Analysing the importance of Planning in development.</b> <b>d. Features of Economic Policy under Planning till 1991.</b> <b>e. Achievement of the Goals of planning</b> <b>f. Failures of Planning</b>	Each student will be able to :  Agriculture sector and industrial sector on the eve of independence with the help of concept mapping. Foreign trade, demographic conditions, Infrastructure, occupational structure on the eve of independence with the help of BALA, real life examples and storytelling method. Good and bad impacts of British government on Indian Economy with the help of think pair and share method. The importance of planning in life-Individual as well as an economy To comprehend the meaning of planning by think pair and share method. Identify the goals of five year plan Analyze the importance of planning in development and the achievements as well as the failures of planning with concept mapping	<ul style="list-style-type: none"> <li>• Talk to your Parents and Grand parents and gather information on the situation of Indian population during the British raj.(EL)</li> <li>• Students will be asked to write positive and negative impacts of British Government on Indian Economy(L)</li> <li>• Oral questions will be asked on meaning de-industrialization, Zamindari system ,Mahalwari system,Ryotwari system (AB)</li> <li>• Assignment will be given from text book and reference book</li> </ul> <p><b>Class Worksheets on Planning</b></p> <p><b>Planning an activity in school</b></p> <p><b>What are the achievements and failures of Planning in India?</b></p>	Periodic test 13/1/21

## Mathematics

<p>October (10)</p>	<p>Straight Lines (6)</p>	<p>Students will be able to: *find the equation of a line using the various forms of line viz. Point-slope form, Two-point form, Slope-intercept form, Intercept form, Normal form *calculate the distance of a point from a line * find the distance between two parallel lines ****perceive the concept of family of lines ****perceive the concept of shifting of origin</p>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises Students will solve Exercises from chapter 10 (NCERT) Students will solve questions from Assignment <b>Art Integration</b> Finding slope of a line</p>	<p>Oral questions Few questions from Ex- 10.2,10.3, Miscellaneous Exercise, ****10.4, ****10.5 of NCERT Assignment Online Quiz: MCIs 10QsX1m=10m</p>
	<p>Conic Sections (3)</p>	<p>Students will be able to: *analyze a conic section as a section of double-napped cone. *define a conic section</p>	<p>Students will practice solved examples 1,2,3,4 from Ch 11 of NCERT at home which will help in further solving questions from Exercises Students will solve questions from Ex-11.1 of NCERT Lab Activity- verify the graph of linear inequality by <math>5x + 4y - 40 &lt; 0</math> of the form <math>ax + by + c &lt; 0</math></p>	<p>Oral questions Few questions from Ex- 11.1 of NCERT</p>
	<p>Lab Activity (1)</p>			<p>Neatness and</p>

		<ul style="list-style-type: none"> <li>*list the various types of conic Sections</li> <li>*find the equation of a circle if its radius and coordinates of centre are given and vice-versa</li> </ul>		Accuracy of work done
November (17)	Conic Sections (4)	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*define a parabola and recognize/find the standard equation of parabola</li> <li>*define/find the coordinates of focus, axis, equation of directrix and length of latus rectum of a parabola</li> <li>*define an ellipse and recognize/find the standard equations of an ellipse</li> <li>*state the relationship between semi-major axis, semi-minor axis and the distance of focus from the centre of the ellipse</li> <li>*define eccentricity</li> <li>*define/find the coordinates of foci, vertices, lengths of major axis, and minor axis, eccentricity and length of latus rectum of the given ellipse</li> <li>*define a hyperbola and recognize/find the standard equations of a hyperbola</li> <li>*define/find the coordinates of foci, vertices, eccentricity and</li> </ul>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve Exercises from chapter 11 (NCERT)</p> <p>Students will solve questions from Assignment</p> <p><b>Art Integration:</b> Understanding various shapes of conic section</p>  <p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve Exercises from chapter 9 (NCERT)</p> <p>Students will solve questions from Assignment</p>	<p>Oral questions</p> <p>Few questions from Ex- 11.2,11.3 and11.4 of NCERT</p> <p>Assignment</p> <p>Online Quiz: MCIs</p> <p>10QsX1m=10m</p>
	Sequences and Series			

	<p>(7)</p> <p>Lab Activity (1)</p> <p>Permutations and Combinations (5)</p>	<p>length of latus rectum of the given hyperbola</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*recall the definition of sequence &amp; series</li> <li>*recall the definition of an A.P and the formula for its nth term</li> <li>*state the formula for sum of n terms of A.P</li> <li>*define A.M between two numbers a &amp; b</li> <li>*define a G.P</li> <li>*find the nth term of a G.P</li> <li>*state the formula for sum of n terms of G.P</li> <li>*find the sum to infinity of a G.P</li> <li>*define G.M between two numbers a &amp; b</li> <li>*recognize the relationship between A.M and G.M</li> <li>****recognize a special series.</li> <li>****list the formulas for the sum of squares, sum of cubes of first n natural numbers.</li> <li>****evaluate the sum to n-terms of</li> </ul>	<p>Lab Activity: Construct a Parabola and an ellipse</p> <p>Introduction to Permutation</p> <p><a href="https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:combinatorics-precalc/v/permutation-formula">https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:combinatorics-precalc/v/permutation-formula</a></p>	<p>Oral questions</p> <p>Few questions from Ex- 9.1,9.2,9.3, Miscellaneous Exercise (Until Q No. 20) and ****9.4 of NCERT</p> <p>Assignment</p> <p>Online Quiz: MCIs 10QsX1m=10m</p> <p>Neatness and Accuracy of work done</p>
--	---	--	--	--

		<p>a special series</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>*state the fundamental principle of Addition / Multiplication</li> <li>*define permutation</li> <li>*find the number of permutations of n different objects with or without repetition</li> </ul>		
December (21)	<p>Permutations and Combinations (7)</p> <p>Probability</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*state the fundamental principle of Addition / Multiplication</li> <li>*define permutation</li> <li>*find the number of permutations of n different objects with or without repetition</li> <li>*find the number of permutations when all the objects are not distinct objects</li> <li>*define combination</li> <li>*differentiate btw Permutation and Combination</li> </ul>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will watch the video on Combination  <a href="https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:combinations/v/introduction-to-combinations">https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:combinations/v/introduction-to-combinations</a></p> <p>Students will solve Exercises from chapter 7 (NCERT)</p> <p>Students will solve questions from Assignment</p> <p>Lab Activity: To find the number of ways in which three cards can be selected from given 5 cards</p> <p>To write a sample space , when a coin is tossed once, twice, thrice and four times</p>	<p>Oral questions</p> <p>Few questions from Ex- 7.1,7.2,7.3,7.4 and Miscellaneous Exercise of NCERT Assignment</p> <p>Online Quiz: MCIs 10QsX1m=10m</p> <p>Oral questions</p> <p>Few questions from Ex- 16.1,16.2,16.3</p>

	<p>(7)</p> <p>Lab Activity (2)</p> <p>Class XII Matrices (Chapter 3) (5)</p>	<p>*apply the various formulas of <math>{}^n P_r</math> and <math>{}^n C_r</math> in solving statement questions</p> <p>Students will be able to: recall the concept of probability *recall the definition of random experiment, sample space *write the sample space of a Random experiment *list the various kinds of events : mutually exclusive, exhaustive events *prove events to be mutually Exclusive or exhaustive *state and apply the formulae for probability of an event *state the Addition formulae of Probability</p> <p>Students will be able to:</p>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises Students will solve Exercises from chapter 16 (NCERT) Students will solve questions from Assignment Introduction: <a href="https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:matrices/x9e81a4f98389efdf:mat-intro/v/introduction-to-the-matrix">https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:matrices/x9e81a4f98389efdf:mat-intro/v/introduction-to-the-matrix</a></p>	<p>and Miscellaneous Exercise of NCERT Assignment Online Quiz: MCIs 10QsX1m=10m</p> <p>Neatness and Accuracy of work done</p> <p>Oral questions Few questions from Chapter Ex 3.1, 3.2, 3.3 and Miscellaneous (NCERT), ***Ex-3.4</p>
--	--	--	--	--

		<ul style="list-style-type: none"> <li>*identify a <math>a_{ij}</math> element of a matrix</li> <li>*apply the basic operations of +, -</li> <li>*define various types of matrices</li> <li>*solve the problem of equality of matrices</li> <li>*define transpose of a matrix</li> <li>*define symmetric and skew symmetric matrices</li> <li>*find the transpose of a matrix</li> <li>*differentiate between symmetric and skew symmetric matrices</li> <li>*define inverse of a matrix.</li> <li>****find the inverse using transformation method</li> </ul>		
January (14)	Determinants (Chapter 4) (7)	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Perceive the concept of Determinants, minors, cofactors, adjoint and inverse</li> <li>****Properties of Determinants</li> <li>* find the area of triangle</li> <li>* solve the system of equations using matrices</li> </ul>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve Exercises from Matrices and Determinants (NCERT- XII)- Chapter 3 and 4</p>	<p>Oral questions</p> <p>Few questions from Chapter 4 - Ex 4.1, 4.3 and Miscellaneous (NCERT)</p>

	Revision for Class XI (7)			Online Quiz using Google Forms Class Participation (Written and Oral)
February	Revision for Class XI			Online Quiz using Google Forms Class Participation (Written and Oral) Final Examination
****	The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2020-21. However, these topics will be covered through discussion in the class to bridge the learning gaps.			

<b>Business Studies</b>				
<b>October</b> (10 teaching days) (8 periods)	<b>Sources of Business Finance</b> (8 periods)	<b>Each student will be able to:</b>		
		<ul style="list-style-type: none"> <li>• evaluate merits and limitations of retained earnings, trade credit and commercial papers.</li> <li>• differentiate between shares and debentures</li> <li>• differentiate between equity shares and preference shares.</li> <li>• evaluate merits and limitations of various sources of owners' equity</li> <li>• identify the international sources of finance</li> </ul>	<ul style="list-style-type: none"> <li>• whole group instruction</li> <li>• fishbone (merits &amp; demerits of various sources of borrowed funds)</li> <li>• cycle graph (operating cycle of working capital)</li> <li>• pairing and sharing</li> <li>• flipped class</li> </ul>	<ul style="list-style-type: none"> <li>• oral questions on various sources of business finance</li> <li>• assignments based on case studies</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>

		<ul style="list-style-type: none"> <li>• evaluate merits and limitations of various sources of borrowed funds.</li> <li>• differentiate between trade credit and public deposits</li> <li>• examine the factors that affect the choice of an appropriate source of finance.</li> </ul>		
<b>November</b> (17 teaching days) (13 periods)	<b>Small Business</b> (13 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>• explain the meaning and nature of small business;</li> <li>• appreciate the role of small business in India;</li> <li>• analyze the problems of small business;</li> <li>• classify the different forms of assistance provided by the government to small business, particularly in rural and hilly areas</li> <li>• explain the concept of entrepreneurship development.</li> <li>• discuss the features of entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• real life examples</li> <li>• cause &amp; effect relation (problems of small business)</li> <li>• concept map (NSIC and DICs)</li> <li>• attribute diagram showing characteristics of entrepreneurship development.</li> <li>• flipped class</li> </ul>	<ul style="list-style-type: none"> <li>• oral questions on small scale business</li> <li>• assignments based on case studies</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>

		development. find out the process of entrepreneurship development.		
<b>December</b> (21 w days) (16 periods)	<b>International Business</b> (16 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• state the meaning of international business</li> <li>• distinguish between internal and international business</li> <li>• discuss the scope of international business enumerate the benefits of international business</li> <li>• explain major steps and documents involved in executing export transactions</li> <li>• explain major steps and documents involved in carrying out import transactions.</li> <li>• discuss the documents required for import and export transactions</li> <li>• identify the incentives and schemes available for international firms</li> <li>• discuss the role of different organisations for the promotion of International</li> </ul>	<ul style="list-style-type: none"> <li>• whole group instruction</li> <li>• attribute diagram (importance of international business)</li> <li>• chain diagram (procedure of importing and exporting)</li> </ul>	<ul style="list-style-type: none"> <li>• oral questions on domestic business and international business</li> <li>• assignments based on case studies</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>

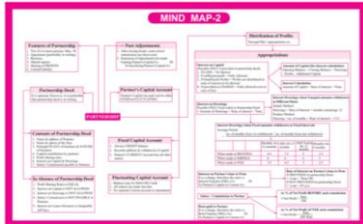
		Business list the major international institutions and agreements at the global level for the promotion of international trade and development.		
<b>January</b> (14 teaching days) (!2 periods)	<b>Nature and significance of management</b> (12 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>state the concept, objectives and importance of management.</li> <li>appreciate the nature of management as a science, an art and profession.</li> <li>state the levels of management and discuss its functions.</li> <li>explain the various management functions.</li> </ul> <p>appreciate the nature and importance of coordination.</p>	<ul style="list-style-type: none"> <li>story to give concept of management.</li> <li>5 M theory (efficiency vs effectiveness).</li> <li>attribute diagram (Importance of management).</li> <li>Venn diagram (Is management a science or an art).</li> <li>pair, share and square.</li> <li>concept map (management &amp; its functions).</li> <li>cooperative learning</li> <li>flipped class</li> </ul>	<ul style="list-style-type: none"> <li>oral questions on nature of management</li> <li>assignments based on case studies</li> <li>practice worksheet</li> <li>online assessment through MCQs (online quiz)</li> </ul>
<b>February</b> (8 periods)	<b>Revision classes</b> (8 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>recap various topics</li> <li>clarify doubts from different topics.</li> </ul> <p>do revision work sheets and questions from sample papers and reference books.</p>	<ul style="list-style-type: none"> <li>students are asked to find out key words from the case studies</li> <li>case study</li> </ul>	<ul style="list-style-type: none"> <li>oral questions</li> <li>assignments based on case studies</li> <li>practice worksheet</li> <li>questions from reference books given for practice</li> </ul>

## Accountancy

<p><b>October</b> (10 teaching days) (9 periods)</p>	<p>Provisions and reserves. (1 periods)</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain and discuss the concept and objectives of provisions and reserves.</li> <li>• differentiate between provision and reserves.</li> </ul> <p>classify the types of reserves revenue reserve, capital reserve, general reserve and specific reserve.</p>	<ul style="list-style-type: none"> <li>• students will read the flowchart given and create their own once the topic is done</li> <li>find out the difference between provision and reserve</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assignments based on practical</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>
	<p>Bills of exchange (6 periods)</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• distinguish between bill of exchange and promissory note.</li> <li>• explain the basic terms under bills of exchange.</li> <li>• record transactions related to bills in the journal of drawer, drawee and endorsee.</li> </ul> <p>journalize transactions related to different cases of B/E (discounting, dishonor renewal, retirement etc.).</p>	<ul style="list-style-type: none"> <li>• students will read the flowchart given and create their own once the topic is done</li> <li>• differentiate between bills of exchange and promissory notes</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assignments based on practical</li> <li>• practice worksheet</li> <li>- online assessment through MCQs (online quiz)</li> </ul>
	<p>Errors and their rectification. (2 periods)</p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• classify the various types of Errors.</li> <li>• rectify the errors committed in the books of accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• students will read the flowchart given and create their own once the topic is done</li> <li>• classify various types of errors and its effect on trial balance</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assignments based on practical</li> <li>• practice worksheet</li> <li>- online assessment</li> </ul>

		Show the effects of errors and their rectification in the final accounts i.e. the profit and loss account and the balance sheet.		through MCQs (online quiz)
<b>NOVEMBER</b> (17 working days) (15 teaching periods)	Errors and their rectification. (4 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• classify the various types of errors.</li> <li>• rectify the errors committed in the books of accounts.</li> </ul> <p>Show the effects of errors and their rectification in the final accounts i.e. the profit and loss account and the balance sheet.</p>	<ul style="list-style-type: none"> <li>• students will read the flowchart given and create their own once the topic is done</li> <li>• differentiate between different types of errors.</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assignments based on practical</li> <li>• practice worksheet</li> <li>– online assessment through MCQs (online quiz)</li> </ul>
	Financial statement of sole proprietorship (4 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain the meaning and users of financial statement.</li> <li>• classification of capital and revenue.</li> <li>• distinction between capital and revenue expenditure</li> <li>• capital and revenue receipts</li> <li>• make profit and loss account: gross profit, operating profit and Net profit.</li> <li>• discuss the need of balance sheet.</li> <li>• explain the grouping and marshalling of assets and liabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• students will read the flowchart given and create their own once the topic is done</li> <li>• compare capital nature items and revenue nature items.</li> <li>• classify capital/revenue expenditure and capital/revenue income</li> <li>• compare vertical balance sheet and horizontal balance sheet</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assignments based on practical</li> <li>• practice worksheet</li> <li>– online assessment through MCQs (online quiz)</li> </ul>

		<ul style="list-style-type: none"> <li>• make balance sheet.</li> <li>• treatment of bad debts and bad debts recovered</li> <li>• difference between balance sheet and trial balance</li> <li>• distinction between tangible and intangible assets</li> <li>• distinction between current and fixed assets.</li> <li>• show the vertical presentation of financial statements</li> </ul> <p>preparation of final accounts with adjustment.</p>		
	Adjustments in preparation of financial statements (7 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• discuss the need for adjustments in preparing final accounts.</li> </ul> <p>show the effect of various adjustments on final account -- closing stock, outstanding expenses, prepaid expenses</p>	<ul style="list-style-type: none"> <li>• compare trading account and profit and loss account</li> <li>• compare income statement and position statement</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assignments based on practical</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>
<b>DECEMBER</b> (21 teaching days) (18 periods)	Adjustments in preparation of financial statements (10 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• show the effect of various adjustments on final account -- accrued income, depreciation, bad debts, provision for doubtful debts, and provision</li> </ul>	<ul style="list-style-type: none"> <li>• compare final account without adjustment and final account with adjustment</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assignments based on practical</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>

		for discount on debtors, manager's commission, abnormal loss, goods taken for personal use and goods distributed as free samples. prepare final accounts with various adjustments.		
	Accounts from incomplete records (8 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>explain the meaning, uses and limitations of single-entry system.</li> <li>ascertainment of profit or loss by statement of affairs method</li> </ul>	- compare double entry system of book keeping and single-entry system of book keeping.	<ul style="list-style-type: none"> <li>oral assessment</li> <li>assignments based on practical</li> <li>practice worksheet</li> <li>online assessment through MCQs (online quiz)</li> </ul>
<b>JANUARY</b> (14 teaching days)	Accounting for partnership firm (11 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>define partnership and list its essential features;</li> <li>identify the provisions of the Indian Partnership Act 1932 that are relevant for accounting;</li> <li>prepare partners' capital accounts under fixed and fluctuating capital methods</li> <li>explain the distribution profit or loss among the partners and prepare the profit and loss appropriation account;</li> <li>calculate interest on capital</li> </ul>	<ul style="list-style-type: none"> <li>students will discuss with their family members about partnership business and will gather information about type of partners / partnership</li> <li>you tube links shared for flipped class</li> <li>partnership deed of 'Air-Excel' firm will be shown and students to find contents of partnership deed</li> <li>students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>oral assessment on the meaning, features, types of partners and partnership firms</li> <li>practice worksheet</li> <li>online quiz</li> <li>questions from CBSE papers given for practice</li> <li>practical assignment</li> </ul>

		and drawing under various situations;		
<b>February</b> (8 periods)	<b>Revision classes</b> (8 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• recap various topics</li> <li>• clarify doubts from different topics.</li> </ul> <p>do revision work sheets and questions from sample papers and reference books.</p>	<ul style="list-style-type: none"> <li>• students are asked to practice various practical problems from different topics</li> <li>• peer tutoring</li> <li>• interdisciplinary learning</li> </ul>	<ul style="list-style-type: none"> <li>• oral questions</li> <li>• assignments on practical problems</li> <li>• practice worksheet</li> <li>• questions from reference books given for practice</li> <li>•</li> </ul>