



**TAGORE INTERNATIONAL SCHOOL**  
**EAST OF KAILASH, NEW DELHI**  
**PARENT SYLLABUS (2021-22)**  
**CLASS XI-COMMERCE**  
**ENGLISH CORE**

MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
October	Assessment of Speaking and Listening Skills	<p>Each student will be able to</p> <ul style="list-style-type: none"> <li>- listen carefully to the podcast and pick the important information</li> <li>-speak in the English language confidently</li> <li>- use the language and vocabulary appropriately</li> </ul>	<p>Students will do the following-</p> <p><b>Pair Activity:</b></p> <p>ASL Activity</p>	First-Term Examination
October	Revision of the format of all the writing skills and lessons covered in the class	<p>Each student will be able to-</p> <ul style="list-style-type: none"> <li>recall the formats of the writing skills and discuss the same</li> <li>draft sample answers for the given questions</li> </ul>	<p>Each student will do the following:</p> <ul style="list-style-type: none"> <li>attempt all the questions given for practice</li> <li>discuss their answers in the class</li> </ul>	<p>Term I Examination</p> <p><b>Syllabus</b></p> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Unseen passage (factual, descriptive or literary/ discursive or persuasive)</li> <li>• Case Based Unseen (Factual) Passage</li> </ul> <p><b>Creative Writing Skills</b></p> <p><b>Short Writing Tasks</b></p>

				<ul style="list-style-type: none"> <li>• Notice Writing</li> </ul> <p><b>Long Writing Tasks</b></p> <ul style="list-style-type: none"> <li>• Business or Official Letters( Making enquiries, registering complaints, asking for or giving information, placing orders and sending replies)</li> </ul> <ul style="list-style-type: none"> <li>• Speech</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Determiners</li> <li>• Tenses</li> <li>• Re-ordering of Sentences</li> </ul> <p><b>Literature:</b></p> <p><b>Book-Hornbill:</b></p> <ul style="list-style-type: none"> <li>• The Portrait of a Lady (Prose)</li> <li>• A Photograph (Poem)</li> <li>• “We’re Not Afraid to Die... if We Can All Be Together” (Prose)</li> <li>• Discovering Tut: the Saga Continues (Prose)</li> <li>• The Laburnum Top (Poem)</li> <li>• Landscape of the Soul (Prose)</li> </ul> <p><b>Book-Snapshots:</b></p> <ul style="list-style-type: none"> <li>• The Summer of the Beautiful White Horse(Prose)</li> <li>• The Address (Prose)</li> <li>• Ranga’s Marriage (Prose)</li> </ul>
--	--	--	--	--

MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
November	<b>HORNBILL</b>  <b>Poem: Childhood</b>	<b>Each student will be able to</b>  -read the poem with proper tone and rhyme and develop an interest in poetry  -enrich their vocabulary  -differentiate between a child and adult  -comment on the theme and meaning of the poem  -analyze the poem and identify the poetic devices  -enhance their reading and writing skills	<b>Students will do the following:</b>  <b>Group Activity:</b>  share an experience  have a group discussion on the importance of reasoning and individuality  identify the poetic devices incorporated in the poem  <b>Individual Activity:</b>  <b>Art Integration</b>  Add a stanza to the poem incorporating at least two poetic devices	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Practice Worksheets  Assignment Long Answer Questions
November	<b>HORNBILL</b>  <b>Prose:</b> <b>The Ailing Planet: The Green Movement's Role</b>	<b>Each student will be able to</b>  -reflect on the title and theme of the lesson after watching the video shared by the teacher  -identify and enlist the major factors affecting the planet, Earth, adversely  -critically appreciate the diction of the writer and details included in the article	<b>Students will do the following:</b>  <b>Individual Activity:</b> - enlist the factors that affect the health of the Earth  <b>Group Activity</b>  -discuss the effect of human activities on the environment	<b>Students will be assessed through:</b>  Class participation  Submission of work  Assignment Questions

		- answer value based and HOTS questions	- discuss ways through which the earth's environment can be saved	
November	Long Writing Skills- Debate Writing	<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>-discuss about the dos and don'ts of debate writing</li> <li>-comment on the style and diction that should be adopted while writing debate</li> <li>-write model debate pieces following a proper format, diction and style</li> </ul>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> contribute to the class discussion and mind map, to draft meaningful debate</p> <p><b>Individual Activity:</b> write two-three model debate pieces</p>	<p><b>Students will be assessed through:</b></p> <ul style="list-style-type: none"> <li>Class participation</li> <li>Submission of work</li> <li>Assignment Questions</li> </ul>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
December	<p>HORNBILL Prose:</p> <p>The Browning Version</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>-discuss the factors which make us form opinion about people</li> <li>-reflect on the title and theme of the story</li> <li>-read the dialogues with a proper intonation</li> <li>-identify and enlist the major characteristics of the protagonist, Mr. Crocker Harris and other two characters Taplow and Frank</li> <li>-critically appreciate the diction of the writer</li> </ul>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> have a group discussion on the theme of the lesson</p> <p>work in pairs to list down the character traits of the protagonist</p> <p><b>Individual Activity:</b></p> <ul style="list-style-type: none"> <li>-draft a character sketch of the protagonist</li> <li>-answer value based and HOTS questions</li> </ul>	<p><b>The students will be assessed through:</b></p> <ul style="list-style-type: none"> <li>Short Revision test through Google forms</li> <li>Class participation</li> <li>Submission of work</li> <li>Practice Worksheets</li> <li>Assignment Long Answer Questions</li> </ul>

		-answer value based and HOTS questions		
December	<b>SNAPSHOTS</b>  <b>Prose</b>  <b>Albert Einstein at School</b>	<b>Each student will be able to</b>  -analyse the education system that prevailed during Albert Einstein's time and compare it with the one that they are a part of  -identify the distinct characteristics of Albert Einstein as a school going boy  -write answers for HOTS and value based questions from the lesson	<b>Students will do the following:</b>  <b>Group Activity:</b> -share their previous knowledge about the great physicist, Albert Einstein (L)  -discuss about the merits and flaws of the present education system  -identify the character traits of Albert Einstein as a school going teenager  <b>Individual Task</b>  -read and paraphrase the text  -find out meanings of the new/difficult words	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Practice Worksheets  Assignment Long Answer Questions
December	<u><b>Long Writing Skills</b></u> <b>Formal Letter</b>  Official Letters: e.g. to school/college authorities (regarding admissions, school issues, requirements / suitability of courses)	<b>Students will be able to:</b>  -revise formats of the formal letters and official letters in particular  -draft a formal letter asking for information regarding admission, suitability of a course  -express their views through a letter using grammatically correct sentences	<b>Students will</b>  <b>Group Activity:</b> have a brainstorming session on the use and importance of formal letters  frame expressions/sentences to be used in the letter  <b>Individual Activity:</b>  draft letters as per the format	<b>Students will be assessed through:</b>  Class participation  Submission of work  Assignment Questions

January	<b>SNAPSHOTS</b>  <b>Prose: Birth</b>	<b>Students will be able to:</b>  -enlist the qualities of doctors/ medical professionals and also the challenges they face  -justify the title by giving suitable reasons  -write character sketches  -enrich their vocabulary and enhance reading and writing skills	<b>Students will do the following:</b>  <b>Group Activity:</b> -discuss about the challenges that medical professional face in balancing personal and professional life  -brainstorm on the theme of the lesson  -discuss about the role of doctors in the society  -identify the characteristics of the main characters  <b>Individual Activity:</b> find out meaning of new words and expressions  write answers to the questions given by the teacher	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Practice Worksheets  Assignment Long Answer Questions
January	<b>HORNBILL</b>  <b>Prose: Silk Road</b>	<b>Students will be able to:</b>  -enumerate the benefits of writing a travelogue  -interpret the title  -comment on the importance of the silk road/ route and its history  -compare and contrast the weather conditions and topographical features of northern India with the other parts of the country	<b>Students will do the following:</b>  <b>Group Activity:</b> -discuss about the importance of writing travelogues  -brainstorm on the theme of the lesson  <b>Individual Activity:</b> -skim the text for identifying the value points and then discuss the key findings with the peers	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Assignment Questions

			-critically appreciate the diction and style of the author and comment on the characters and situations presented in the lesson	
January	<u>Revision of the short and long Writing skills done in the class for the second term</u>  <b>-Poster Making</b>  <b>-Official letters</b>  <b>-Debate Writing</b>	<b>Each student will be able to</b>  -recapitulate the formats of the writing skills  -differentiate between different styles needed for different writing skills  -express their views through formal language  -use accurate and relevant language and expressions for drafting formal pieces of writing	<b>Students will do the following-</b>  <b>Group Activity</b>  -discuss the format  -make mind maps to revise the value points related to the writing skills  -collaborate with their peers <ul style="list-style-type: none"> <li>➤ to create catchy tag-lines and jingles for</li> <li>➤ to design graphics/illustrations</li> <li>➤ to identify and use phrases commonly used in formal writing pieces</li> </ul> <b>Individual Task</b>  -draft model writing pieces following proper formats and using appropriate language and expressions	<b>Students will be assessed through:</b>  Class participation  Submission of work  Assignment Questions
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
February	Continued... <b>Revision- Language and Literature</b>	<b>Each student will be able to</b>  -recapitulate the themes of the lessons covered in the second term	<b>Students will do the following-</b>  <b>Group Activity</b>  -discuss the themes	<b>Term II Examination</b>  <b>Syllabus</b>  <b>Reading Comprehension:</b>

	ASL	<p>-differentiate between different styles needed for different writing skills</p> <p>-express their views through formal language</p> <p>-use accurate and relevant language and expressions for drafting formal pieces of writing</p> <p><b>Students will be able to:</b></p> <p>Present their project with clarity</p> <p>Use appropriate pronunciation and intonation while speaking</p> <p>Give relevant answers to the questions asked</p>	<p>- discuss the format</p> <p>-make mind maps to revise the value points related to the lessons and writing skills</p> <p><b>Students will do the following:</b></p> <p><b>Individual Activity:</b></p> <p>Present the project</p> <p>Answer the questions by the examiner</p>	<ul style="list-style-type: none"> <li>• Unseen passage (factual, descriptive or literary/ discursive or persuasive)</li> <li>• Case Based Unseen (Factual) Passage</li> </ul> <p><b>Creative Writing Skills</b></p> <p><b>Short Writing Tasks</b></p> <ul style="list-style-type: none"> <li>• Posters</li> </ul> <p><b>Long Writing Tasks</b></p> <ul style="list-style-type: none"> <li>• Official Letters e.g. to school/college authorities (regarding admissions, school issues, requirements / suitability of courses)</li> <li>• Debate</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Determiners</li> <li>• Tenses</li> <li>• Re-ordering of Sentences</li> </ul> <p><b>Literature:</b></p> <p><b>Book-Hornbill:</b></p> <ul style="list-style-type: none"> <li>• The Voice of the Rain (Poem)</li> <li>• The Ailing Planet: The Green Movement's Role (Prose)</li> <li>• The Browning Version( Play)</li> <li>• Childhood (Poem)</li> <li>• Silk Road (Prose)</li> </ul>
--	-----	--	---	--



				<b>Book-Snapshots:</b> <ul style="list-style-type: none"> <li>• Albert Einstein at School (Prose)</li> <li>• Mother's Day (Play)</li> <li>• Birth ( Prose)</li> </ul>
--	--	--	--	---

## ECONOMICS

Month	Topics covered	No. of Classes	Learning	Activites	Assessments
<b>November 2021</b>	Production Cost Revenue Production function and Returns to a Factor Cost and Revenue and their Relationship	13 days	Each student will be able to a. Define cost and revenue b .Discuss the different types of costs and revenues. c.Derive the condition for equilibrium at the producers level. d.Derive the relationships between different costs and total revenue and marginal revenue. e.Calculate the different costs and revenue applying the formulae. Numericals	Group discussion based on topics related to cost and revenue.. For example, If 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 Paper chain factory activity	Class test worksheets
<b>December 2021</b>	Index numbers  Price equilibrium derivation of the price equilibrium and quantity exchanged in the market with both demand and supply.	18 days	Each student will be able to : Compute Unweighted index - simple average, simple average of price relatives. Weighted index- Laspeyres and paasches method, weighted average of price relatives  Identify 3 reasons for the need to find indeces for	Worksheet on Index numbers Newspaper articles. What are index numbers? How do they determine the cost of living? Numerical Worksheet 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.	Class test worksheets

	Price Control;- Floor price and Ceiling price		<p>economic growth and compare.</p> <p>Derive the price equilibrium and the quantity exchanged in the market with the given market conditions discuss the derivation of the changes in the equilibrium price and quantity under different market conditions.</p>	<p>Home Assignment based on demand supply and equilibrium</p> <p>Diagrammatic presentation of the different market situation. What will happen if the price prevailing in the market is above the equilibrium price.</p> <ul style="list-style-type: none"> <li>Representing situation based diagrams</li> </ul>	
<b>January 2022</b>	<p>INDIAN ECONOMY ON THE EVE OF INDEPENDENCE</p> <p>FIVE YEAR PLANS</p> <p>a. Common Goals of Five Year Plans Meaning of Five Year Plans</p> <p>b. Objectives of Planning.</p> <p>c. Analysing the importance of Planning in development.</p> <p>d. Achievement of the Goals of planning</p> <p>e. Failures of Planning</p> <p>f. Features of Economic Policy under Planning till 1991.</p>	11 days	<p>Each student will be able to :</p> <p>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</p>	<p>Talk to your Parents and Grand parents and gather information on the situation of Indian population during the British raj.</p> <p>Students will be asked to write positive and negative impacts of British Government on Indian Economy(L)</p> <p>. Oral questions will be asked on meaning de-industrialization, Zamindari system ,Mahalwari system,Ryotwari system (AB)</p> <p>Assignment will be given from text book and reference book</p> <p>Planning an activity in school</p> <p>What are the achievements and failures of Planning in India? <a href="https://www.youtube.com/watch?v=f7CW7S0zxv4">https://www.youtube.com/watch?v=f7CW7S0zxv4</a> Dr. Shashi Tharoor's talk over how Britain used India for their own benefit. (16 min) <a href="https://www.youtube.com/watch?v=g27s8Ligsww">https://www.youtube.com/watch?v=g27s8Ligsww</a> Tahreer – Mushi Premchand's story – Poos ki Raat. To understand the relationship between farmer and the money lender. Why credit facility</p>	worksheets

			the achievements as well as the failures of planning with concept mapping	is needed in agriculture. (26 min) <a href="https://www.youtube.com/watch?v=k6P_xznlv4g">https://www.youtube.com/watch?v=k6P_xznlv4g</a> Detailed analysis of why British developed railways in India and to whom it benefited. (6min)	
--	--	--	---	--	--

## MATH

MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
<b>October</b>  <b>Teaching Days:3</b>	<b>Topic:</b> Conic Sections (1)	<b>Each child will be able to:</b> *state and explain various sections of a cone *find the centre and radius of a circle	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises	Few questions from NCERT Ex- 11.1
	<b>Revision</b> for Term – I Exam (2)	<b>Each child will be able to:</b> Recall Formulae, concepts, properties, theorems Discussion on Important points and solve questions from mentioned topics	Students will recall, revise and apply the mentioned topics and clarify their doubts, if any.	<ul style="list-style-type: none"> <li>Oral Questions</li> <li>Google Form for diagnosing the learning gaps</li> </ul>
<b>November</b>  <b>Teaching Days:13</b>	<b>Topic:</b> Conic Sections (6)	<b>Each child will be able to:</b> *Define a parabola and recognize/find the standard equation of parabola *define/find the coordinates of focus, axis, equation of directrix and length of latus rectum of a parabola *define an ellipse and recognize /find the standard equations of an ellipse *state the relationship between semi-major axis, semi-minor axis and the distance of focus from the centre of the ellipse *define eccentricity	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises Students will solve questions from Assignment <b>Lab Activity:</b> Construct a Parabola and an ellipse.	Through oral tests in Fundamentals-Quiz Home work Class work Few questions from NCERT Ex- 11.2, 11.3, 11.4 and Miscellaneous exercise <ul style="list-style-type: none"> <li></li> </ul>

		<p>*define/find the coordinates of foci, vertices, lengths of major axis, and minor axis, eccentricity and length of latus rectum of the given ellipse</p> <p>*define a hyperbola and recognize/find the standard equations of a hyperbola</p> <p>*define/find the coordinates of foci, vertices, eccentricity and length of latus rectum of the given hyperbola</p>		
	<p><b>Topic:</b> Permutation and Combination (7)</p>	<p><b>Each child will be able to:</b></p> <p>*state the fundamental principle of Addition / Multiplication</p> <p>* factorial notation</p> <p>*define permutation.</p> <p>*find the number of permutations of n different objects with or without repetition.</p> <p>*define combination.</p> <p>*differentiate btw Permutation and Combination</p> <p>*apply the various formulas of <math>{}^nP_r</math> and <math>{}^nC_r</math> in solving statement questions.</p>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises. Students will solve questions from Assignment</p>	<p>Through oral tests in Fundamentals-Quiz</p> <p>Few questions from Ex- 7.1, 7.2, 7.3, 7.4 and Miscellaneous Exercise of NCERT</p> <p>Assignment</p> <p>Online Quiz: MCQs 10QsX1m=10m</p>
<p><b>December</b></p> <p><b>Teaching Days:18</b></p>	<p><b>Topic:</b> Permutation and Combination (cont....) (4)</p>	<p><b>Each child will be able to:</b></p> <p>*apply the various formulas of <math>{}^nP_r</math> and <math>{}^nC_r</math> in solving statement questions.</p>	<p>Students will solve questions from Assignment</p>	<p>Oral questions</p> <p>Few questions from Assignment</p>
	<p><b>Topic:</b> Probability (9)</p>	<p><b>Each child will be able to:</b></p> <p>*recall the concept of probability</p> <p>*recall the definition of random experiment, sample space</p> <p>*write the sample space of a Random experiment</p>	<p>Students will solve Exercises from chapter 16 (NCERT)</p> <p>Students will solve questions from Assignment</p> <p><b>Lab Activity:</b></p>	<p>Oral questions</p> <p>Few questions from Ex- 16.1,16.2,16.3 and Miscellaneous Exercise of NCERT</p> <p>Assignment</p>

		<p>*list the various kinds of events : mutually exclusive, exhaustive events</p> <p>*prove events to be mutually Exclusive or exhaustive</p> <p>*state and apply the formulae for probability of an event</p> <p>*state the Addition formulae of probability</p>	<p>1. To find the number of ways in which three cards can be selected from given 5 cards</p> <p>2. To write a sample space , when a coin is tossed once, twice, thrice and four times</p>	<p>Online Quiz: MCQs 10QsX1m=10m</p>
	<b>Topic:</b> Matrices (5)	<p><b>Each child will be able to:</b></p> <p>*identify a <math>ij</math> element of a matrix</p> <p>*apply the basic operations of +, -</p> <p>*define various types of matrices</p> <p>*solve the problem of equality of matrices.</p> <p>*define transpose of a matrix</p> <p>*define symmetric and skew symmetric matrices.</p> <p>*find the transpose of a matrix</p> <p>*differentiate between symmetric. and skew symmetric matrices</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 Matrices (NCERT- XII)- Chapter 3</p>	<p>Oral questions Few questions from Chapter Ex 3.1, 3.2, 3.3, and Miscellaneous (NCERT)</p> <p>Online Quiz using Google Forms Class Participation (Written and Oral)</p>
<p><b>January</b></p> <p><b>Teaching Days:12</b></p>	<p><b>Topic:</b> Matrices (cont...) (3)</p> <p><b>Topic:</b> Determinants (8)</p> <p><b>Revision- Term II</b> (1)</p>	<p><b>Each child will be able to:</b></p> <p>*define inverse of a matrix.</p> <p>*****find the inverse using transformation method</p> <p>*Perceive the concept of Determinants, minors, cofactors, adjoint and inverse.</p> <p>****Properties of Determinants</p> <p>* find the area of triangle</p> <p>* solve the system of equations using matrices</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 Determinants (NCERT- XII)- Chapter 4</p>	<p>Oral questions Few questions from Chapter 4- Ex 4.1, 4.3 to Miscellaneous (NCERT)</p> <p>Online Quiz using Google Forms Class Participation (Written and Oral)</p>
<b>February</b>	<b>Revision- Term II</b> (3)	<p><b>Each child will be able to:</b></p> <p>Recall Formulae, concepts, properties, theorems</p> <p>Discussion on Important points and solve questions</p>	<p>Students will recall, revise and apply the mentioned topics and clarify their doubts, if any.</p>	<ul style="list-style-type: none"> <li>Oral Questions</li> <li>Google Form for diagnosing the learning gaps</li> </ul>

		from mentioned topics		
****	The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2021-22. However, these topics will be covered through discussion in the class to bridge the learning gaps.			

## BUSINESS STUDIES

MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
September	Social responsibility of business and business ethics (8 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>• explain the concept of social responsibility.</li> <li>• discuss the need for social responsibility;</li> <li>• examine the case for and against social responsibility.</li> <li>• identify the social responsibility towards different interest groups;</li> <li>• appreciate the role of business in promoting the cause of human rights.</li> <li>• analyze the relationship between business and environmental protection; and</li> <li>• analyze the causes of environmental pollution and business responsibility.</li> <li>• discuss the steps to control or reduce pollution.</li> <li>• define the concept of business ethics.</li> <li>state the elements of business ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• participation in group discussion (why should business be socially responsible?)</li> <li>• discussion on various types of pollution and suggest remedies</li> <li>• Research based study</li> </ul>	<ul style="list-style-type: none"> <li>• online assessment through mcqs (online quiz)</li> <li>• assessment based on case studies</li> <li>• oral questions</li> <li>• practice worksheet questions from DOE question bank</li> </ul>
	Sources of business finance (8 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>• state the meaning, nature and importance of business finance</li> <li>• classify the various sources of business finance</li> </ul>	<ul style="list-style-type: none"> <li>• participation in group discussion (why are equity shareholders known as residual owners?)</li> </ul>	<ul style="list-style-type: none"> <li>• online assessment through mcqs (online quiz)</li> <li>• assessment based on case studies</li> </ul>

		<ul style="list-style-type: none"> <li>•differentiate between owners' equity and borrowed funds</li> <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 and borrowed funds</li> <li>•identify the international sources of finance</li> <li>•differentiate between trade credit and public deposits</li> </ul>	<ul style="list-style-type: none"> <li>•discussion on various types of sources of business finance</li> <li>•students will find out difference between owners' equity and borrowed fund</li> </ul>	<ul style="list-style-type: none"> <li>•oral questions</li> <li>•practice worksheet questions from DOE question bank</li> </ul>
	Revision for Term I Exam (3 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>•recall and revise various mentioned topics.</li> <li>•clarify their doubts from various topics</li> <li>•solve case studies with key points</li> <li>•make flow charts for headings and sub headings of various topics</li> </ul>	<ul style="list-style-type: none"> <li>•students will be asked to answer various questions by using AMP technique</li> </ul>	<ul style="list-style-type: none"> <li>•online assessment through mcqs (online quiz)</li> <li>•assessment based on case studies</li> <li>•oral questions</li> <li>•practice worksheet questions from DOE question bank</li> </ul>
<b>October (15 working days) (3 revision periods + Term I practical Exam)</b>	Revision for Term I Exam (3 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>•recall and revise various mentioned topics.</li> <li>•clarify their doubts from various topics</li> <li>•solve case studies with key points</li> <li>•make flow charts for headings and sub headings of various topics</li> </ul>	<ul style="list-style-type: none"> <li>•students will be asked to answer various questions by using AMP technique</li> </ul>	<ul style="list-style-type: none"> <li>•online assessment through mcqs (online quiz)</li> <li>•assessment based on case studies</li> <li>•oral questions</li> <li>•practice worksheet questions from DOE question bank</li> </ul>
<b>November (17 working days) (17 teaching periods)</b>	Internal Trade (7 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>•state the meaning and types of internal trade.</li> <li>•appreciate the services of wholesalers and retailers.</li> </ul>	<ul style="list-style-type: none"> <li>•participation in group discussion</li> <li>•discussion on various types of internal trade</li> </ul>	<ul style="list-style-type: none"> <li>•online assessment through mcqs (online quiz)</li> <li>•assessment based on case studies</li> <li>•oral questions</li> </ul>

		<ul style="list-style-type: none"> <li>highlight the distinctive features of departmental stores and chain stores</li> </ul>	<ul style="list-style-type: none"> <li>students will find out difference between internal trade and external trade</li> <li>give real life examples of various departmental stores and chain stores.</li> </ul>	<ul style="list-style-type: none"> <li>practice worksheet questions from DOE question bank</li> </ul>
	Small business (10 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>explain the concept of entrepreneurship development.</li> <li>discuss the features of entrepreneurship development.</li> <li>find out the process of entrepreneurship development.</li> </ul>	<ul style="list-style-type: none"> <li>participation in group discussion</li> <li>discussion on various types of sources of business finance</li> <li>students will find out difference between owners' equity and borrowed fund</li> </ul>	<ul style="list-style-type: none"> <li>online assessment through mcqs (online quiz)</li> <li>assessment based on case studies</li> <li>oral questions</li> <li>practice worksheet questions from DOE question bank</li> </ul>
<b>December (22 working days) (22 periods)</b>	Small business (10 periods)	<p><b>Each student will be able to:</b></p> <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; and</li> <li>classify the different forms of assistance provided by the government to small business, particularly in rural and hilly areas</li> </ul>	<ul style="list-style-type: none"> <li>participation in group discussion</li> <li>discussion on role of small business</li> <li>students will find out real life examples of entrepreneurs and their role.</li> </ul>	<ul style="list-style-type: none"> <li>online assessment through mcqs (online quiz)</li> <li>assessment based on case studies</li> <li>oral questions</li> <li>practice worksheet questions from DOE question bank</li> </ul>
	International Business (10 periods)	<p>Each student will be able to:</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</li> <li>enumerate the benefits of international business</li> <li>explain major steps and documents involved in executing export / import transactions</li> <li>discuss the documents required for import and export transactions</li> </ul>	<ul style="list-style-type: none"> <li>participation in group discussion (Is international trade better than domestic trade?)</li> <li>discussion on scope of international business with real life examples</li> </ul>	<ul style="list-style-type: none"> <li>online assessment through mcqs (online quiz)</li> <li>assessment based on case studies</li> <li>oral questions</li> <li>practice worksheet questions from DOE question bank</li> </ul>



		<ul style="list-style-type: none"> <li>•identify the incentives and schemes available for international firms</li> <li>•discuss the role of different organizations for the promotion of international business</li> </ul>		
<b>January (15 working days) (15 periods)</b>	Nature and significance of management (11 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> <li>•appreciate the nature and importance of coordination.</li> </ul>	<ul style="list-style-type: none"> <li>•participation in group discussion (Is management a full-fledged profession like medical or legal?)</li> <li>•students will give real life examples of various levels of management by taking school as example.</li> </ul>	<ul style="list-style-type: none"> <li>•online assessment through mcqs (online quiz)</li> <li>•assessment based on case studies</li> <li>•oral questions</li> <li>•practice worksheet questions from DOE question bank</li> </ul>
	Revision for Term II Exam (9 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•recall and revise various mentioned topics.</li> <li>•clarify their doubts from various topics</li> <li>•solve case studies with key points</li> <li>•make flow charts for headings and sub headings of various topics</li> </ul>	<ul style="list-style-type: none"> <li>•students will be asked to answer various questions by using AMP technique</li> </ul>	<ul style="list-style-type: none"> <li>•online assessment through mcqs (online quiz)</li> <li>•assessment based on case studies</li> <li>•oral questions</li> <li>•practice worksheet questions from DOE question bank</li> </ul>
<b>February (9 periods)</b>	Revision for Term II Exam (4 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•recall and revise various mentioned topics.</li> <li>•clarify their doubts from various topics</li> <li>•solve case studies with key points</li> <li>•make flow charts for headings and sub headings of various topics</li> </ul>	<ul style="list-style-type: none"> <li>•students will be asked to answer various questions by using AMP technique</li> </ul>	<ul style="list-style-type: none"> <li>•online assessment through mcqs (online quiz)</li> <li>•assessment based on case studies</li> <li>•oral questions</li> <li>•practice worksheet questions from DOE question bank</li> </ul>

## ACCOUNTANCY

MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
September	Depreciation. (6 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>•state the meaning and need of depreciation.</li> <li>•discuss the factors affecting depreciation.</li> <li>•solve questions based on both the methods with working notes under depreciation.</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>•discussion on difference between straight line method and written down value method</li> <li>•brain storming session: Which method of depreciation is better—straight line or diminishing balance?</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on practical problem</li> <li>•practice worksheet</li> <li>•online assessment through MCQs (online quiz)</li> </ul>
	Provisions and Reserves (2 periods)	<b>Each student will be able to:</b> <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> <li>•classify the types of reserves revenue reserve, capital reserve, general reserve and specific reserve.</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>•discussion on types of reserves</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> <li>•online assessment through MCQs (online quiz)</li> </ul>
	Bills of Exchange (7 periods)	<b>Each student will be able to:</b> <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> <li>•journalize transactions related to different cases of B/E (discounting, dishonor, renewal, retirement etc.).</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>•discussion on difference between bills of exchange and promissory notes</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> <li>•online assessment through MCQs (online quiz)</li> </ul>

	Trial Balance. (1 period)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>• know the meaning and objectives of trial balance.</li> <li>• preparation of trial balance with balance method.</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>• discussion on why suspense account needs to be opened</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on case study</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>
	Revision Term I Exam (3 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>(i) recall and revise various mentioned topics.</li> <li>(ii) clarify their doubts from various topics</li> <li>(iii) practice topics under guidance</li> </ul>	<ul style="list-style-type: none"> <li>• students will be asked to answer various questions by using AMP technique</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on case study</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>
<b>October</b>	Revision Term I Exam (3 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>(i) recall and revise various mentioned topics.</li> <li>(ii) clarify their doubts from various topics</li> <li>(iii) practice topics under guidance</li> </ul>	<ul style="list-style-type: none"> <li>• students will be asked to answer various questions by using AMP technique</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on case study</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>
<b>November</b>	Errors and their rectification. (6 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>• Classify the various types of Errors.</li> <li>• Rectify the errors committed in the books of accounts. Show the effects of errors and their rectification in the final accounts i.e., the profit and loss account and the balance sheet.</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>• discussion on various types of errors</li> <li>• students will give examples of different errors from real life situation and find out rectifying entries</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on case study</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>
	Sole Proprietorship (5 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>• explain the meaning and users of financial statement.</li> <li>• give classification of capital and revenue.</li> </ul>	<ul style="list-style-type: none"> <li>• students will read the flowchart given and</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on case study</li> </ul>

		<ul style="list-style-type: none"> <li>•distinction between capital and revenue expenditure and capital and revenue receipts</li> <li>•make profit and loss account</li> <li>•calculate gross profit and net profit.</li> <li>•discuss the concept and need of balance sheet.</li> <li>•explain the grouping and marshalling of assets and liabilities.</li> <li>•prepare balance sheet.</li> <li>•show the vertical presentation of financial statements</li> </ul>	<ul style="list-style-type: none"> <li>•create their own once the topic is done</li> <li>•students will find out the difference between capital nature items and revenue nature items by giving real life examples</li> </ul>	<ul style="list-style-type: none"> <li>•practice worksheet</li> <li>•online assessment through MCQs (online quiz)</li> </ul>
	Adjustments in preparation of financial statements. (6 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> <li>•show the effect of various adjustments on final account i.e., closing stock, outstanding expenses and prepaid expenses</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>•students will discuss various adjustments affecting trading and profit and loss account.</li> <li>•students will find out the difference between gross profit and net profit.</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> <li>•online assessment through MCQs (online quiz)</li> </ul>
<b>December</b>	Adjustments in preparation of financial statements. (8 periods)	<p><b>Each student will be able to:</b></p> <p>Show the effect of various adjustments on final account i.e., accrued income, depreciation, bad debts, provision for doubtful debts, and provision 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.</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>•students will discuss various adjustments affecting trading, profit and loss account and balance sheet</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> <li>•online assessment through MCQs (online quiz)</li> </ul>
	Accounts from incomplete records (7 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•explain the meaning, uses and limitations of single-entry system.</li> <li>•ascertain profit or loss by statement of affairs method</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> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> </ul>

			<ul style="list-style-type: none"> <li>•students will find out the difference between single entry system and double entry system</li> </ul>	<ul style="list-style-type: none"> <li>•online assessment through MCQs (online quiz)</li> </ul>
	Accounting for partnership firm (7 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•explain the meaning, features, nature of Partnership.</li> <li>•discuss the meaning and contents of partnership deed.</li> <li>•do questions based on provisions applicable in the absence of partnership deed</li> <li>•prepare and journalize profit and loss appropriation account.</li> <li>•differentiate between fixed and fluctuating account.</li> <li>•prepare partners' capital a/c and partners. current a/c</li> <li>•do the accounting treatment of interest on partners' capital in different situations</li> <li>•do the accounting treatment for partners salary/ commission to partners?</li> <li>•do the accounting treatment for interest on partners loan as different from interest on partners' capital.</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>• discussion on different types of partnership firms and types of partners</li> <li>•discussion on partnership deed and its content</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> <li>•online assessment through MCQs (online quiz)</li> </ul>
January	Accounting for partnership firm (12 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•do numerical based on adjustment through profit and loss adjustment a/c, omission of outstanding expenses and accrued income, omission of Interest on capital when fixed capitals are given, interest wrongly provided.</li> <li>•calculation of interest on capital when closing balance of capital is given.</li> <li>•do problems based on manager turned partner.</li> <li>•prepare profit and loss appropriation account when a partner/firm is giving guarantee of minimum profit to the firm.</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> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> <li>•online assessment through MCQs (online quiz)</li> </ul>

	Revision Term II Exam (3 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>• recall and revise various mentioned topics.</li> <li>• clarify their doubts from various topics</li> <li>• practice topics under guidance</li> </ul>	<ul style="list-style-type: none"> <li>• students will be asked to answer various questions by using AMP technique</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on case study</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>
<b>February</b>	Revision Term II Exam (9 periods)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>• recall and revise various mentioned topics.</li> <li>• clarify their doubts from various topics</li> <li>• practice topics under guidance</li> </ul>	<ul style="list-style-type: none"> <li>• students will be asked to answer various questions by using AMP technique</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on case study</li> <li>• practice worksheet</li> <li>• online assessment through MCQs (online quiz)</li> </ul>