



**TAGORE INTERNATIONAL SCHOOL
EAST OF KAILASH, NEW DELHI**

PARENT SYLLABUS

**2021-2022
CLASS XII
ENGLISH**

MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
April	Letters to the Editor	Each student will be able to state situations when they would write letters to the editor give inputs on the format and style and tone of a letter to the editor draft a formal letter to the editor of a local or national daily dealing with civic or social problems express their views through a letter using grammatically correct sentences. improve upon their reading and writing skills	Students will do the following: Individual Activity: draft letters to the editor of a national daily Highlighting issues, providing suggestions and opinions.	Students will be assessed through: class and home assignments
April	Classified Advertisement	Each student will be able to create and draft a classified advertisement as per the format adopt the terms and phrases used in formal language and use them appropriately	Students will do the following: Individual activity: draft classified advertisements under different categories	Students will be assessed through: class and home assignments

		improve upon their reading and writing skills		
April	The Last Lesson by Alphonse Daudet	<p>Each student will be able to</p> <p>develop their optimistic attitude towards life amidst many struggles.</p> <p>familiarize themselves with specific background information of Alphonse Daudet / history of France.</p> <p>make connections between similar situations in different storylines/life experiences like Indians under British imperialism.</p> <p>justify the title</p> <p>write character sketches</p> <p>improve upon their reading and writing skills</p>	<p>Students will do the following:</p> <p>Group discussion on:</p> <p>a. Political enslavement is a curse on any nation as it deprives it of its identity</p> <p>b. Language rights of citizens and the problems of linguistic minorities</p> <p>Art Integration - Individual activity: create a poster announcing the teaching of German, which Franz may have seen on the bulletin board and compare with the one that was put up on the notice board that day</p> <p>Extended activity: watch the movie- The Last Lesson</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
June	My Mother at Sixty-six by Kamala Das	<p>Each student will be able to</p> <p>strengthen their vocabulary</p> <p>list down reasons why the youth today should take care of their elderly parents</p>	<p>Students will do the following:</p> <p>Individual activity: Art Integration: a. create a poem/song on the thought of the loss of their dear one</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p>

		<p>list down ways in which one can shower one's love for their parents</p> <p>read the poem with proper tone and rhyme and develop an interest in poetry.</p> <p>comment on the theme and meaning of the poem.</p> <p>analyze the poem and identify the poetic devices</p> <p>improve upon their reading and writing skills</p>	<p>b. write a diary entry as the narrator on the thought of having to be separated from the mother</p> <p>Group discussion on:</p> <p>a. the importance of mother in their lives and the role they have</p> <p>b. a comparative study of the poems, A Photograph and My Mother At Sixty Six.</p> <p>.</p>	<p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
June	Lost Spring by Anees Jung	<p>Each student will be able to</p> <p>sensitise themselves with the problem of child labour.</p> <p>identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/ opinion/solution.</p> <p>enhance their analytical skills.</p> <p>uncover the motives of the poor.</p> <p>express themselves through writing tasks</p> <p>improve upon their reading and writing skills</p>	<p>Students will do the following:</p> <p>Pair activity: interpretation of the title</p> <p>Individual activity:</p> <p>a. write a report on: Problem of Child Labour in India, for their school magazine. after viewing the e-project, Shape our Future Bright and the documentary on child labour.</p> <p>b. write a notice informing students about the 'Anti-Child-Labour Day', to be observed in their school, as the Head Boy/Girl of the school.</p>	<p>Students will be assessed through:</p> <p>Short Revision Test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>

			Art Integration: a. design a poster to create awareness about the upliftment of Seemapuri, a slum in the periphery of Delhi.	
June	An Elementary School Classroom in a Slum by Stephen Spender	<p>Each student will be able to</p> <p>list down differences between school children in the slum areas and that of cities</p> <p>familiarize themselves with specific background information of social inequalities.</p> <p>recognize the purpose of theme and the hidden pathos and nuances of the lines, correlating them with indigenous/ personal experiences.</p> <p>build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children.</p> <p>comment on the title</p> <p>express themselves in the form of an article</p> <p>improve upon their reading and writing skills</p>	<p>Students will do the following:</p> <p>Group activity:: a. the Government's eye on the schools of the slum areas.</p> <p>Pair work: the title of the poem would be open for interpretation</p> <p>Individual activity: a. write an article on : History is theirs whose language is the sun. b. create dialogues to discuss about the opportunities that the students in our school have and what the students in the elementary school classroom are deprived of.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
June	Writing Skill Notice writing	<p>Each student will be able to</p> <p>state situations when they would draft a notice</p>	<p>Students will do the following:</p> <p>Individual activity:</p>	<p>Students will be assessed through:</p>

		<p>give inputs on the format, style and tone of a notice</p> <p>draft a notice answering the questions what, when, where and how</p> <p>express their views through a notice using grammatically correct sentences.</p> <p>improve upon their reading and writing skills</p>	<p>a. draft a notice announcing the celebration of Earth Day on 22nd April</p> <p>b. draft a notice to disseminate information about details of events to be held during the Book Week in the school</p>	<p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
June	The Third Level by Jack Finney	<p>Each student will be able to</p> <p>list down their ideas on the concept of time travel</p> <p>analyze Jack Finney's word choices</p> <p>analyze the text structure of The Third Level</p> <p>determine the meaning of words and phrases as used in the lesson</p> <p>bring out the irony in the lesson</p> <p>familiarize themselves with the concept of time travel</p> <p>improve upon their reading and writing skills</p>	<p>Students will do the following:</p> <p>Pair work</p> <p>a. on a comparative study of the lesson and any other story having the concept of time travel</p> <p>Group discussion on</p> <p>a. the concept of time travel</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
June	The Enemy by Pearl S. Buck	<p>Each student will be able to</p>	<p>Students will do the following:</p>	<p>Students will be assessed through:</p>

		<p>familiarize themselves with specific background of political enmity.</p> <p>identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy.</p> <p>understand the significance of professional ethics and social obligation in sensitive times.</p> <p>interpret the title</p> <p>express themselves through writing tasks</p> <p>improve upon their reading and writing skills</p>	<p>Group discussion on</p> <p>a. the services of a doctor during war times.</p> <p>b. the interpretation of the title and on our role as private individuals and as citizens.</p> <p>Individual activity</p> <p>a. write a diary entry as the doctor in the story.</p>	<p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
July	Deep Water by William Douglas	<p>Each student will be able to</p> <p>Interpret the title</p> <p>Create dialogues between Douglas and his instructor</p> <p>organize their thoughts, research work, compile and present in an economic writing style.</p> <p>enhance their writing skills</p> <p>develop their listening,</p>	<p>Students will do the following:</p> <p>Pair activity</p> <p>Art Integration:</p> <p>a. create a dialogue between William Douglas and his instructor discussing Douglas fear of water and the instructor's help in removing the fear from his life</p> <p>Individual activity</p> <p>a. engage themselves in a listening skill activity on a Snippet (song delivering</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>

		<p>speaking, questioning and presentation skills.</p> <p>strengthen their decision making skills.</p> <p>enrich their vocabulary</p> <p>create an interest on the title</p> <p>enrich vocabulary and strengthen their understanding skill.</p> <p>prepare themselves for digital learning.</p> <p>enhance their listening skill.</p> <p>strengthen their logical and critical thinking skills.</p> <p>develop creative writing skill.</p> <p>prepare for crisis management</p> <p>inculcate the values of hard work and determination.</p>	<p>courage of Amelia Earhart) Worksheets on Listening task</p> <p>b. write a paragraph /article on, 'All we have to fear is fear itself'. Have you ever had a fear that you have now overcome? .</p>	<p>Weekly Test Syllabus: (9.7.21)</p> <p>Literature</p> <ol style="list-style-type: none"> 1. The Last Lesson 2. My Mother at Sixty six 3. Lost Spring 4. Elementary School Classroom in a Slum <p>Writing Skill</p> <ol style="list-style-type: none"> 1. Classified Advertisements 2. Letter to the Editor
July	Keeping Quiet by Pablo Neruda	<p>Each student will be able to</p> <p>comment on the need of the hour to maintain peace</p> <p>cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences.</p>	<p>Students will do the following:</p> <p>Individual activity</p> <p>Art Integration: a. Let Peace Prevail: Imagine that the world has come to an end You and your friends have survived You decide to</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>

		<p>up threat and gently heed with the predictable loss of the world. (global domain)</p> <p>justify the title</p> <p>analyse the poetic devices</p> <p>improve upon their reading and writing skills</p>	<p>create a new society where only peace and brotherhood prevails. Create your society. You will draw/sketch/paint/your society wherein you enlist the following things: A map, the motto, rules to govern your society, a symbol of peace, etc.</p> <p>Group activity a. have a role play on establishing peace and unity. Write a script on Peace and Unity and enact upon it.</p>	<p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
July	A Thing of Beauty by John Keats	<p>Each student will be able to</p> <p>analyse the poem to make a critical appreciation</p> <p>identify the poetic devices and explain how they are used in the poem</p> <p>annotate the lines of the poem with reference to the context</p> <p>bring out beauty in every creation of God, whether big or small</p>	<p>Students will do the following:</p> <p>Individual activity</p> <p>Art Integrated Activity: a. All Things Bright and Beautiful</p> <p>Beauty is a heavenly tonic/drink, an endless fountain of nectar. This beauty comes in different forms– a tale, a poem, a play, a lovely object of nature or the heavenly bodies. It soothes our spirits and gives us good health, sound sleep and mental peace. It removes sadness from our lives and gives an everlasting joy. Keeping the central idea of the poem in mind, specify an art form that soothes your spirit and</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>

			<p>refreshes your mind. Create that art work and mention why it is a source of happiness to you. A</p> <p>Examples: Composing a song, poem/singing a song/ playing a musical instrument/ painting/ sketching/reading/ creating a shape poetry/dancing, etc</p>	
July	Should Wizard Hit Mommy by John Updike	<p>Each student will be able to</p> <p>familiarize themselves with specific background while tackling personal choices on security, familiarity and happiness.</p> <p>make connections between similar situations in personal experiences.</p> <p>appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues.</p>	<p>Students will do the following:</p> <p>Individual activity</p> <p>Art Integrated Activity: a. Role Reversal A panel discussion through role play where John Updike answers a set of questions asked by his characters with reference to the lesson.</p> <p>b. Debate Parents must always decide what is best for their children.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
July	On the Face of It by Susan Hill	<p>Each student will be able to</p> <p>fight out their loneliness, depression and disappointment.</p> <p>accept the physically challenged people positively in their life and expand their social interaction.</p>	<p>Students will do the following:</p> <p>Group discussion a. "It's got nothing to do with my face and what I look like"</p> <p>Individual activity a. Article writing on, 'Appearances are deceptive'</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>

		<p>build up optimism and self confidence.</p> <p>justify the title</p> <p>express themselves through an article writing</p>		<p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
August	The Rattrap by Selma Lagerlof	<p>Each student will be able to</p> <p>effectively provide a synopsis of the story.</p> <p>analyze the values and thought process of the story.</p> <p>identify the insecurity while tackling personal fears and horrors that lurk in the recesses of our mind.</p> <p>appreciate the significance of developing personal fears yet rising above them to savor real liberty. Their vocabulary would be enriched.</p> <p>justify the title</p> <p>express themselves through the writing tasks</p>	<p>Students will do the following:</p> <p>Individual activity a. Debate : The whole world is nothing but a great rattrap. Group activity</p> <p>b. Speech writing: Needs for inculcating moral values' in about 100 words.</p> <p>c. Article writing: 'The Rattrap' is a story that focuses on human loneliness and the need to be kind to others. It shows how an act of kindness can change a person's view of the world. In keeping with this mood of the story, write an article on 'On being kind'</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>

August	Indigo by Louis Fischer	<p>Each student will be able to:</p> <p>learn more about the Champaran Movement</p> <p>analyze Gandhi's role in helping peasants</p> <p>comment on the sharecropping agreement</p> <p>draft a character sketch of Rajkumar Shukla</p> <p>comment on Gandhi's influence on the lawyers</p> <p>analyze how self-reliant Indian independence and help to sharecroppers were all bound together</p>	<p>Students will do the following:</p> <p>Individual activity</p> <p>a. Debate: Gandhi considered freedom from fear more important than legal justice for the poor peasants of Champaran.</p> <p>b. Speech writing: The text 'Indigo' expresses the value of freedom and Indians' fight for freedom. How would you define FREEDOM? Write your views in the form of a speech to be delivered in the morning assembly of your school. Don't exceed 150 words.</p> <p>c. Article writing: Getting a clue from the way Mahatma Gandhi dealt with the Champaran episode, write an article on 'qualities of a good leader' or 'what makes a good leader'.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
August	Aunt Jennifer's Tigers by Adrienne Rich	<p>Each student will be able to:</p> <p>facilitate making connections between similar situations in different storylines/life experiences.</p> <p>empathize with Aunt Jennifer's problems and seek resolution.</p>	<p>Students will do the following:</p> <p>Individual activity</p> <p>Art Integrated Activity:</p> <p>a. Add a stanza to the poem</p> <p>b. Article writing:</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>

		<p>think and produce spontaneous, fluid and expression in poetic texts to convey a social change.</p> <p>discern prevailing inequalities in various guises.</p> <p>justify the title</p>	<p>No two individuals will be similar and will think alike. Each has to accept the other with their differences. When one is unable to do so, the relationship itself becomes a burden. And, that is what happened to Aunt Jennifer. What changes do you advocate to promote marital harmony. A</p> <p>c. Paragraph writing: What changes can be brought about in the society for uplifting the position of women, like Aunt Jennifer</p>	<p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
August	Evans Tries an O - Level by Colin Dexter	<p>Each student will be able to</p> <p>familiarize themselves with specific background of the cat and mouse role of the police and the criminal.</p> <p>identify and make connections between similar situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity.</p> <p>write character sketches</p> <p>justify the title</p> <p>improve upon their writing skills</p>	<p>Students will do the following:</p> <p>Individual activity</p> <p>Art Integrated Activity: a. Create a timeline account of how Evans planned and executed his escape from the prison at Oxford despite all the security measures that had been taken to ensure against that. A</p> <p>Group activity b. Discuss: Would Education in the jails help in refining prisoners? L</p> <p>Pair activity a. 'Evans Tries an O-Level'. Suggest another title for it</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>

August	Memories of Childhood	<p>Each student will be able to</p> <p>sensitize themselves to the issues of estranged cultural ties.</p> <p>make connections between similar situations in different storylines/life experiences.</p> <p>initiate the role of an ambassador in the world ridden with racial and class differences.</p> <p>recognize the universal/global theme of inequality.</p>	<p>Students will do the following:</p> <p>Individual activity a. Create posters for cultural equality. Individual activity to note progress</p> <p>Group activity a. Discussion on: It may take a long time for oppression to be resisted, but the seeds of rebellion are sown early in life.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
September	ASL	<p>Each student will be able to</p> <p>extract information from the audio scripts</p> <p>respond correctly based on their listening skills</p> <p>speak on a particular topic</p> <p>exchange ideas based on the topic given</p>	<p>Students will do the following:</p> <p>listen to the audio transcript carefully.</p> <p>complete the worksheet based on their listening skill.</p> <p>speak on a given topic.</p>	<p>Students will be assessed through</p> <p>individual tasking</p> <p>a class test</p>
September	Going Places by A.R. Barton	<p>Each student will be able to</p> <p>familiarize themselves with specific background information of adolescents and adolescent fantasizing.</p>	<p>Students will do the following:</p> <p>Group Activity a. Discussion on Hero-worship is the most favourite pastime of most Indians.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p>


		<p>identify and make connections between similar situations in own life experiences where each of us suffers dreams are not rooted to the ground of common sense and tend to be exotic, glamorous and sophisticated.</p> <p>justify the title</p> <p>express themselves through their writing tasks</p>	<p>Individual activity a. Article writing Children, begin by loving their parents. After a time they judge them. Rarely, if ever, do they forgive them” The attitude of the parents shape them, Write an article on effective parenting.the child's perception .</p>	<p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p> <p>Mid –Term Examination</p>
September	<p>Revision a. Job Application</p>	<p>Each student will be able to</p> <p>draft job applications as per the format learnt</p> <p>write resumes/ biodata/ curriculum vitae</p> <p>express themselves in grammatically correct language</p>	<p>Students will do the following:</p> <p>draft job applications as per the format</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
September	<p>b. Invitations & Replies</p>	<p>Each student will be able to</p> <p>draft - formal & informal invitations, letters of acceptance & regret</p>	<p>Students will do the following:</p> <p>write letters of invitation and give replies to them.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>

				Practice Worksheets Assignment Long Answer Questions
September	c. Article Writing	<p>Each student will be able to</p> <p>write an article as per the format with appropriate expressions and content.</p> <p>express themselves through an article writing</p>	<p>Students will do the following:</p> <p>generate ideas and organize them in groups.</p> <p>express themselves in the form of article writing.</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
September	d. Reading Skills Comprehension Passage	<p>Each student will be able to</p> <p>analyse the passage</p> <p>infer answers</p> <p>learn new words</p>	<p>Students will do the following</p> <p>read and comprehend the passage</p> <p>analyse the questions work on the vocabulary</p>	<p>Students will be assessed through:</p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>

MATH

Month	Topics/No. of Periods	Learning outcome	Activities	Assessment
April	<p>Bridging the Gap through Revision(5)</p> <p>*Matrices and Determinants *Limits and Derivatives</p> <p>Chapter 2 - Inverse Trigonometric Functions(3)</p> <p>Chapter 5 - Continuity and Differentiability (4)</p>	<p>Each child will be able to *find the inverse and adjoint of a Matrix, *calculate the area of the triangle. *solve system of equations * check the continuity of a function * differentiate the function</p> <p>*evaluate the domain / range of inverse trigo functions *perceive the concept of principle branches *sketch the graphs of inverse trigo functions *apply the concept of continuity to check whether a</p>	<p>Solving word problems involving equation in three variables using Matrix method.</p> <p>NCERT and Assignment discussed in class through Google Meet</p> <p>Links of videos - shared with them to watch at their own pace</p> <p>Interesting Assessment activities done in the class such as kahoot, quizizz, pose games to keep them involved with the content.</p>	<p>Oral Questioning</p> <p>Assignments</p> <p>Homework given and discussed in the class</p> <p>Google form based on Determinants</p> <p>Google quiz - Inverse Trigonometry</p>

		function is continuous or not *recall the chain , quotient, product rule		
JUNE	HHW: Discussion and doubts clarification (1)	Each student will be able to: explain the questions given in the assignment during vacation and get their doubts clarified	Students will self- check the steps written by them for solving the questions given in the assignment while the solutions are being discussed in the class and get their doubts clarified, if any	Class Participation: Oral Questions from Assignment (Work Submission) Google Forms
JUNE	Chapter 5 - Continuity and Differentiability(7)	Each student will be able to- *recall the product rule , quotient rule and chain rule of derivative. * understand explicit and implicit function *find the derivative of inverse Trigonometric functions	NCERT – Chapter 5 Important Questions Will be done in the class and Assignment will be discussed in class through Google Meet Students will watch the relevant video at home https://epathshala.nic.in/watch.php?id=601 https://epathshala.nic.in/watch.php?id=606 Activity: Analyse limit of a function $f(x)$ at $x=c$ and check the continuity at that point. Interesting Assessment activities done in the class such as kahoot and quizizz to keep them involved with the content.	Oral Questioning Assignments Homework given and discussed in the class Board Question Papers Google form based on

		<p>*perceive the concept of Logarithmic differentiation & parametric function</p> <p>* find higher order derivative</p> <p>Rolle's and Lagrange's Theorem</p>	<p>Experiential learning-Use of Differentiation in any five fields</p>	<p>Continuity and Differentiability</p>
	<p>Chapter 6 - Application of Derivatives(15)</p>	<p>Each student will be able to-</p> <p>*establish relation btw $\frac{\Delta y}{\Delta x}$ and $\frac{dy}{dx}$</p> <p>* perceive the concept of increasing and decreasing functions</p> <p>*find the intervals when the function is increasing or decreasing.</p> <p>*recall the relation of derivative at a point with the slope of tangent</p> <p>* find the slope of tangent and normal</p>	<p>NCERT – Chapter 6- Important Questions will be done in the class</p> <p>Formulae sheet will be shared with the students</p> <p>Video shared: http://www.intmath.com/Applications-differentiation/Applications-of-differentiation-intro.php</p> <p>Activity : Relation between logarithmic and exponential function</p> <p>Discussion of Art Integration Activity- Funnier side of exponential and logarithmic function</p> 	<p>Oral Questioning</p> <p>Assignments</p> <p>Homework given and discussed in the class</p> <p>Board Question Papers</p> <p>Quizziz – Application of Derivatives</p>

		<p>hence their equations</p> <p>*identify the function to be \uparrow and \downarrow</p> <p>*calculate the point of max/min in a given interval</p> <p>*differentiate btw absolute max/min and local max/min</p> <p>*apply the theory of max/min to solve word problems</p>		
JULY	Chapter 6 - Application of Derivatives (contd)(4)	<p>Each child will be to-</p> <p>*apply the theory of max/min to solve word problems</p> <p>*evaluate the approximate values using the concept of derivatives</p>	<p>NCERT - Ex 6.5 and Miscellaneous exercise- Important questions will be done in the class *Questions from board Papers will be done in the class</p> <p>Activity- Construction of an open box of maximum volume from a given rectangular sheet by cutting equal square pieces from each corner.</p>	<p>Oral Questioning</p> <p>Google Form – application of Derivatives- Maxima Minima</p>
JULY	Chapter 7 - Integrals (14)	<p>Each child will be able to</p> <p>*define the concept of anti derivative</p> <p>*learn the integral of basic functions by the method of inspection</p>	<p>NCERT – Chapter 7 Important Questions Will be done in the class and Assignment will be discussed in class through Google Meet</p> <p>Padlet activity will be done</p> <p>Solve assignment- Integration</p>	<p>Through small tests in fundamentals</p> <p>Google Form</p> <p>Practice Paper</p>

		<ul style="list-style-type: none"> *apply the method of substitution of substitution to solve problems of integration by using trigonometric identities *derive the solution of special integrals *apply the method of by parts and partial fractions to solve problems *perceive the concept of definite integral of a function *perceive the concept of definite integral of a function calculate definite integral as a limit of sum *apply the properties of *definite integrals in solving problems 	<p>Students will watch the relevant video at home</p> <p>https://www.khanacademy.org/math/ap-calculus-ab/ab-applications-of-integration-new/ab-8-4/v/area-between-curves-example?modal=1</p> <p>Formulae sheet will be shared with the students</p>	<p>Oral Questioning</p> <p>Quizziz worksheet</p> <p>Weekly Test- 23.7.21</p> <p>Syllabus</p> <p>Chapter 4 - Determinants</p> <p>Chapter 5- Continuity and Differentiability</p> <p>Chapter 6- Application of Derivatives</p>
--	--	--	---	--

JULY	Chapter 8- Application of Integration(3)	<p>Each child will be able to</p> <p>*sketch the various standard curves</p> <p>*calculate the area bounded by the curves such as lines, ellipse, parabola, circle.</p> <p>calculate area between any of the two above said curves</p>	<p>NCERT – Chapter 8</p> <p>Important Questions</p> <p>Will be done in the class and Assignment will be discussed in class through Google Meet</p> <p>Interesting Assessment activities done in the class such as kahoot and quizizz to keep them involved with the content.</p>	<p>Google form based on AOI will be given to the students</p> <p>Oral Questioning</p> <p>Quizziz worksheet</p> <p>Weekly Test- 23.7.21</p>
August	Chapter 8- Application of Integration (contd)(4) Chapter 9- Differential Equations(12)	<p><u>Application of Integration</u></p> <p>Each child will be able to</p> <p>*calculate the area bounded by the curves such as lines, ellipse, parabola, circle.</p> <p><u>Differential Equations</u></p> <p>Each child will be able to</p>	<p>Solve Exercises from chapter 8 and 9 (NCERT)</p> <p>Solve assignment- Differential Equations</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>Formulae sheet will be shared with the students https://www.youtube.com/watch?v=Em339Alejls https://byjus.com/maths/differential-equation/ http://home.alltel.net/okrebs/page34.html</p> <p>NCERT –</p>	<p>Through small tests in fundamentals Google Form</p> <p>Assessment through Google Forms, Oral Questioning, Work sent in the google classroom.</p> <p>Online Quiz: MCQs</p>



		<p>*define a differential equation. Its order and degree</p> <p>*form the differential equation whose general solution is given</p> <p>*solve the differential equation using the method of separating variables</p> <p>*define a homogenous differential equation</p> <p>*identify a linear differential equation</p> <p>*solve a linear differential equation ($dx/dy + Px = Q$)</p>	<p>Students will watch the relevant video at home</p> <p>Board Paper Questions will be practiced in class</p>	10QsX1m=10m
AUGUST	Chapter 12- Linear Programming Problem (4)	<p>Each child will be able to</p> <p>*define an L.P.P, objective function, constraints, feasible region, feasible solutio</p> <p>*learn to mathematical formulate an L.P.P</p>	<p>NCERT – Chp 12 Ex 21.1 will be done in class</p> <p>Board Paper questions will be practiced</p> <p>Video on Linear Programming Problem</p> <p>Introduction to lpp - https://www.youtube.com/watch?v=Uo6aRV-mbeg</p> <p>http://people.hofstra.edu/Stefan_Waner/realworld/LPGrapher/lpg.html</p>	<p>Google form based on LPP will be given to the students</p> <p>Oral Questioning</p> <p>Quizziz worksheet</p>



		*solve an L.P.P using Corner point method		
September	Chapter 13 Probability(8) Revision for Mid term Examination	Each child will be able to *define probability, random exp, event, sample space *recall the fundamental principle of addition and multiplication *list the various types of events *differentiate btw independent and mutually exclusive events *perceive the concept of reverse probability *learn the Baye's theorem *define a random variable **apply the concept of random variable in finding mean and variance	NCERT Questions based on Probability will be done in the class Students will watch the relevant video at home https://www.khanacademy.org/math/ap-statistics/probability-ap/stats-conditional-probability/v/bayes-theorem-visualized Assignment on Probability given to the students Experiential Learning- *Identify the role of probability in Casino games * Probability of Patients recovering from Covid 19 in Delhi in August 2020 Activity- students will explain the computation of conditional Probability	Through small tests in fundamentals Venn – Diagrams <u>Mid Term Examination</u> <u>Syllabus</u> <u>Chap 2-</u> Inverse Trigonometric Functions <u>Chap-3</u> Matrices <u>Chap-4</u> - Determinants <u>Chap5-</u> Continuity and Differentiation <u>Chap6-</u> App of Derivatives <u>Chap7-</u> Integrals <u>Chap8-</u> App of Integrals <u>Chap 9-</u> Differential equations


	Revision for Mid term Examination (5) <u>Chap 2-</u> Inverse Trigonometric Functions <u>Chap-3</u> Matrices <u>Chap-4</u> - Determinants <u>Chap5-</u> Continuity and Differentiation <u>Chap6-</u> App of Derivatives <u>Chap7-</u> Integrals <u>Chap8-</u> App of Integrals <u>Chap 9-</u> Differential Equations	Each student will be able to: recall, revise, state and apply the properties, theorems and formulae from the mentioned topics and clarify their doubts, if any.	Students will recall, revise and apply the mentioned topics and clarify their doubts, if any.	<ul style="list-style-type: none"> • Oral Questions • Google Forms and Class Tests for diagnosing the learning gaps



ACCOUNTANCY


MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
April	Bridge course (4 periods) Topics: Theory base of accounting Bases of accounting Rules of debit and credit Journal entries Rectification of errors Depreciation	Each student will be able to: <ul style="list-style-type: none"> • recall and revise various mentioned topics. • apply accounting assumption while making books of accounts. • describe various basic accounting assumptions and accounting principles • apply principles of accounting to the real-life situations. • differentiate between cash basis and accrual basis of accounting • explain and apply rules of debit and credit-for assets, capital liabilities, revenue, and expense. • post transactions in journal book based on rules of debit and credit • rectify the errors committed in the books of accounts • discuss the factors affecting depreciation 	<ul style="list-style-type: none"> • Students will revise and clarify their doubts from the mentioned topics. • They will also apply their knowledge to solve questions based on the mentioned topics 	<ul style="list-style-type: none"> • On line Quiz (Kahoot) • Oral Questions • Google Form
	Accounting for partnership firm – fundamentals (5 periods)	Each student will be able to: <ul style="list-style-type: none"> • define partnership and list its essential features; • identify the provisions of the Indian Partnership Act 1932 that are relevant for accounting; 	<ul style="list-style-type: none"> • students will discuss with their family members about partnership business and will gather information about type of partners / partnership 	<ul style="list-style-type: none"> • oral assessment on the meaning, features, types of partners and partnership firms • practice worksheet • online quiz


		<ul style="list-style-type: none"> •prepare partners' capital accounts under fixed and fluctuating capital methods •explain the distribution profit or loss among the partners and prepare the Profit and Loss Appropriation Account; •calculate interest on capital and drawing under various situations; •explain how guarantee for a minimum amount of profit affects the distribution of profits among the partners; •make necessary adjustments to rectify the past errors in partners' capital accounts; and •prepare final accounts of a partnership firm; 	<ul style="list-style-type: none"> •you tube links shared for flipped class •partnership deed of 'Air-Excel' firm will be shown and students to find contents of partnership deed •students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> •questions from CBSE papers given for practice •practical assignment on interest on drawings, •accounting treatment of salary/commission of partners, accounting treatment of partner's loan, treatment of interest on partner's capital account, profit & loss appropriation account, past adjustments.
	Accounting for partnership firm: Goodwill: nature and valuation (1 periods)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> •define goodwill and enumerate the factors that affect it; •explain average profit methods of valuation of goodwill; 	<ul style="list-style-type: none"> •students will be asked to watch news channels of read newspaper and give real life example for goodwill 	<ul style="list-style-type: none"> •oral assessment on meaning & features for valuation of goodwill •practice worksheet •online quiz •practical assignment on average profit methods of valuation of goodwill.
June	Accounting for partnership firm: Goodwill: nature and valuation (4 periods)	<p>Each student will be able to:</p> <p>(i) explain the practical concepts of goodwill. (ii) explain the different methods of valuation of goodwill</p>	<ul style="list-style-type: none"> •Students will be asked to watch news channels or read newspaper (e-news) and bring real life example for goodwill. 	<ul style="list-style-type: none"> •oral assessment on meaning & features for valuation of goodwill •practice worksheet



		(iii) find out the difference between different methods of valuation of goodwill	<ul style="list-style-type: none"> •Students will read the flowchart given and create their own once the topic is done  <ul style="list-style-type: none"> •Art integration: Students will make digital collage or write and recite a poem 	<ul style="list-style-type: none"> •online quiz •practical assignment on methods of valuation of goodwill.
	Accounting for partnership firm: change in profit sharing ratio among the existing partners. (6)	Each student will be able to: (i) calculate new profit-sharing ratio, sacrificing ratio and gaining ratio of the partners. (ii) calculate and journalize the effect of change in profit sharing ratio on the goodwill of the firm. (iii) make revaluation account and balance sheet.	<ul style="list-style-type: none"> •students to find some real partnership firm and bring information about change in profit sharing ratio. •students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> •oral assessment on new profit ratio and old ratio and requirement of sacrificing ratio •practical assignment on sacrificing ratio, gaining ratio and change in profit sharing ratio. •practice worksheet •online assessment through MCQs (online quiz) •questions from CBSE papers given for practice
	Accounting for partnership firm: admission of a partner (12)	Each student will be able to: (i) explain the concept of reconstitution of a partnership firm;	<ul style="list-style-type: none"> •students to read business magazine and bring real life examples of admission of a 	<ul style="list-style-type: none"> •practical assignment on questions with goodwill, accumulated profits or

		<p>(ii) identify the matters that need adjustments in the books of firm when a new partner is admitted;</p> <p>(iii) determine the new profit-sharing ratio and calculate the sacrificing ratio;</p> <p>(iv) define goodwill and enumerate the factors that affect it;</p> <p>(v) explain the methods of valuation of goodwill;</p> <p>(vi) describe how goodwill will be treated under different situations when a new partner is admitted;</p> <p>(vii) make necessary adjustments for revaluation of assets and reassessment of liabilities;</p> <p>(viii) make necessary adjustments for accumulated profits and losses;</p> <p>(ix) determine the capital of each partner, if required according to the new profit-sharing ratio and make necessary adjustments;</p> <p>(x) make necessary adjustments on change in the profit-sharing ratio among the existing partners.</p>	<p>partner and its effect on business</p> <ul style="list-style-type: none"> • students will read the flowchart given and create their own once the topic is done 	<p>losses and capital adjustments</p> <ul style="list-style-type: none"> • oral assessment on change in ratio due to admission of a new partner • practice worksheet • online assessment through MCQs (online quiz) • questions from CBSE papers given for practice
July	Accounting for partnership firm: retirement and death of a partner. (6)	<p>Each student will be able to:</p> <p>(i) calculate new profit-sharing ratio and gaining ratio of the remaining partners after the retirement/death of a partner;</p> <p>(ii) describe the accounting treatment of goodwill in the event of retirement/ death of a partner;</p> <p>(iii) make the necessary entries in respect of unrecorded assets and liabilities;</p> <p>(iv) make necessary adjustment for accumulated profits or losses;</p>	<ul style="list-style-type: none"> • students to read business magazine and bring real life examples of retirement of a partner and its effect on business • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • oral questions on new profit-sharing ratio of the remaining partners. • practical assignment on calculation on new partner's sacrificing ratio and gaining ratio, goodwill, unrecorded assets and


		<p>(v) ascertain the retiring/ deceased partner claim against the firm and explain the mode of its settlement;</p> <p>(vi) prepare the retiring partner's loan account, if required; and</p> <ul style="list-style-type: none"> • prepare the deceased partner's executor's account in the case of death of a partner and the balance sheet of a reconstituted firm. 		<p>liabilities and accumulated profits and losses</p> <ul style="list-style-type: none"> • practice worksheet • online assessment through MCQs (online quiz) • questions from CBSE papers given for practice
Accounting for partnership firm: death of a partner (6 periods)	<p>Each student will be able to:</p> <p>(i) calculate new profit-sharing ratio and gaining ratio of the remaining partners after the retirement/death of a partner;</p> <p>(ii) describe the accounting treatment of goodwill in the event of retirement/ death of a partner;</p> <p>(iii) make the necessary entries in respect of unrecorded assets and liabilities;</p> <p>(iv) make necessary adjustment for accumulated profits or losses;</p> <p>(v) ascertain the retiring/ deceased partner claim against the firm and explain the mode of its settlement;</p> <p>(vi) prepare the retiring partner's loan account, if required; and prepare the deceased partner's executor's account in the case of death of a partner and the balance sheet of a reconstituted firm.</p>	<ul style="list-style-type: none"> • students to read business magazine and bring real life examples of death of a partner and its effect on business • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • oral assessment on goodwill, accumulated profits or losses and change in ratio. • assignment on calculation of profit till the death of a partner and preparation of deceased partners' capital accounts. • practice worksheet • online assessment through MCQs (online quiz) • questions from CBSE papers given for practice • Weekly Test (16-07-2021) <p>Topics:</p> <p>1. accounting for partnership firm – fundamentals</p>	

				2. Goodwill: nature and valuation
	Accounting for partnership firm: dissolution of a partnership firm (9)	<p>Each student will be able to:</p> <p>(i) state the meaning of dissolution of partnership firm;</p> <p>(ii) differentiate between dissolution of partnership and dissolution of a partnership firm;</p> <p>(iii) describe the various modes of dissolution of the partnership firm;</p> <p>(iv) explain the rules relating to the settlement of claims among all partners;</p> <p>(v) prepare realisation account;</p>	<ul style="list-style-type: none"> • discussion on the reasons for dissolution of a partnership firm and settlement of dues. • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • oral assessment on revaluation account and realization account • practical assignment on dissolution of a partnership firm (full questions) • assessment based on journal entries • practice worksheet • online quiz • questions from CBSE papers given for practice
August	Accounting for Not-for-Profit Organization (10 periods)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • identify the need for, and nature of accounting records relating to not-for-profit organisations; • list the principal financial statements prepared by not-for-profit organisations; • prepare the receipt, and payment account and income and expenditure account; • prepare income and expenditure account and balance sheet from a given receipt and payment account; • explain treatment of certain peculiar items of receipts and payments such as subscriptions from members, special funds, legacies, sale of old fixed assets, etc. 	<ul style="list-style-type: none"> • students will discuss with their family members about cash transactions and correlate it with receipts and payments. • discussion of cash book (taught in class xi) will be made to explain the concept of receipts and payments account. • students will be asked to find out various non-profit organizations like trust, clubs etc. and observe their 	<ul style="list-style-type: none"> • oral assessment on the meaning, features, types of not-for-profit organization • practice worksheet • online quiz • questions from CBSE papers given for practice • practical assignment on receipt and payment account and income and expenditure account • accounting treatment of peculiar items such as subscriptions from

			<p>functioning and compare them with profit organizations.</p> <ul style="list-style-type: none"> • students will read the flowchart given and create their own once the topic is done • online mind map 	<p>members, special funds, legacies, sale of old fixed assets</p>
	<p>Analysis of Financial Statement: Financial statement of a company (1 period)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • explain the nature and objectives of financial statements of a company; • describe the form and content of statement of profit and loss of a company as per schedule III; • describe the form and content of balance sheet of a company as per schedule III; <p>explain the significance and limitations of financial statements; and prepare the financial statements.</p>	<ul style="list-style-type: none"> • students will find out parties' interest in financial statements • students will compare final accounts of sole proprietorship with a company and find out the difference • students to collect annual report of a company for analysis (CBSE project) • students will read the flowchart given and create their own once the topic is done • online mind map 	<ul style="list-style-type: none"> • oral assessment on the concept and objectives of financial statement. • practice worksheets • assignment questions from text book and other reference books, • online assessment through mcqs questions from CBSE papers given for practice

			 	
	<p>Tools of Financial Statement Analysis: Comparative Financial statements Common Size Statements (4 periods)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> •explain the nature and significance of financial analysis; •identify the objectives of financial analysis; •describe the various tools of financial analysis; •state the limitations of financial analysis; •prepare comparative and common size statements and interpret the data given therein; and •calculate the trend percentages and interpret them. 	<ul style="list-style-type: none"> •posting of correct heading and sub heading in statement of profit & loss and balance sheet •work sheet on balance sheet as per Schedule III Part I of the Companies Act 2013 with major headings and sub headings. •worksheet on headings and sub headings of statement of profit and loss •students to collect annual report of a company for analysis (CBSE project) •discussion on difference between comparative statement and common size statement. •format for comparative statement and common size statement of balance sheet and profit and loss. 	<ul style="list-style-type: none"> •oral assessment on the importance of analysis of financial statement •practice worksheets, •source based case study •online assessment through mcqs questions from CBSE papers given for practice

			<ul style="list-style-type: none"> • formula to calculate absolute change and % absolute change • formula to calculate increase and decrease of the items of balance sheet and profit and loss 	
	Accounting for Share Capital: Company Accounts – Issue of Shares. (5 periods)	<p>Each student will be able to</p> <ul style="list-style-type: none"> • explain the basic nature of a joint stock company as a form of business organisation and the various kinds of companies based on liability of their members; • describe the types of shares issued by a company; • explain the accounting treatment of shares issued at par, at premium and at discount including over subscription; 	<ul style="list-style-type: none"> • discussion on difference between equity shares & preference shares • discussion on difference between private company & public company • flow chart showing types of company • discussion on difference between partnership and joint stock co. • table showing difference between private company and public company • online session with stock market expert • students will read the flowchart given and create their own once the topic is done • online mind map 	<ul style="list-style-type: none"> • oral assessment on meaning & features company • practice worksheets • assignment questions from text book and other reference books • online assessment through mcqs questions from CBSE papers given for practice



				
September	Accounting for Share Capital: Company Accounts – Issue of Shares. (8 periods)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> • outline the accounting for forfeiture of shares and reissue of forfeited shares under varying situations; • workout the amounts to be transferred to capital reserve when forfeited shares are reissued; and prepare share forfeited account 	<ul style="list-style-type: none"> • discussion on forfeiture of shares and re-issue of shares • Students will be asked to watch stock news channels or read newspaper (economic times / e-news) and bring real life example for shares / stocks • Students will watch few videos on you tube on stock market followed by a discussion session • Art Integration: making of share certificate (handmade) • Students will read the flowchart given and create their own once the topic is done • online mind map 	<ul style="list-style-type: none"> • practice worksheets • oral assessment on forfeiture and reissue of shares • assessment through practical questions from text book and other reference books • online assessment through mcqs • Mid-term examination <p>Topics:</p> <p>(I) Accounting for partnership firm:</p> <ol style="list-style-type: none"> 1. Accounting for partnership firms— fundamentals 2. Goodwill: nature and valuation


				<p>3. Change in profit sharing ratio among the existing partners</p> <p>4. Admission of a partner</p> <p>5. Retirement/death of a partner</p> <p>6. Dissolution of a partnership firm</p> <p>(II) Accounting for not-for profit organization</p>
--	--	--	---	---



BUSINESS STUDIES


MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
April	Bridge course (4) Topics: Forms of business organizations Sources of business finance	Each student will be able to: (i) recall and revise various mentioned topics. (ii) identify different forms of business organization (iii) explain and discuss features, merits and limitations of sole proprietorship, joint Hindu family business and partnership, cooperative societies, joint stock company forms of business organization (iv) distinguish between private co. and public co. (v) distinguish between various forms of organizations; (vi) specify the important stages in the formation of a company describe the steps involved in each stage of company formation; (vii) specify the documents to be submitted to the registrar of companies. (viii) differentiate between MOA and AOA. (ix) explain the clauses of MOA. (x) state the meaning, nature and importance of business finance (xi) classify the various sources of business finance (xii) differentiate between owners' equity and borrowed funds (xiii) evaluate merits and limitations of retained earnings, trade credit and commercial papers. (xiv) differentiate between shares and debentures	<ul style="list-style-type: none"> • students will revise and clarify their doubts from the mentioned topics. • they will also apply their knowledge to solve questions based on case study. • They will also differentiate between forms of business organizations by taking into consideration their merits and demerits 	<ul style="list-style-type: none"> • on line quiz (Kahoot) • oral questions • google form


		(xv) evaluate merits and limitations of various sources of owners' equity		
	Nature and significance of management (3)	<p>Each student will be able to:</p> <p>(i) State the concept, objectives and importance of management.</p> <p>(ii) Discusses the significance of managing business organization effectively</p> <p>(iii) Describes management as an art, science and profession</p> <p>(iv) Appreciate the nature of management as a science, an art and profession.</p> <p>(v) State the levels of management and discuss its functions.</p> <p>(vi) Explain the various management functions.</p> <p>(vii) Describes the interrelationships between various functions of management</p>	<ul style="list-style-type: none"> • narrated a story to give concept and functions of management • participation in group discussion: <ul style="list-style-type: none"> (i) Is management an art, science & profession? (ii) management functions are interrelated and overlapping with each other (in reference to their school) • brain storming--- <ul style="list-style-type: none"> (i) Is management a full-fledged profession? (ii) coordination is an essence of management 	<ul style="list-style-type: none"> • oral questions • assignments based on case studies • practice worksheet • online quiz • questions from CBSE previous years' papers given for practice



		(viii) Appreciate the nature and importance of coordination.	<ul style="list-style-type: none"> • students are asked to find out key words from the case studies • asked students to make flow chart 	
	Principles of management (2)	<p>Each Student will be able to:</p> <ul style="list-style-type: none"> • state the meaning, nature and significance of principles of management 	<ul style="list-style-type: none"> • google quiz • students are asked to find out key words from the case studies • students will select an outlet and find out applicability of Henry Fayol's principle. • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • online assessment through MCQs (online quiz) • oral questions • practice worksheet • questions from CBSE previous years' papers given for practice
June	Principles of Management (5)	<p>Each student will be able to:</p> <p>(i) explain Fayol's principle of management.</p> <p>(ii) elaborate the principles of scientific management.</p> <p>(iii) apply the techniques of scientific management</p> <p>(iv) compare research work of Taylor and Fayol</p>	<ul style="list-style-type: none"> • brain storming – <ul style="list-style-type: none"> (a) how management principles are derived? (b). cause & effects of principles of management • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • online assessment through MCQs (online quiz) • assessment based on case studies • oral questions • practice worksheet


		(v) appreciate the contribution of F.W. Taylor and Henry Fayol in the development of management	<ul style="list-style-type: none"> • visit to kitchen / library to find out the kind of principles applied. • students are asked to find out key words from the case studies • students will select and visit an outlet / website and observe whether principles of management are followed or not followed. Analysis will be presented by taking various tools. (CBSE project) • Art integration activity: students to take any dimension of environment and collect information. They will present their analysis in the form of a digital collage / poster • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • questions from CBSE previous years' papers given for practice
	Management and business environment (5)	Each Student will be able to: (i) explain the meaning of Business environment. (ii) discuss the importance of business environment. (iii) describe the various elements of business environment. (iv) examine the economic	<ul style="list-style-type: none"> • students are asked to find out key words from the case studies • read newspapers and discuss real life examples for dimensions of business environment 	<ul style="list-style-type: none"> • online assessment through MCQs (online quiz) • assessment based on case studies • oral questions • practice worksheet



		<p>environment in India and the impact of Government policies on business and industry with special reference to liberalization, privatization and globalization.</p> <p>(v) discuss the impact of Legal, Political and social environment on business</p> <p>(vi) categorizes dimensions of business environment in managing business effectively</p>	<ul style="list-style-type: none"> • discussion with real life examples on impact of business environment on business and industry • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • questions from CBSE previous years' papers given for practice
	Planning (5)	<p>Each student will be able to:</p> <p>(i) state the concept of planning.</p> <p>(ii) appreciate the importance of planning.</p> <p>(iii) realize the limitations of planning.</p> <p>(iv) explain the process of planning.</p> <p>(v) differentiate between strategy, objectives, policy, procedure, method, rules, budget and programs.</p>	<ul style="list-style-type: none"> • google quiz • students are asked to make a plan for a picnic and discuss • discussion on difference between various types of plans with real life examples • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • online assessment through MCQs (online quiz) • assessment based on case studies • oral questions • practice worksheet • questions from CBSE previous years' papers given for practice
	Organizing (7)	<p>Each student will be able to:</p> <p>(i) appreciate the importance of organizing.</p> <p>(ii) elaborate the steps in the process.</p>	<ul style="list-style-type: none"> • google quiz • Participation in discussion (formal & informal organization) 	<ul style="list-style-type: none"> • online assessment through MCQs (online quiz)

		<p>(iii) describe functional and divisional structures of org.</p> <p>(iv) explain formal and informal organization.</p> <p>(v) define delegation and decentralization.</p> <p>(vi) appreciate the importance of delegation and decentralization.</p> <p>(vii) differentiate between delegation and decentralization.</p>	<ul style="list-style-type: none"> Students to take a tour of school (once school reopens) and find out system of functioning based on hierarchy Students will observe organizational skills of their home students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> assessment based on case studies oral questions practice worksheet questions from CBSE previous years' papers given for practice
July	Staffing (8)	<p>Each student will be able to:</p> <p>(i) state the meaning and importance of staffing.</p> <p>(ii) appreciate the function of staffing in human resource management.</p> <p>(iii) describe the process of staffing. classify the internal and external sources of recruitment.</p> <p>(iv) explain the steps in the selection process.</p> <p>(v) state the meaning and need of training.</p> <p>(vi) classify various methods of training.</p>	<ul style="list-style-type: none"> google quiz brain storming - Internal source of recruitment is better than external source of recruitment group discussion on 'training increases skills, development increases aptitude' find out from your family members & relatives, different kinds of training received & their benefits. discussion on selection process of a teacher students are asked to relate bring real life examples of recruitment, selection and training and discuss 	<ul style="list-style-type: none"> online assessment through MCQs (online quiz) assessment based on case studies oral questions practice worksheet questions from CBSE previous years' papers given for practice Weekly Test (30-07-2021) Topics: 1. Nature and significance of management

				2. Principles of management
	Directing (11)	<p>Each Student will be able to:</p> <ul style="list-style-type: none"> (i) explain the concept of directing and its importance in business organisations (ii) explain the meaning of supervision (iii) find out its importance in management (iv) explain the meaning of motivation (v) find out its importance in business management (vi) explain Maslow's theory of hierarchy of needs and its application to motivation of employees in an organisation (vii) explain the financial and non-financial incentives through which managers motivate their employees differentiate between financial incentives and non-financial incentive (viii) explain the concept of leadership and its importance in management; (ix) describe the qualities of a good leader; (x) explain about formal and informal communications in the organizations; 	<ul style="list-style-type: none"> • google quiz • Brain storming (i) role of supervisors to be abolished, or no? (ii) are leaders born or made • Discussion on importance of financial & non-financial incentives • Collect information about various ways to motivate employees in various organization • Discussion on: <ul style="list-style-type: none"> (a) formal & informal communication (b) barriers to effective communication • movie – Lagan (video clipping) to find out leadership qualities of a leader (Bhuwan in movie) • Art integration – students will have to choose any one barrier of communication. With the help of cartoon strip, they will explain that 	<ul style="list-style-type: none"> • online assessment through MCQs (online quiz) • assessment based on case studies • oral questions • practice worksheet • questions from CBSE previous years' papers given for practice

		<p>(xi) identify various barriers to effective communications and measures to overcome these barriers in the organizations.</p>	<p>chosen barrier (through PPT) and also suggest remedy / remedies for it.</p> <ul style="list-style-type: none"> • google quiz • students will read the flowchart given and create their own once the topic is done 	
	Controlling (2)	<p>Each student will be able to:</p> <p>(i) explain the meaning of controlling;</p> <p>(ii) state the importance of controlling;</p> <p>(iii) describe the relationship between planning and controlling;</p> <p>(iv) explain the steps in the process of controlling;</p>	<ul style="list-style-type: none"> • google quiz • Discussion on <ul style="list-style-type: none"> (a) relationship between planning and controlling (b) steps of controlling • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • online assessment through MCQs (online quiz) • assessment based on case studies • oral questions • practice worksheet • questions from CBSE previous years' papers given for practice

August	Financial Management (15)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> (i) explain the meaning of business finance; (ii) describe financial management; (iii) explain the role of financial management in our enterprise; (iv) discuss objectives of financial management and how they could be achieved; (v) explain the meaning and importance of financial planning; (vi) state the meaning of capital structure; (vii) analyze the factors affecting the choice of an appropriate capital structure; (viii) state meaning of fixed capital and working capital; and analyze the factors affecting the requirement of fixed and working capital. 	<ul style="list-style-type: none"> • google quiz • Discussion on comparison between owner's fund and borrowed fund • Students to meet financial advisor (online) to find out various sources of finance i.e., equity and debt. (optional) • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • online assessment through MCQs (online quiz) • assessment based on case studies • oral questions • practice worksheet • questions from CBSE previous years' papers given for practice
	Financial Market (5)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> (i) explain the meaning of financial market; (ii) explain the meaning of money market and describe its major instruments; (iii) explain the nature and types of capital market; (iv) distinguish between money market and capital market; 	<ul style="list-style-type: none"> • google quiz • discussion on capital market and money market • Group discussion on primary market and secondary market • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • online assessment through MCQs (online quiz) • assessment based on case studies • oral questions • practice worksheet • questions from CBSE previous years' papers given for practice

				
September	Financial Market (8)	<p>Each student will be able to:</p> <p>(i) explain the meaning and functions of stock exchange;</p> <p>(ii) describe the role of SEBI in investor protection.</p>	<ul style="list-style-type: none"> • google quiz • Movie – Guru (video clipping) to find out ways of initial public offer (IPO) in stock market • students will read the flowchart given and create their own once the topic is done 	<ul style="list-style-type: none"> • online assessment through MCQs (online quiz) • assessment based on case studies • oral questions • practice worksheet • questions from CBSE previous years' papers given for practice • Mid-term examination <p>Topics:</p> <ol style="list-style-type: none"> 1. Nature and significance of management 2. Principles of management 3. Business Environment 4. Planning 5. Organizing 6. Staffing 7. Directing

				8. Controlling
--	--	--	--	----------------

ECONOMICS

Month	Topics covered	No. of Classes	Learning Outcome	Activites	Assessments
April	<u>ECONOMIC REFORMS</u>	6 days	Each student will be able to: Understand the background of the reform policies. The mechanism through which reform policies were introduced. Discuss the causes for the adoption of the New Economic policy. Comprehend the process of globalization and its implications for India. Be aware of the impact of the reform process in various sectors.	Observe around you—you will find State Electricity Boards(SEBs), BSES and many public and private organizations supplying electricity in a city and states. Compare the differences. There are private buses on roads and government bus services? Why has the private transport increased? Conduct a survey. Names of banks- private, private foreign, nationalized banks. Loss making companies to be nationalized-discussion.	Worksheets Online Quiz/MCQs' HOTS questions
June 2021	National Income and Related aggregates. Basic concepts Circular flow of Income derive the formulae Methods of calculating national income Deriving the formulaes Aggregates related to national income Real and Nominal GDP	22 days	Each student will be able to: Understand different methods for the measurement of national income Define income method Know expenditure method Classify factor income Analyze the circular flow of income Discover the flow of income in various sectors Understand different sectors. Calculate numerical Compare between real and nominal income Justify the importance of real GDP	An ambassador in US embassy in India stays in his job for a period exceeding one year. Would he be treated as a resident or a non-resident of India? Why is income earned by foreigners working in a branch of a foreign bank in India a part of the domestic factor income? In what sense can defence and security provided by the government be treated as intermediate service? Why is GDP not an adequate indicator of welfare? Increase in per capita income means increase in per capita availability of goods and services. Does it necessarily mean rise in the welfare of the people in the country? Give two arguments in support of your answer and explain the same. Kahoot Quiz Tambola game	Class test worksheets

June	POVERTY Days Meaning Measures of poverty Concept of poverty line Causes of poverty Poverty alleviation programs		Each student will be able to: Identify the various attributes of poverty. Comprehend the diverse dimensions relating to the concept of poverty. Critically appreciate the way poverty is estimated. Appreciate and be able to assess existing poverty alleviation programs. Understand the concept and strategies of current Challenges facing Indian economy. Analyze current economy scenario in India. Understand the initiatives of government in addressing it's Challenge.	Newspaper articles on the topics discussed. Many children are seen begging near the traffic lights on Delhi roads. Analyse their living standards and the difficulty with which they survive. Monthly Per Capita Expenditure method of determining Poverty line is criticized due to various reasons. Comment. Identify the three main causes of poverty. What are the measures taken to remove poverty in India.	Class test worksheets
July 2021	Theory of Income and Employment Value: To Recognize how personal choices, education, training, and other factors affect future income. Become aware of programs and practices that enhance success in income and careers.	21 days	Each student will be able to: Determine equilibrium of Income and employment. Explain Components of Aggregate Demand Explain Consumption Function Explain Savings Functions Determination of Equilibrium. Explain Multiplier Determine Excess Demand Determine Deficient demand Explain Monetary Policy and fiscal policy	There is minimum consumption even when income level is zero? Why? Higher savings induces greater investment. Comment. Why do we consider imports a leakage or negative component of AD? Can consumption exceed income? If yes, what is savings? Distinguish between average propensity to consume and marginal propensity to consume. The value of which of these two can be greater than one and when?	Worksheets, Online Quiz/MCQs' HOTS questions

				<p>In an economy planned spending is greater than planned output. Explain all the changes that will take place in the economy. How can the following be treated to correct excess demand-(i) Bank Rate (ii) Cash Reserve Ratio Develop the idea of propensity to consume by class activities i.e. role play giving them money of different amount and ask them to spend it according to their need or interest and after the activity tell them the key concepts.</p>	
	<p>Infrastructure</p> <p>Meaning Types Economic Vs Social Problems State of infrastructure in India.</p>		<p>Each student will be able to: Discuss the importance of medical facilities in the country for HCF as well as earning income <u>DEBATE AND DISCUSSION</u></p> <p>Example How does Infrastructure help in the development of Indian economy?</p> <p>A parliamentary debate in the light of the current scenario. Some value based questions and PISA based questions related to current Challenges facing Indian economy given to students.</p>	<p>Class Discussion How can you say that doctor- population ratio has improved over the years in India. Compare the state of infrastructure in India 50 years ago and today.</p>	
August 2021	Employment and Growth	20 days	<p>Each student will be able to : Understand a few basic concepts relating to employment such as</p>	<p>Provision of employment opportunities is the only stable solution to the problem of poverty. Do you agree to this statement? Comment</p>	Class test Worksheets

	<p>How growth gets affected because of high levels of unemployment.</p> <p>Different kinds of unemployment.</p>		<p>economic activity, worker, workforce and unemployment.</p> <p>Understand the nature of participation of men and women in various economic activities.</p> <p>Know the nature and extent of unemployment.</p> <p>Students will understand the various types of unemployment: frictional, structural, and cyclical.</p> <p>Assess the initiatives taken by the govt</p>	<p>Skill Development programmes initiated by the government</p> <p>How will you know whether a worker is working in the informal sector?</p> <p>Is it necessary to generate employment in the formal sector rather than in the informal sector? Why?</p> <p>Why are regular salaried employees more in urban areas than in rural areas?</p> <p>Why are less women found in regular salaried.</p> <p>Discuss Current news- labour migration.</p>	Weekly Test- 6/8/21
	<p>Human Capital Formation</p> <p>How people are a resource.</p> <p>Role of human capital in development</p> <p>Gender sensitivity</p> <p>Equality</p>		<p>Each student will be able to:</p> <p>Role of human capital formation</p> <p>Problems</p> <p>Factors affecting human capital</p> <p>Each student will be able to identify the importance of human capital formation.</p> <p>Identify the ways its done.</p> <p>Comprehend the difference between human development and capital formation.</p> <p>Critically appraise the current education scenario.</p>	<p>Newspaper articles on the topics discussed.</p> <p>For preparing a bulletin board of your class with 40 students, who amongst the total is an actual asset to work-skilled or unskilled.</p> <p><u>What are the two major sources of human capital in a country?</u></p> <p><u>What are the indicators of educational achievement in a country?</u></p> <p><u>Why do we observe regional differences in educational attainment in India?</u></p>	
	<p>ENVIRONMENT AND SUSTAINABLE</p>		<p>Each student will be able to:</p> <p>Discuss Current Scenario of pollution and its effect on Indian farmers.</p>	<p>Song or Lyrics.</p>	

	DEVELOPMENT		<p>Discuss Pollution in India Find solutions to the problems</p> <p>Importance of environment Functions Problems Causes State of Degradation</p> <p>Sustainable development</p>	<p>Allow students to showcase talent and simultaneously learn. Content is through preparing songs and lyrics. India has abundant natural resources- substantiate the statement Distinguish between economic development and sustainable development. Poster designing.</p>	
	RURAL DEVELOPMENT Identify the need for rural development and the major issues associated with it appreciate how crucial the development of rural areas is for India's overall development • understand the critical role of credit and marketing systems in rural development • learn about the		<p>Each student will be able to:</p> <p>Analyze current economy scenario in India. Make students understand the initiatives of government in addressing it's Challenge. Familiarize student concept of current challenges facing Indian economy, especially rural development</p>	<p>Explain three non-farm areas of employment for rural population. Why is it important to develop proper storage facilities in rural areas? Why is agricultural diversification essential for sustainable livelihoods? Explain the importance of self help groups (SHGS) in rural areas.</p> <p>Quiz Alize</p>	

	importance of diversification of productive activities to sustain livelihoods				
September 2021	Government Budget and the Economy- Meaning Objectives Structure Public revenue& Public expenditure Types of deficit Meaning Objectives Structure Public revenue& Public expenditure Types of deficit	8 days	Each student will be able to: Identify the spending categories and major revenue sources in the Union budget State the various objectives of the Budget. Define fiscal policy, identifying the roles of tax rates and government spending Differentiate between the three types of budget. Identify the types of deficit Explain the various sources from which the budgetary deficits are financed	Define a Budget. Differentiate between capital receipts and capital expenditure? Budget lesson starter worksheets for a lesson introducing budgeting will be given. It includes creating a personal budget for yourself, and earning money while prioritizing needs and wants. News paper articles. Discuss latest union budget.	Class test worksheets