



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

**CLASS XII**  
**COMMERCE**

**PARENT SYLLABUS (2022-23)**  
**MARCH - DECEMBER**  
**ENGLISH**

MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
March	The Last Lesson by Alphonse Daudet	<p>Each student will be able to</p> <p>develop optimistic attitude towards life amidst many struggles.</p> <p>learn about Alphonse Daudet / history of France.</p> <p>make connections between similar situations in different storylines /life experience, such as Indians under British imperialism.</p> <p>speak about the importance of the mother tongue</p> <p>justify the title</p> <p>list down the ill effects of procrastination</p> <p>answer short and long answers</p> <p>write character sketches</p> <p>improve upon their reading and writing skills</p>	<p>Students will do the following:</p> <p>1. Write a speech on: Political enslavement is a curse on any nation as it deprives it of its identity</p> <p>2. Notice writing: announcing the discontinuation of the French language and the introduction of German language in your school</p> <p>3. <b>Art Integrated Activity:</b> 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>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 Questions</p>

March	My Mother at Sixty-six by Kamala Das	<p><b>Each student will be able to</b></p> <p>list down reasons as to why the youth today should take care of their elderly parents</p> <p>read the poem with proper tone and rhyme and develop an interest in poetry</p> <p>comment on the theme and bring out message in the poem.</p> <p>analyze the poem and identify the poetic devices</p> <p>strengthen their bond with their mother</p> <p>strengthen their vocabulary</p> <p>improve upon their reading and writing skills</p>	<p><b>Students will do the following:</b></p> <ol style="list-style-type: none"> <li>1. Write a letter as the mother, telling the daughter why she must not dwell on her personal fears.</li> <li>2. Construct an exchange of four dialogues between yourself and the poet where the latter confides in you about her fears and asks for your advice. What would your advice be, to face her fears, to ignore them or something else?</li> <li>3. <b>Art Integrated Activity:</b> Compose a short poem celebrating Mothers Day/create a poem or a song on the thought of the loss of their dear one and compare it with My Mother at Sixty-six</li> </ol>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>
March	Short Writing Skill: Notice Writing	<p><b>Each student will be able to</b></p> <p>state situations when they would draft a notice</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><b>Students will do the following:</b></p> <ol style="list-style-type: none"> <li>1. Draft a notice announcing the celebration of Earth Day on 22 April.</li> <li>2. Draft a notice disseminating information about details of events to be held during the Book Week in the school.</li> <li>3. Write a notice for your school notice board as the Cultural Secretary of your school, announcing the Investiture</li> </ol>	<p><b>Students will be assessed through:</b></p> <p>Class and home assignments</p>

		improve upon their writing skills	Ceremony of the newly appointed members of the Students' Council. to be organized in the school premises. Invent other details such as the Chief Guest, timings, date, schedule, etc.	
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
April	Lost Spring by Anees Jung	<p><b>Each student will be able to</b></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><b>Students will do the following:</b></p> <p>1. Report Writing: 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>2. Notice Writing: informing students about the 'Anti-Child-Labour Day', to be observed in their school, as the Head Boy/Girl.</p> <p><b>3. Art Integrated Activity:</b> Design a poster to create awareness about the upliftment of Seemapuri, a slum in the periphery of Delhi.</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>
April	Long Writing Skill: Report Writing	<p><b>Each student will be able to</b></p> <p>generate ideas and organize them in groups</p> <p>draft a report as per the format, with appropriate expressions and content.</p>	<p><b>Students will do the following:</b></p> <p>1. You are Shekhar/Tripta a student of A.P Public School. Principals of two schools from Pakistan visited your school as a part of cultural exchange programme. Students of the school put up a cultural show in their honour. Write a report about it for your school magazine in about 120-150 words..</p> <p>2. You are Ramesh / Reema, a staff reporter of The Times of India. You</p>	<p><b>Students will be assessed through:</b></p> <p><b>WEEKLY TEST 1 - 29.4.22</b></p> <p>Class and home assignments</p>

			witnessed a road accident involving a truck and a Maruti van in Karol Bagh. Write a report covering the incident in not more than 120-150 words.	
April	The Third Level by Jack Finney	<p><b>Each student will be able to</b></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>express themselves through writing tasks</p> <p>write character sketches</p>	<p><b>Students will do the following:</b></p> <p>1. Imagine that you come across Louisa's diary. What might you find in it about the third level? Write an article based on any one of the events from the story, The Third Level.</p> <p><b>2. Art Integrated Activity:</b> You have read about Charley's travels from the present to 1894 in, The Third Level. Now, you will create a project that includes narrative writing to describe the chain of events that happened to Charley, starting when he walked into Grand Central Station. You may create a video journal, a power point presentation, an investigating case file, etc</p>	<p><b>Students will be assessed through:</b></p> <p>Short revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
May	Long Writing Skill: Article Writing	<p><b>Each student will be able to</b></p> <p>generate ideas and organize them in groups</p> <p>write an article as per the format with appropriate expressions and content.</p>	<p><b>Students will do the following:</b></p> <p>1. Increase in the number of vehicles causes pollution and traffic jams. Write an article in 120-150 words for, 'The New Indian Express', Delhi, highlighting the urgent need to solve these man-made problems, giving suitable suggestions. You are Madhav/ Madhuri</p> <p>2. India is standing at the threshold of</p>	<p><b>Students will be assessed through:</b></p> <p>Class and home assignments</p>

			joining the developed nations but that is not possible till we achieve complete literacy in the country. The contribution of students may be very significant in achieving our goals. Write an article in 120-150 words on, The Role of the Students in Removing Illiteracy.	
May	Deep Water by William Douglas	<p><b>Each student will be able to</b></p> <p>interpret the title</p> <p>identify at least 4-5 character traits of William Douglas</p> <p>list down the values of hard work and determination</p> <p>create at least a set of three dialogues between Douglas and his instructor</p> <p>prepare oneself for crisis management</p> <p>strengthen one's decision making skills.</p> <p>enrich one's vocabulary</p> <p>write relevant answers to HOTS and value based questions from the lesson</p>	<p><b>Students will do the following:</b></p> <p><b>1. Art Integrated Activity:</b> Create a set of dialogues with four exchanges 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><b>2. Write a paragraph of about 120 words recounting any fear you had in life. Try to recollect details of what caused the fear in you, your feelings, the encouragement you got from others, or the criticisms. You could begin with the last sentence of the essay, Deep Water.</b> "At last I felt released, free to walk the trails and climb the peaks and to brush aside fear." .</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>
May	Writing Skill: Letter to the Editor	<p><b>Each student will be able to</b></p> <p>state situations when they would write letters to the editor</p> <p>provide inputs on the format and style and tone of a letter to the editor</p>	<p><b>Students will do the following:</b></p> <p>1. You are Kavita/ Kailash staying at B-101, Yamuna Vihar, Delhi. You find it disturbing that despite a ban on the use of polythene bags its use is rampant in city. Write a letter to the editor of a</p>	<p><b>Students will be assessed through:</b></p> <p>Class and home assignments</p>

		<p>draft a formal letter to the editor of a local or national daily dealing with civic or social problems</p> <p>express their views through a letter using grammatically correct sentences.</p>	<p>national daily expressing your concern about apathy of people towards environmental degradation. Also suggest ways to mobilise city dwellers for the cause of safe environment with the help of school children.</p> <p>2. You attended a career rganized programme organized by Career India. You had the opportunity of listening to professionals from various fields like food, technology, fashion technology and media management. Write a letter to the editor of a local newspaper suggesting that such programmes should be arranged in Govt. Sr. Sec. Schools. You are Sakshi/Saksham, student of Class XII.</p>	
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
July	A Thing of Beauty by John Keats	<p><b>Every student will be able to</b></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><b>Students will do the following:</b></p> <p><b>1. Art Integrated Activity:</b></p> <p>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 te central idea of the poem in mind, specify an art form that soothes your spirit and refreshes</p>	<p><b>Students will be assessed through:</b></p> <p><b>WEEKLY TEST 2 - 8.7.22</b></p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>

			<p>your mind. Create that art work and mention why it is a source of happiness to you.</p> <p><b>Examples:</b>          Composing a song, poem/singing a song/ playing a musical instrument/ painting/ sketching/reading/creating a shape poetry/dancing, etc.</p>	
July	<b>The Tiger King by Kalki</b>	<p><b>Every student will be able to</b></p> <p>acquire the knowledge of plot, events</p> <p>interpret the title</p> <p>bring out the theme of the lesson-destiny is all powerful and inevitable</p> <p>connect between crime and punishment.</p> <p>determine the importance of ecological balance.</p> <p>analyse the drawbacks of kingship and autocracy</p> <p>answer short and long answer questions based on the text.</p>	<p><b>Students will do the following:</b></p> <p>1.Design a poster to spread awareness about saving the tiger population</p> <p>2. Write a letter to the editor on the increasing cruelty towards animals. Appeal to the authorities to prohibit animal use and abuse in circus.</p>	<p><b>Students will be assessed through:</b></p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Questions</p>
July	<b>Keeping Quiet by Pablo Neruda</b>	<p><b>Each student will be able to</b></p> <p>list down the different kinds of wars fought by humans</p> <p>comment on the need of the hour to maintain peace</p> <p>justify the title</p>	<p><b>Students will do the following:</b></p> <p>1. Imagine that the world has come to an end You and your friends have survived You decide to 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</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p>

		<p>analyse the poetic devices</p> <p>list down a list of new words and look up for their meaning</p> <p>write answers to the questions from the lesson.</p>	<p>things: A map, the motto, rules to govern your society, a symbol of peace, etc.</p> <p>2. The last two years of school tend to be about planning for life after school. This can be motivating overwhelming or encouraging for some, and stressful for others. Write a diary entry recording your thoughts on the following: Neruda's ideas in 'Keeping Quiet' as a guide in this situation. Thinking differently about your decisions with reference to Neruda's Keeping Quiet.</p>	<p>Practice Worksheets</p> <p>Assignment Questions</p>
July	<b>The Rattrap by Selma Lagerlof</b>	<p><b>Each student will be able to</b></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. enrich vocabulary</p> <p>justify the title</p> <p>attempt questions based on the lesson express themselves through the writing tasks</p>	<p><b>Students will do the following:</b></p> <p>Imagine that you overheard the interaction between the valet and the housekeeper at the ironmaster's mansion at the end of the story. Write your response in the form of an entry in your daily journal.</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
July	<b>Formal and Informal</b>	<b>Each student will be able to</b>	<b>Students will do the following:</b>	<b>Students will be assessed</b>



	<b>Invitations &amp; Replies</b> (Acceptance and Regret)	enhance their creative skills  draft – formal & informal invitations, letters of acceptance & regret express themselves through writing tasks	draft invitations and give replies to them  .	<b>through:</b>  Class and home assignments
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>August</b>	<b>Journey to the end of the Earth by Tishani Joshi</b>	<b>Each student will be able to</b>  analyse the geological phenomenon that helps one to know about the history of humankind  list down the indications for the future of humankind  reason out why Antarctica is the place to go to, to understand the earth's present, past and future	<b>Students will do the following:</b>  1. Imagine an interview where Green is asked to explain more about his work and why he decided to initiate programs for students. Keeping both Green and the interviewer's perspectives in mind, pen down this interview.  2. Imagine you are the narrator writing to your parents back home telling them about your experience in Antarctica and how it is similar to that back home in some ways.	<b>Students will be assessed through:</b>  Short Revision Test through Google forms  Practice Worksheets  Assignment Long Answer Questions
<b>August</b>	<b>Indigo by Louis Fischer</b>	<b>Each student will be able to</b>  comment on the theme  learn more about the Champaran Movement  analyze Gandhi's role in helping peasants comment on the sharecropping agreement  draft a character sketch of Rajkumar Shukla	<b>Students will do the following:</b>  1. Write a speech on: 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.  2. Let us assume it was Rajendra Prasad who informed Charles Freer Andrews of Gandhi's decision and the	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Practice Worksheets  Assignment Long Answer

		<p>comment on Gandhi's influence on the lawyers</p> <p>develop self - reliance, confidence, sense of sacrifice and sensibility</p> <p>make a list of new words and phrases learnt</p> <p>write answers to the questions from the lesson.</p>	<p>reasons for other leaders' support of him. Thinking creatively of how Andrews would have responded, pen down the discussion you think would have taken place between Rajendra Prasad and Andrews.</p>	<p>Questions</p>
August	<b>A Roadside Stand by Robert Frost</b>	<p><b>Each students will be able to</b></p> <p>bring out the callous attitude of the rich towards the poor</p> <p>bring out the poet's urge for sympathy for rural people and analyse the title</p> <p>comment on the theme- reality of class difference between the city rich and the rural poor</p> <p>comment on the rhyme scheme and the stanza division</p>	<p><b>Students will do the following:</b></p> <p>1. Your school is going to conduct a symposium on the issue, Rural Urban Divide, for the students of Class XII. Draft a notice for the school notice board.</p> <p>2. Imagine a child from the farmer's family migrates to the city for their education. As the child, write back to your family telling them whether you would or would not want to turn into a city-person. Use the context of the poem "A Roadside Stand" in mind to pen down this letter.</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
August	<b>Writing Skills Job Application</b>	<p><b>Each student will be able to</b></p> <p>draft job applications and resume as per the format learnt</p> <p>write resumes/ bio-data/ curriculum vitae</p> <p>express themselves in grammatically correct language</p>	<p><b>Students will do the following:</b></p> <p>1. You are Anand/Arti of 14, Model Town, Delhi. You have seen an advertisement in The Hindu for the post of Chief Chef in a 5-Star Hotel. Apply for the job with complete biodata. Write in 120-150 words.</p> <p>2. You are Prem/Parul of 16, TT Nagar,</p>	<p><b>Students will be assessed through:</b></p> <p>Class and home assignments</p>

		improve upon their writing skills	Bhopal. You would like to apply for the post of Marketing Manager in a reputed firm in Mumbai. Write a letter to the Public Relations Officer, Chantac Enterprises, Mumbai, applying for the job. Write the letter in 120-150 words giving your biodata.	
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
September	Poets and Pancakes by Asokamitran	<p>Each student will be able to</p> <p>analyze and justify the title</p> <p>comment on the humour used and the theme of the lesson</p> <p>bring out the struggle that Ashokmitran went through</p>	<p><b>Students will do the following:</b></p> <p>1. You must have met some interesting characters in your neighbourhood or among your relatives. Write a humorous account about their idiosyncracies</p> <p>2. Create a collage or a cartoon strip: Collect about twenty cartoon strips from newspaper and magazines in any language to discuss how important people or events have been satirized Comment on the use of words and pictures used. You may also create a comic strip on the same lines.</p>	<p><b>Students will be assessed through:</b></p> <p><b>MID - TERM EXAMINATION- 21.9.22 - 30.9.22</b></p> <p>Short revision test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
September	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>comment on the title</p>	<p><b>Students will do the following:</b></p> <p>1. <b>Art Integrated Activity:</b> Add a stanza to the poem</p> <p>2. No two individuals will be similar and will think alike. Each has to accept the other with their differences. When one is</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p>

		<p>empathize with Aunt Jennifer's problems and seek resolution.</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>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.</p>	<p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
September	<b>The Enemy by Pearl S. Buck</b>	<p><b>Each student will be able to</b></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>Comment on the significance of professional ethics and social obligation in sensitive times.</p> <p>express themselves through writing tasks</p>	<p><b>Students will do the following:</b></p> <p>You recently watched an interview of one of the doctors who serves for the organisation named, 'Doctors without Borders'. This organisation serves people in remote corners of the world which are affected by civil strife, poverty and lack medical facilities. You were impressed with the dedication, compassion and professional ethics of this doctor. Write an article for an e-zine expressing the need for more such people in the world to serve selflessly.</p>	<p><b>Students will be assessed through:</b></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	<b>On the Face of It by Susan Hill</b>	<p><b>Each student will be able to</b></p> <p>bring out the theme</p> <p>justify the title</p> <p>build up optimism and self-confidence.</p> <p>fight out their loneliness, depression and disappointment.</p>	<p><b>Students will do the following:</b></p> <p>Imagine that the encounter with Mr. Lamb marked a turning point in Derry's life. Many years later, Derry is invited to present a TED Talk on the challenges he faced and overcame. He thinks about the bitterness he carried earlier towards people and the world, and how his attitude changed. He decides to speak about the transformation in his relationship with himself, and</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p>

		<p>accept the physically challenged people positively in their life and expand their social interaction</p> <p>express themselves through an article writing</p>	<p>understanding what kindness towards oneself might actually means. He agrees to weave his speech on 'Not the face of a victim'. As Derry, create the speech draft for the TED Talk.</p>	<p>Assignment Long Answer Questions</p>
MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
October	The Interview by Christopher Silvester	<p><b>Each student will be able to</b></p> <p>learn about the technique of 'interview' as a new way of interrogating.</p> <p>list down the use of linkers and signallers while conducting an interview</p> <p>give reasons why Umberto Eco likes/does not like being interviewed</p> <p>analyse why the novel, The Name of the Rose is a great success</p>	<p><b>Students will do the following:</b></p> <p>1. Report Writing: produce a short report of the interview conducted by Mukund Padmanabhan using the salient points</p> <p>Review and revise sample interview questions. Brainstorm questions for an interview. Conduct and record an interview.</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
October	Going Places by A.R. Barton	<p><b>Each student will be able to</b></p> <p>List down the differences between them that show up between Sophie and Jansie in the story</p> <p>describe the character and temperament of Sophie's father</p> <p>analyse why Sophie liked her brother Geoff more than any other person</p>	<p><b>Students will do the following:</b></p> <p>1. Imagine Sophie's father finds out about Sophie's going to the canal to meet Danny Casey which leads him to think that she has lied to everyone about the whole affair. He is infuriated and prohibits Sophie from going anywhere except to school. As Geoff, write a diary entry disapproving of your father's punishment by citing your</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>

		draft character sketches	<p>reasons for being sympathetic to Sophie.</p> <p>2. I cannot get myself to stand with father in his tirade against Sophie. Sure, she is not the most... ii Imagine Sophie meets Danny Casey after several years. Write a dialogue exchange between them where Sophie explains what that meeting means to her.</p>	
October	Memories of Childhood By Zitkala-Sa and Bama	<p><b>Each student will be able to</b></p> <p>find out the commonality of theme found in the two distant cultures in the account</p> <p>analyse how injustice in any form cannot escape being noticed even by children</p> <p>comment on Bama's experience as a victim of the caste system.</p> <p>analyse the kind of discrimination that Zitkala-Sa experiences</p>	<p><b>Students will do the following:</b></p> <p>1. Imagine Zitkala- Sa and Bama meet each other. They both share their experience of being from marginalised communities. They reflect on instances of oppression they faced and how those instances proved to be the source of strength to fight against such oppression. Write down their discussion in a creative way, with reference to their experiences.</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision Test through Google forms</p> <p>Practice Worksheets</p> <p>Assignment Long Answer</p>

November	Revision	<p><b>Each student will be able</b></p> <p>revise all lessons from the literature section</p> <p>revise formats and content of all writing tasks</p> <p>practise case based passages</p>	<p><b>Students will do the following:</b></p> <p>revise all lessons from the literature section</p> <p>revise formats and content of all writing tasks</p> <p>practise case based passages</p>	<p><b>Students will be assessed through:</b></p> <p><b>Revision Test - 21.11.22 - 30.11.22</b></p>
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December	Revision	<p><b>Each student will be able to</b></p> <p>revise all lessons from the literature section</p> <p>revise formats and content of all writing tasks</p> <p>practise case based passages</p>	<p><b>Students will do the following:</b></p> <p>Attempt questions from all sections of the question paper</p>	<p><b>Students will be assessed through:</b></p> <p><b>Pre -Board Examination - 28.12.22 - 18.1.23</b></p>
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### Class : XII Mathematics

Month	No. of Periods/ topics covered	Learning outcome	Activities	Assessment
March- 9 Days	<p>Chapter 5 - Continuity and Differentiability</p> <p>*Chain Rule, product Rule and Quotient Rule – Recapitulations (1 day)</p> <p>*Implicit and Inverse trigonometric function Derivatives (3 days)</p> <p>*Logarithmic Differentiation(5 days)</p>	<p>Each child will be able to</p> <p>*apply the concept of continuity to check whether a function is continuous or not</p> <p>*recall the chain , quotient, product rule</p> <p>*find the derivative of inverse Trigo functions</p> <p><b>**</b>perceive the concept of Logarithmic differentiation &amp; parametric function</p>	<p>*Ex 5.3 and Ex 5.5 - Few Questions will be done in the class.</p> <p>*Students will read the given flowchart and create their own once the topic is done</p> <p>*Students will read the solved examples of NCERT</p> <p>*Assignment containing questions from exemplar and previous board paper will be given and Level 2 and level 3 questions will be done in the class</p> <p>Students will be asked to solve the questions from this link</p> <p><a href="http://epathshala.nic.in/watch.php?id=606">http://epathshala.nic.in/watch.php?id=606</a></p>	<p>Through small tests in fundamentals</p> <p>Class work</p> <p>Home work</p> <p>Class test- Logarithmic Differentiation</p> <p>Google Form</p> <p>Oral test</p> <p>Oral Questioning will be done to check the understanding of the concept</p>



April (18 Days)	<p>Chapter 5 - Continuity and Differentiability Continued</p> <p>*Parametric Differentiation(1 day)</p> <p>*Higher order Derivatives(2 days)</p> <p>*Continuity of a function(3 days)</p> <p>*Differentiability(1 day)</p> <p>Assignment (1 day)</p>	<p>Each child will be able to</p> <ul style="list-style-type: none"> <li>*recall the properties of logarithms</li> <li>*differentiate the parametric form</li> <li>*find the higher order derivative of functions</li> <li>*recall the concept of limits</li> <li>*define a continuous function</li> <li>*apply the concept of continuity to check whether a function is continuous or not</li> </ul>	<p>Links of videos - shared with them to watch and understand the concept</p> <p>Interesting Assessment activities will be done in the class and few will be given as HW such as kahoot, quizizz, pose games to keep them involved with the content.</p> <p>5 marker short test will be given to the students during the class to check their understanding of the concept.</p> <p>*Students will read the given flowchart</p> <p>*Students will read the solved examples of NCERT</p> <p>*Quizzes</p> <p>* Assignment based on continuity and differentiability</p> <p>* NCERT Ex 5.6, 5.7 and Misc exercise will be done in the class.</p>	<p>*Classwork and Homework done on the regular basis</p> <p>*Small test in fundamentals</p> <p>*Quizizz</p> <p>* Oral Discussion</p> <p>*Oral Questioning will be done to check the understanding of the concept using AMP technique</p> <p>*10 Marker Google form will be given to evaluate the learning of concept</p> <p>*Assignment based on Continuity and Differentiability will be assigned to the students in class and Level 1 &amp; 2 questions will be assessed through the work done in the worksheets</p> <p><b>Activity</b> Art Integration Activity- Funnier side of exponential and logarithmic function</p>
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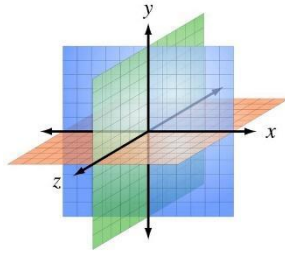
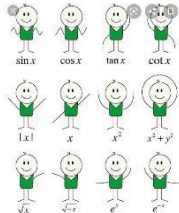
	<p>Chapter 6 - Application of Derivatives Increasing Decreasing Function(3 days)</p> <p><b>Tangents and Normal (3 days- Already done)</b></p> <p>Rate of Change(2 Days) Revision of Determinants</p>	<p>*recall the concept of rate of change of variable *identify the function to be <math>\uparrow</math> and <math>\downarrow</math></p> <p>*find the intervals when the function is increasing or decreasing. * find the rate of change</p> <p><b>*recall the relation of derivative at a point with the slope of tangent</b> <b>*equation of tangent and normal</b></p>	<p>Analyse limit of a function <math>f(x)</math> at <math>x=c</math> and check the continuity at that point.</p> <p>Assignment and Formulae discussed.</p> <p>NCERT and Assignment discussed in class</p> <p>Ex 6.1 and 6.2 will be done in the class.</p> <p>5 marker short test will be given to the students during the class to check their understanding of the concept.</p> <p>*Students will read the given flowchart</p> <p>*Students will read the solved examples of NCERT</p> <p>*Quizzes</p> <p>* Assignment based on continuity and differentiability</p>	<p>Oral Questioning</p> <p>Assignments</p> <p>Google forms based on Application of Derivatives will be given for self evaluation</p> <p>Weekly test will be conducted to assess the learning of the concept</p>
May (18 days)	<p>Chapter 6 - Application of Derivatives</p> <p>Maxima Minima (8 days)</p> <p>Chapter 7- Integration</p> <p>Introduction- *Difference between integration and differentiation(1 day)</p> <p>*Integration by substitution (3 day)</p>	<p>Each child will be able to</p> <p>*calculate the point of max/min in a given interval *differentiate btw absolute max/min and local max/min *apply the theory of max/min to solve word problems *evaluate the approximate values using the concept of derivatives</p> <p>define the concept of anti derivative *learn the integral of basic functions by the method of inspection</p> <p>*learn the integral of basic functions by</p>	<p>Art Integration: Construction of an open box of maximum volume from a given rectangular sheet by cutting equal square pieces from each corner. NCERT Ex 6.5 ,7.1, 7.2, 7.3 and 7.4- Few questions will be done in the class and Assignment will be discussed in class through</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 will be done to check the understanding of the concept through an AMP box</p> <p>*10 Marker Google form will be given to evaluate the learning of concept</p> <p>* Worksheet</p> <p>*Formula Test</p> <p>Assessment through an activity based on Maxima</p>

	<p>*Integration of Trigonometric function (4 days)</p> <p>*Special Integrals (2 days)</p>	<p>the method of inspection</p> <p>*integrate by substitution</p> <p>*apply the method of substitution to solve problems of integration by using trigonometric identities</p>		<p>Minima</p> <p>Weekly Test 06.05.2022</p> <p>Syllabus: Determinants,</p> <p>Continuity and Differentiability</p> <p>AOD: Tangent and Normals</p>
July(20 days)	Chapter 7 - Integrals (13)	<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>*apply the method of substitution of substitution to solve problems of integration by using trigonometric identities</p> <p>*derive the solution of special integrals</p> <p>*apply the method of by parts and partial fractions to solve problems</p> <p>*perceive the concept of definite integral of a function</p> <p>*apply the properties of</p> <p>*definite integrals in solving problems</p>	<p>NCERT – Chapter 7</p> <p>Important Questions</p> <p>Will be done in the class and Assignment will be discussed in class through Google Meet</p> <p>Solve assignment- Integration</p> <p>Students will watch the relevant video at home</p> <p>Formulae sheet will be shared with the students</p> <p>Activity- Evaluate the definite Integral as limit of sum and verify by actual Integration.</p>	<p>Through small tests in fundamentals</p> <p>Google Form</p> <p>Practice Paper</p> <p>Oral Questioning</p> <p>Weekly Test- 15.07.22</p> <p>Syllabus</p> <p>Chapter 6- Application of Derivatives</p> <p>Chapter 7- Integrals (Indefinite)</p>

July(20 days)	Chapter 8- Application of Integration ( 7 Days)	Each child will be able to: *draw the curve *find the point of intersection *identify the area to be calculated *calculate the area bounded by the curves such as lines, ellipse, parabola, circle.	Solve assignment- Integration Application of Integrals	Oral Questioning  Submission of work  Class participation  5 Marker Class test will be conducted evaluate the learning of concept
August (19 days)	Chapter 9- Differential Equations (8 Days)	Each child will be able to *define a differential equation. Its order and degree *form the differential equation whose general solution is given  *solve the differential equation using the method of separating variables *define a homogenous differential equation *identify a linear differential equation *solve a linear differential equation ( $dy/dx + Py=Q$ )	Solve Exercises from chapter 9 (NCERT)  Solve assignment- Differential Equations  Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises Students will solve Exercises from chapter 9 (NCERT)  Formulae sheet will be shared with the students  NCERT – Students will watch the relevant video at home  Board Paper Questions will be practiced in class	Through small tests in fundamentals Google Form  Assessment through Google Forms, Oral Questioning, Work sent in the google classroom.  Online Quiz: MCQs 10QsX1m=10m
August (19 days)	Chapter 2 - Inverse Trigonometric Functions(4)	Each child will be able to  *evaluate the domain / range of inverse trigo functions	Links of videos - shared with them to watch at	Oral Questioning  Assignments

		<p>*perceive the concept of principle branches</p> <p>*sketch the graphs of inverse trigo functions.</p>	their own pace	<p>Homework given and discussed in the class</p> <p>Google quiz - Inverse Trigonometry</p>
August (19 days)	Chapter- Linear Programming Problem (4 Days)	<p>Each child will be able to</p> <p>*define an L.P.P, objective function, constraints, feasible region, feasible solution</p> <p>*find the feasible region.</p> <p>*solve an L.P.P using Corner point method</p>	<p>NCERT –</p> <p>Students will watch the relevant video at home</p> <p>read Ncert examples at home</p> <p>Assignment</p> <ul style="list-style-type: none"> <li>Linear Programming Board Questions</li> </ul> <p>Experiential Learning-Formulate a linear programming problem to manufacture chocolates and attain maximum profit.</p>	<p>Oral Questions</p> <p>Google Form for diagnosing the learning gaps</p>
August (19 days)	Chapter- 13 Probability (3 days)	<p>Each child will be able to</p> <p>*define probability, random exp, event, sample space</p> <p>*recall the fundamental principle of addition and multiplication</p>	<p>Experiential Learning- *Identify the role of probability in Casino games</p> <p>* Probability of Patients recovering from Covid 19 in Delhi in August 2020</p>	<p>Oral Questioning</p> <p>Submission of work</p> <p>Class participation</p>
September (22 days)	Chapter 13 Probability (5 Days)	<p>Each child will be able to</p> <p>*list the various types of events</p> <p>*differentiate btw independent and mutually exclusive events</p> <p>*perceive the concept of reverse probability</p> <p>*learn the Baye's theorem</p> <p>*define a random variable</p> <p>**apply the concept of random variable in finding mean and variance</p>	<p>NCERT Questions based on Probability will be done in the class</p> <p>Students will watch the relevant video at home</p> <p>Assignment on Probability given to the students</p> <p>Experiential Learning- *Identify the role of probability in Casino games</p> <p>* Probability of Patients recovering from Covid 19 in Delhi in August 2020</p> <p>Activity- students will explain the computation of conditional Probability</p>	<p>Through small tests in fundamentals</p> <p>Venn – Diagrams</p>

September (22 days)	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.	<u>Mid Term Examination-</u> <u>(21.02.2022-30.09.2022)</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
October (13 days)	Concept- Vectors (5 Days)	Each child will be able to *define a vector differentiate btw *vector and scalar list the various types of vectors *differentiate btw direction cosines/ratios *define scalar product of vectors *apply the scalar product concept in solving questions *define vector product of vectors *apply the vector * product concept in solving problems *evaluate the projection of a vector on another vector *find scalar triple product of given vectors.	Read Ncert examples at home  Assignment • Vectors  Question from last year Board Exams  Experiential Learning- Physical significance of cross and dot product.  Solving Questions Activity- To verify that the angle in a semi circle is right angle.	Through Google Forms  Practice Paper
October (13 days)	Chapter 11- Three Dimensional Geometry (4 Days)	<u>Three Dimensional Geometry</u> *recall the concept of 3-D *list the various forms of line *apply the various equations of line in solving problems *define skew lines *calculate the distance btw two lines-skew and parallel lines *list various equations of plane ***angle between two lines, two planes, line and	<u>Activity-</u> To verify that the angle in a semi circle is right angle.  Students will watch Don't memorise videos and NROER videos  Research about skew lines Lab activity- Distance between two points.	Through small tests in fundamentals  Google Form  Oral Questioning  Assignments

		a plane	<p>visualization of Three Dimensional Geometry</p> 	<p>Board Year Paper Practice</p> <p>Practice Paper</p>
October (13 days)	Concept-Relation and Function (4 Days)	<p>each child will be able to</p> <ul style="list-style-type: none"> <li>*recall the definition of a function and relation</li> <li>*list the various types of relations</li> <li>*prove a relation to be an equivalence relation</li> <li>*evaluate the domain / range of given functions</li> <li>*perceive the concept of composite functions</li> <li>*evaluate the inverse of a function</li> </ul>	<p>Experiential Learning- Students will demonstrate a function which is neither one one nor onto</p> <p>Art Integration: Various forms of functions</p> <p>Dancing Math:</p> 	<p>Assignment Relation Functions</p> <p>Questions from last year Board Paper</p> <p>Discussion</p> <p>Lab activity(5 Marks)</p>
November, December, January	<p>*Revision of the concepts,</p> <p>*Revision Exam,</p> <p>*Preboard Examination</p> <p>*Practical's (Complete Syllabus)- NCERT book 1 and book 2</p>	Each child will be solving the important questions from NCERT, Exemplar and the assignment	<p>Solving questions from previous years board question papers</p> <p>Sample Papers based on new pattern</p>	<p>Revision Test (21.11.2022- 30.11.2022)</p> <p>Preboard Exam (28.12.2022- 18.01.2023)</p> <p>Small tests in fundamentals</p> <p>Oral Questioning,</p> <p>Assignments,</p> <p>Board Year Paper Practice</p>

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## ECONOMICS

Month	Topics covered	Learning	Activites	Assessments
March	Government Budget (8 days)	<p>Each student will be able to:</p> <p>Identify the spending categories and major revenue sources in the Union budget</p> <p>State the various objectives of the Budget.</p> <p>Define fiscal policy, identifying the roles of tax rates and government spending</p> <p>Differentiate between the three types of budget.</p> <p>Identify the types of deficit</p> <p>Explain the various sources from which the budgetary deficits are financed</p>	<p>Differentiate between capital receipts and capital expenditure?</p> <p>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.</p>	Worksheet
April	Indian Economy 1950-1990 (7 days)	<p>Each student will be able to:</p> <p>The importance of planning in life-Individual as well as an economy</p> <p>To comprehend the meaning of planning by think pair and share method.</p> <p>Identify the goals of five year plan</p> <p>Analyze the importance of planning in development and the achievements as well as the failures of planning</p>	<p>Explain the goals of planning.</p> <p>The progress of the Indian economy during the first five year plan was impressive. Justify.</p> <p>Critically evaluate the licensing system and import substitution closed under the industrial and trade policies</p>	Worksheet
	New Economic policy 1991 (7 days)	<p>Each student will be able to:</p> <p>Identify and discuss the causes for the adoption of the New Economic policy.</p> <ol style="list-style-type: none"> <li>1. Critically understand the background of the reform policies.</li> <li>2. Critically point out the mechanism through which reform policies were introduced.</li> <li>3. Discuss the causes for the adoption of the New Economic policy.</li> <li>4. Comprehend the process of globalization and its implications for India.</li> <li>5. Be aware of the impact of the reform process in various sectors.</li> <li>6. Identify and discuss the causes for the adoption of the New Economic policy.</li> </ol>	<p>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 alongside the government bus services? Why has the private transport increased?</p> <p>Conduct a survey (Analysing)</p> <p>Names of banks- private, private foreign, nationalized banks.</p> <p>Loss making companies to be nationalized-discussion.</p>	Worksheet
	Money and Banking (Contd. In May – 5 days)	<p>Each student will be able to:</p> <p>Each student will be able to:</p> <p>Comprehend the meaning of money and its functions.</p> <p>Supply of money and its measures.</p> <p>Develop the understanding of money creation by commercial banks and functions of central banks.</p> <p>Explain the process of credit creation by commercial banks.</p>	<p>Identify different banks from logos.</p> <p>Able to identify a fake currency from genuine one.</p> <p>Cheque activity – Issue a cheque according to given information.</p> <p>Understand how important is RBI for the country and how it controls the supply of money</p>	<p>Worksheet.</p> <p>Class test.</p>



			in the economy.	
May	National Income Accounting  (Contd. In July – 15 days)	Each student will be able to: Define consumer good and capital good. Define final good and intermediate good. Categorise different goods into consumer, capital, final or intermediate good. Draw the circular flow of income. Analyze the circular flow of income. Discover the flow of income in various sectors Categorise items for different methods for the measurement of national income Define income method Know expenditure method Classify factor income	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?	Worksheet  Class test
July	Human Capital Formation (6 days)	Each student will be able to: Role of human capital formation Problems Factors affecting human capital Each student will be able to identify the importance of human capital formation. Identify the ways its done. Comprehend the difference between human development and capital formation. Critically appraise the current education scenario. The concepts of Human Resource, Human Capital Formation and Human Development The links between investment in human capital, economic growth and human development The need for government spending on education and health  The state of India's educational attainment.	What are the two major sources of human capital formation in a country? <u>What are the indicators of educational achievement in a country?</u> <u>Why do we observe regional differences in educational attainment in India?</u> In your view, is it essential for the government to regulate the fee structure in education and health care institutions? If so ,why? EACH ONE TEACH ONE-Discussion on the initiative taken in the country. Discuss Skill Development programmes initiated by the government. 'Education commission 1964-66 had recommended that at least 6 percent of GDP must be spent on education. How far has India been able to achieve the goal? What is human capital? Explain the role of human capital in economic development.	Worksheet
August	Theory of income and employment (15 days)	Each student will be able to: Explain the components of Aggregate Demand Explain Consumption Function Explain Savings Functions Determination of Equilibrium by AD AS approach and S I approach. Explain Multiplier Explain Excess Demand	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	Worksheet


		<p>Explain Deficient demand</p> <p>Explain Monetary Policy</p> <p>Explain fiscal policy</p>	<p>is savings?</p> <p>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?</p> <p>In an economy planned spending is greater than planned output.</p> <p>Explain all the changes that will take place in the economy.</p> <p>How can the following be treated to correct excess demand-(i) Bank Rate (ii) Cash Reserve Ratio</p> <p>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>	
	Rural Development (5 days)	<p>Each student will be able to:</p> <p>Analyze current economy scenario in India.</p> <p>Make students understand the initiatives of government in addressing it's Challenge.</p> <p>Familiarize student concept of current Challenges facing Indian economy, especially rural development</p> <p>Understand rural development and the major issues associated with it</p> <p>Appreciate how crucial the development of rural areas is for India's overall development</p> <p>Understand the critical role of credit and marketing systems in rural development</p> <p>Learn about the importance of diversification of productive activities to sustain livelihoods Understand the significance of organic farming in sustainable development.</p>	<p>Explain three non-farm areas of employment for rural population.</p> <p>Why is it important to develop proper storage facilities in rural areas?</p> <p>Why is agricultural diversification essential for sustainable livelihoods?</p> <p>Explain the importance of self help groups (SHGS) in rural areas.</p> <p>Quiz</p> <p>Role play</p>	Worksheet
September	Balance of Payments and Foreign Exchange (6 days)	<p>Each student will be able to</p> <p>Define foreign exchange</p> <p>Understand Balance of Payments</p> <p>Determine the rate of exchange</p> <p>Give reasons for the fluctuations in foreign exchange.</p> <p>Explain why a deficit in the current account of the balance of payments may result in downward pressure on the exchange rate of the currency.</p> <p>Explain why a surplus in the current account of the balance of payments may</p>	<p>Is purchasing power of currency is stable or unstable. Role of Depreciation; Devaluation; Appreciation and Revaluation in Exports and Imports For balancing Balance of Payment Account.</p>	Worksheet



		result in upward pressure on the exchange rate of the currency.		
October	Employment (5 days)	<p>Each student will be able to :</p> <p>Understand a few basic concepts relating to employment such as 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 government.</p>	<p>Provision of employment opportunities is the only stable solution to the problem of poverty. Do you agree to this statement? Comment</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>	Worksheet
	Environment (5 days)	<p>Each student will be able to:</p> <p>Discuss Current Scenario of pollution and its effect on Indian farmers.</p> <p>Discuss Pollution in India</p> <p>Find solutions to the problems.</p> <p>Importance and Functions of environment</p> <p>Functions</p> <p>Problems, Causes and State of degradation of environment.</p> <p>Sustainable development</p>	<p><b>Song or Lyrics.</b></p> <p>Allow students to showcase talent and simultaneously learn. Content is through preparing songs and lyrics.</p> <p>India has abundant natural resources- substantiate the statement Distinguish between economic development and sustainable development.</p> <p>Poster designing.</p>	Worksheet
	Comparative study (6 days)	<p>Each student will be able to :</p> <p>Analyse India's relation with neighbouring countries, its development vis a vis development experience of neighbours.</p>	<p>Some value-based questions and PISA based questions related to lesson.</p> <p><b><u>DEBATE AND DISCUSSION</u></b></p> <p>News paper articles. Relate present relations between the 3 countries</p>	Worksheet
November	Revision			
December	Pre board Exam			
January 2023	Revision and Pre board			
February	Revision			



## BUSINESS STUDIES

MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
March	Nature and significance of management (7 classes)	<p><b>Each student will be able to:</b></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> <p>(viii) Appreciate the nature and importance of coordination.</p>	<ul style="list-style-type: none"> <li>• narrated a story to give concept and functions of management</li> <li>• you tube links shared for flipped class</li> <li>• Handout for class discussion:               <ul style="list-style-type: none"> <li>(i) Management as a science and an art</li> <li>(ii) Management as a profession</li> <li>(iii) coordination is an essence of management</li> </ul> </li> <li>• participation in group discussion:               <ul style="list-style-type: none"> <li>(i) Is management an art, science &amp; profession?</li> <li>(ii) management functions are interrelated and overlapping with each other (in reference to their school)</li> </ul> </li> <li>• brain storming---               <ul style="list-style-type: none"> <li>(ii) Is management a full-fledged profession?</li> <li>(ii) coordination is an essence of Management</li> </ul> </li> <li>• students are asked to find out key words from the case studies</li> <li>• students are asked to highlight the key words / key lines of NCERT text book</li> <li>• asked students to make flow chart</li> </ul>	<ul style="list-style-type: none"> <li>• assessment through MCQs</li> <li>• assessment based on case based / source-based questions.</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>


	<b>Principles of management (2 periods)</b>	<b>Each Student will be able to:</b> <ul style="list-style-type: none"> <li>state the meaning, nature and significance of principles of management</li> </ul>	<ul style="list-style-type: none"> <li>google quiz</li> <li>students are asked to find out key words from the case studies</li> <li>students are asked to highlight the key words / key lines of NCERT text book</li> <li>students will select an outlet and find out applicability of Henry Fayol's principle.</li> <li>you tube links shared for flipped class</li> <li>students will read the flowchart given and create their own once the topic is done</li> </ul>	<ul style="list-style-type: none"> <li>assessment through MCQs</li> <li>assessment based on case based / source-based questions.</li> <li>oral questions</li> <li>practice worksheet</li> <li>practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>
<b>April</b>	<b>Principles of Management (6 periods)</b>	<b>Each student will be able to:</b> <ol style="list-style-type: none"> <li>explain Fayol's principle of management.</li> <li>elaborate the principles of scientific management.</li> <li>apply the techniques of scientific management</li> <li>compare research work of Taylor and Fayol</li> <li>appreciate the contribution of F.W. Taylor and Henry Fayol in the development of management</li> </ol>	<ul style="list-style-type: none"> <li>brain storming –             <ol style="list-style-type: none"> <li>how management principles are derived?</li> <li>cause &amp; effects of principles of management</li> </ol> </li> <li>Handout for class discussion: Henry Fayol and F.W. Taylor</li> <li>visit to kitchen / library to find out the kind of principles applied.</li> <li>students are asked to find out key words from the case studies</li> <li>students are asked to highlight the key words / key lines of NCERT text</li> </ul>	<ul style="list-style-type: none"> <li>assessment through MCQs</li> <li>assessment based on case based / source-based questions.</li> <li>oral questions</li> <li>practice worksheet</li> <li>practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>

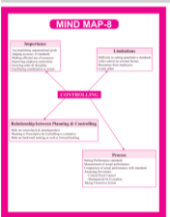
			<p>book</p> <ul style="list-style-type: none"> <li>• students will select and visit an outlet / website and observe whether principles of management are followed or not followed. Analysis will be presented by taking various tools. (CBSE project)</li> <li>• Art integration activity: students to take any dimension of environment and collect information. They will present their analysis in the form of a digital collage / poster</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	
	<b>Management and business environment (6 periods)</b>	<b>Each Student will be able to:</b> <ul style="list-style-type: none"> <li>(i) explain the meaning of Business environment.</li> <li>(ii) discuss the importance of business environment.</li> <li>(iii) describe the various elements of business environment.</li> <li>(iv) examine the economic environment in India and the impact of Government policies on business and industry with special reference to liberalization, privatization and globalization.</li> <li>(v) discuss the impact of Legal, Political and social environment on business</li> <li>(vi) categorizes dimensions of business environment in managing business effectively</li> </ul>	<ul style="list-style-type: none"> <li>• students are asked to find out key words from the case studies</li> <li>• read newspapers and discuss real life examples for dimensions of business environment</li> <li>• discussion with real life examples on impact of business environment on business and industry</li> <li>• students are asked to highlight the key words / key lines of NCERT text book</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul>	<ul style="list-style-type: none"> <li>• assessment through MCQs</li> <li>• assessment based on case based / source-based questions.</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>

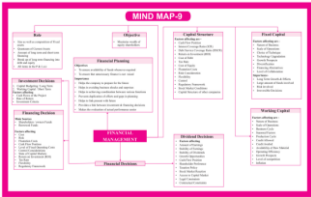
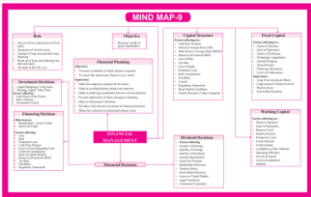
				
	<b>Planning (4 classes)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>(i) state the concept of planning.</li> <li>(ii) appreciate the importance of planning.</li> <li>(iii) realize the limitations of planning.</li> <li>(iv) explain the process of planning.</li> <li>(v) differentiate between strategy, objectives, policy, procedure, method, rules, budget and programs.</li> </ul>	<ul style="list-style-type: none"> <li>• google quiz</li> <li>• students are asked to make a plan for a picnic and discuss</li> <li>• Handout for class discussion: Types of plan – single use and standing use</li> <li>• discussion on difference between various types of plans with real life examples</li> <li>• students are asked to highlight the key words / key lines of NCERT text book</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>• assessment through MCQs</li> <li>• assessment based on case based / source-based questions.</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>
	<b>Organizing (6 classes)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>(i) appreciate the importance of organizing.</li> <li>(ii) elaborate the steps in the process.</li> <li>(iii) describe functional and divisional structures of org.</li> <li>(iv) explain formal and informal organization.</li> <li>(v) define delegation and decentralization.</li> <li>(vi) appreciate the importance of delegation and decentralization.</li> <li>(vii) differentiate between delegation and</li> </ul>	<ul style="list-style-type: none"> <li>• google quiz</li> <li>• Participation in discussion (formal &amp; informal organization)</li> <li>• Students to take a tour of school and find out system of functioning based on hierarchy</li> <li>• Handout for class discussion: delegation and decentralization</li> <li>• Students will observe organizational skills of their home</li> <li>• students are asked to highlight the key</li> </ul>	<ul style="list-style-type: none"> <li>• assessment through MCQs</li> <li>• assessment based on case based / source-based questions.</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>


		decentralization.	<p>words / key lines of NCERT text book</p> <ul style="list-style-type: none"> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	
May	Staffing (20 classes)	<p><b>Each student will be able to:</b></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.</p> <p>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"> <li>• google quiz</li> <li>• brain storming - Internal source of recruitment is better than external source of recruitment</li> <li>• group discussion on 'training increases skills, development increases aptitude'</li> <li>• find out from your family members &amp; relatives, different kinds of training received &amp; their benefits.</li> <li>• discussion on selection process of a teacher</li> <li>• students are asked to highlight the key words / key lines of NCERT text book</li> <li>• students are asked to relate bring real life examples of recruitment, selection and training and discuss</li> </ul> 	<ul style="list-style-type: none"> <li>• assessment through MCQs</li> <li>• assessment based on case based / source-based questions.</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>
July	Directing (15 classes)	<p><b>Each Student will be able to:</b></p> <p>(i) explain the concept of directing and its importance in business organisations</p> <p>(ii) explain the meaning of supervision</p>	<ul style="list-style-type: none"> <li>• google quiz</li> <li>• Brain storming (i) role of supervisors to be abolished, or no?</li> <li>(ii) are leaders born or made</li> </ul>	<ul style="list-style-type: none"> <li>• assessment through MCQs</li> <li>• assessment based on case based / source-based questions.</li> </ul>




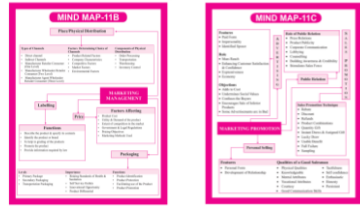

		<p>(iii) find out its importance in management</p> <p>(iv) explain the meaning of motivation</p> <p>(v) find out its importance in business management</p> <p>(vi) explain Maslow's theory of hierarchy of needs and its application to motivation of employees in an organisation</p> <p>(vii) differentiate between financial incentives and non-financial incentive</p> <p>(viii) explain the concept of leadership and its importance in management;</p> <p>(ix) describe the qualities of a good leader;</p> <p>(x) explain about formal and informal communications in the organizations;</p> <p>(xi) identify various barriers to effective communications and measures to overcome these barriers in the organizations.</p>	<ul style="list-style-type: none"> <li>• Discussion on importance of financial &amp; non-financial incentives</li> <li>• Collect information about various ways to motivate employees in various organization</li> <li>• Handout for class discussion: barriers to communication (flipped)</li> <li>• Discussion on: <ul style="list-style-type: none"> <li>(a) formal &amp; informal communication</li> <li>(b) barriers to effective communication</li> </ul> </li> <li>• movie – Lagan (video clipping) to find out leadership qualities of a leader (Bhuwan in movie) (flipped)</li> <li>• Art integration – students will have to choose any one barrier of communication. With the help of cartoon strip, they will explain that chosen barrier (through PPT) and also suggest remedy / remedies for it.</li> <li>• google quiz</li> <li>• students are asked to highlight the key words / key lines of NCERT text book</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>• oral questions</li> <li>• practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>
	<b>Controlling (3 periods)</b>	<p>Each Student will be able to:</p> <ul style="list-style-type: none"> <li>• explain the meaning of controlling;</li> <li>• state the importance of controlling;</li> </ul>	<ul style="list-style-type: none"> <li>• discussion on <ul style="list-style-type: none"> <li>(a) relationship between planning and controlling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• assessment through MCQs</li> <li>• assessment based on case based / source-based</li> </ul>

		<ul style="list-style-type: none"> <li>• describe the relationship between planning and controlling;</li> <li>• explain the steps in the process of controlling;</li> </ul>	<p>(b) steps of controlling</p> <ul style="list-style-type: none"> <li>• google quiz</li> <li>• you tube links for flipped class</li> <li>• students are asked to find out key words from the case studies</li> <li>• students are asked to highlight the key words / key lines of NCERT text book</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<p>questions.</p> <ul style="list-style-type: none"> <li>• oral questions</li> <li>• practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>
	<b>Financial Management (10 periods)</b>	<p>Each student will be able to:</p> <p>(i) explain the meaning of business finance;</p> <p>(ii) describe financial management;</p> <p>(iii) explain the role of financial management in our enterprise;</p> <p>(iv) discuss objectives of financial management and how they could be achieved;</p> <p>(v) explain the meaning and importance of financial planning;</p> <p>(vi) Discuss the three financial decisions and the factors affecting them.</p>	<ul style="list-style-type: none"> <li>• Discussion on -----</li> <li>(a) "Comparison between owner's fund and borrowed fund"</li> <li>(b) "Is profit the main objective of business?"</li> <li>(c) "Financial planning avoids surprises and shocks"</li> <li>• Students to meet financial advisor (online / offline) to find out various sources of finance i.e., equity and debt. (optional)</li> <li>• Assignment questions based on previous years' board question paper</li> <li>• Assignment based on case study</li> <li>• Comparison on various sources of finance</li> <li>• Students to study annual report of</li> </ul>	<ul style="list-style-type: none"> <li>• assessment through MCQs</li> <li>• assessment based on case based / source-based questions.</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>

			<p>public company to find out dividend declaration</p> <ul style="list-style-type: none"> <li>students will read the flowchart given and create their own once the topic is done</li> </ul> 	
August	Financial Management (8 periods)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>(i) state the meaning of capital structure;</li> <li>(ii) analyze the factors affecting the choice of an appropriate capital structure;</li> <li>(iii) state meaning of fixed capital and working capital; and analyze the factors affecting the requirement of fixed and working capital.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on ---- “Why calculation of debt-to-equity ratio is necessary by the company”.</li> <li>Students to meet financial advisor (online) to find out various sources of finance i.e., equity and debt. (optional)</li> <li>Assignment questions based on previous years' board question paper</li> <li>Assignment based on case study</li> <li>Comparison on various sources of finance</li> <li>Students to study annual report of public company to find out dividend declaration</li> <li>students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>assessment through MCQs</li> <li>assessment based on case based / source-based questions.</li> <li>oral questions</li> <li>practice worksheet</li> <li>practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> <li>Weekly test (5-08-2022)</li> </ul>
	Financial Market (18 periods)	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>(i) explain the meaning of financial market;</li> </ul>	<ul style="list-style-type: none"> <li>Movie – Guru (video clipping) to find out ways of initial public offer (IPO) in</li> </ul>	<ul style="list-style-type: none"> <li>assessment through MCQs</li> <li>assessment based on case</li> </ul>

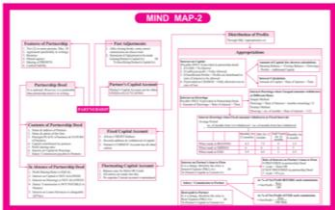
		<p>(ii) explain the meaning of money market and describe its major instruments;</p> <p>(iii) differentiate between various instruments of money market</p> <p>(iv) explain the nature and types of capital market;</p> <p>(v) distinguish between money market and capital market;</p> <p>(vi) find out various methods of floatation.</p> <p>(vii) differentiate between shares and debentures</p> <p>(viii) explain the meaning of stock exchange</p> <p>(ix) discuss various functions of stock exchange;</p> <p>(x) find out history of Securities Exchange Board of India</p> <p>(xi) describe the role of SEBI in investor protection</p> <p>(xii) explain the concept of NSE and BSE ****</p> <p>differentiate between NSE and BSE</p>	<p>stock market</p> <ul style="list-style-type: none"> <li>• Group discussion on primary market and secondary market</li> <li>• questions based on previous years' board question paper</li> <li>• Movie – Guru (video clipping) to find out ways of initial public offer (IPO) in stock market</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<p>based / source-based questions.</p> <ul style="list-style-type: none"> <li>• oral questions</li> <li>• practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>
<b>September</b>	<b>Marketing Management (9 periods)</b>	<p>Each Student will be able to:</p> <ul style="list-style-type: none"> <li>• explain the meaning of 'marketing';</li> <li>• distinguish between 'marketing' and 'selling';</li> <li>• list out important functions of marketing;</li> <li>• examine the role of marketing in the development of an economy in a firm, to the society and to consumers;</li> <li>• explain the elements of marketing-mix;</li> <li>• classify products into different categories;</li> </ul>	<ul style="list-style-type: none"> <li>• discussion on               <ul style="list-style-type: none"> <li>(a) selling, marketing and societal marketing philosophies</li> <li>(b) selling and marketing</li> </ul> </li> <li>• movie – Rocket Singh sales man of the year (video clipping) to find out qualities of a good salesman</li> <li>• chart showing marketing philosophies</li> <li>• chart showing classification of products</li> <li>• real life examples from newspaper and magazine</li> <li>• you tube links for flipped class</li> </ul>	<ul style="list-style-type: none"> <li>• assessment through MCQs</li> <li>• assessment based on case based / source-based questions.</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>

			<ul style="list-style-type: none"> <li>• students are asked to find out key words from the case studies</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	
	<b>Revision for Mid Term exam (5 periods)</b>	Each student will be able to: (i) recall and revise various mentioned topics. (ii) clarify their doubts from various topics (iii) solve case studies with key points	<ul style="list-style-type: none"> <li>• Flow chart</li> <li>• Revision sheet</li> <li>• MCQs</li> <li>• Case studies</li> <li>• Source based case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Online quiz using Google forms</li> <li>• Class participation (Written and oral)</li> </ul>
<b>October</b>	<b>Marketing Management (8 periods)</b>	<b>Each Student will be able to:</b> <ul style="list-style-type: none"> <li>• analyse the factors affecting price of a product;</li> <li>• list out the types of channels of distribution</li> <li>• state the various public relations tools.</li> <li>• explain the major tools of promotion, viz. advertising, personal selling, sales promotion and publicity.</li> </ul>	<ul style="list-style-type: none"> <li>• comparison between advertising and personal selling</li> <li>• students will be asked to visit market / observe online market and find out various schemes available with the product</li> <li>• attribute diagram</li> <li>• case study</li> <li>• you tube links for flipped class</li> <li>• interdisciplinary learning</li> <li>• students are asked to find out key words from the case studies</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul>	<ul style="list-style-type: none"> <li>• assessment through MCQs</li> <li>• assessment based on case based / source-based questions.</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>

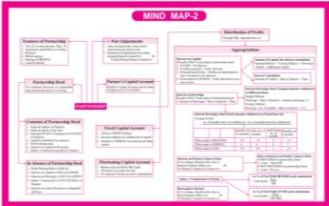

				
	<b>Consumer Protection (9 periods)</b>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>state the importance of consumer protection as per consumer protection act 2019.</li> <li>briefly explain legal framework for consumer protection in India;</li> <li>describe consumer rights in India;</li> <li>list out consumer responsibilities;</li> <li>briefly describe the ways and means of consumer protection; and describe the role of consumer organizations and NGOs in protecting consumers' interests</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on relief provided to customer</li> <li>Students will exchange marketing experiences with their friends outside school and find out real life example of customer redressal.</li> <li>Application / source-based questions for assignment</li> <li>Case study</li> <li>Questions from CBSE sample papers and previous years papers</li> <li>students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>assessment through MCQs</li> <li>assessment based on case based / source-based questions.</li> <li>oral questions</li> <li>practice worksheet</li> <li>practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> </ul>
<b>November</b>	<b>Revision</b> Topic: Nature and significance of management Topic: Principles of management Topic: Business environment Topic: Planning Topic Organizing Topic: Staffing	<p>Each student will be able to:</p> <p>(i) recall and revise various mentioned topics.  (ii) clarify their doubts from various topics  (iii) solve case studies with key points</p>	<ul style="list-style-type: none"> <li>Flow chart</li> <li>Revision sheet</li> <li>Case studies</li> <li>Source based case studies</li> </ul>	<ul style="list-style-type: none"> <li>Online quiz using Google forms</li> <li>Class participation (Written and oral)</li> <li>Revision test</li> </ul>


	Topic: Directing Topic: Controlling Topic: Financial management Topic: Financial market			
<b>December / January</b>	<b>Revision (Full course)</b>	Each student will be able to: (i) recall and revise various mentioned topics. (ii) clarify their doubts from various topics (iii) solve case studies with key points	<ul style="list-style-type: none"> <li>• Flow chart</li> <li>• Revision sheet</li> <li>• Case studies</li> <li>• Source based case studies</li> </ul>	<ul style="list-style-type: none"> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material</li> <li>• Class participation (Written and oral)</li> <li>• Pre board exams</li> </ul>



## ACCOUNTANCY



MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
March	Accounting for partnership firm – fundamentals (9 periods)	<p><b>Each student will be able to:</b></p> <p>(i) define partnership and list its essential features;</p> <p>(ii) identify the provisions of the Indian Partnership Act 1932 that are relevant for accounting;</p> <p>(iii) prepare partners' capital accounts under fixed and fluctuating capital methods</p> <p>(iv) explain the distribution profit or loss among the partners and prepare the Profit and Loss Appropriation Account;</p> <p>(v) calculate interest on capital and drawing under various situations;</p> <p>(vi) explain how guarantee for a minimum amount of profit affects the distribution of profits among the partners;</p> <p>(vii) make necessary adjustments to rectify the past errors in partners' capital accounts; and</p> <p>(viii) prepare final accounts of a partnership firm;</p>	<ul style="list-style-type: none"> <li>• students will discuss with their family members about partnership business and will gather information about type of partners / partnership</li> <li>• you tube links shared for flipped class</li> <li>• partnership deed of 'Air-Excel' firm will be shown and students to find contents of partnership deed</li> <li>• handout on calculations of drawing shared in google class room for reference and revision</li> <li>• Students will solve questions from textbook and assignment on interest on drawing including the case studies</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>• oral assessment on the meaning, features, types of partners and partnership firms</li> <li>• practice worksheet</li> <li>• questions from NCERT and CBSE papers given for practice</li> <li>• practical assignment on interest on drawings,</li> <li>• accounting treatment of salary/commission of partners, accounting treatment of partner's loan, treatment of interest on partner's capital account, profit &amp; loss appropriation account, past adjustments.</li> </ul>
April	Accounting for partnership firm – fundamentals (5 periods)	<p><b>Each student will be able to:</b></p> <p>(i) explain how guarantee for a minimum amount of profit affects the distribution of profits among the partners;</p>	<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 on the meaning, features, types of partners and partnership firms</li> </ul>






		(ii) 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"> <li>• practice worksheet</li> <li>• questions from NCERT and CBSE papers given for practice</li> <li>• accounting treatment of past adjustments.</li> </ul>
	<b>Accounting for partnership firm: Goodwill: nature and valuation (10 periods)</b>	<p><b>Each student will be able to:</b></p> <p>(i) define goodwill and enumerate the factors that affect it;</p> <p>(ii) find out the practical concepts of goodwill</p> <p>(iii) differentiate between purchased goodwill and self-generated goodwill</p> <p>(iv) explain the different methods of valuation of goodwill</p> <p>(v) find out the difference between different methods of valuation of goodwill</p>	<ul style="list-style-type: none"> <li>• Students will be asked to watch news channels or read newspaper (e-news) and bring real life example for goodwill.</li> <li>• you tube links shared for flipped class</li> <li>• Students will solve questions from textbook and assignment on valuation of goodwill including the case studies from NCERT and CBSE question bank</li> <li>• Students will read the flowchart given and create their own once the topic is done</li> </ul>  <ul style="list-style-type: none"> <li>• Art integration: Students will make digital collage or write and recite a poem</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment on meaning &amp; features for valuation of goodwill</li> <li>• practice worksheet</li> <li>• practical assignment on methods of valuation of goodwill.</li> <li>• questions from NCERT and CBSE papers given for practice</li> </ul>


	<b>Accounting for partnership firm: change in profit sharing ratio among the existing partners. (7 classes)</b>	<p><b>Each student will be able to:</b></p> <p>(i) calculate new profit-sharing ratio, sacrificing ratio and gaining ratio of the partners.</p> <p>(ii) calculate and journalize the effect of change in profit sharing ratio on the goodwill of the firm.</p> <p>(iii) make revaluation account and balance sheet.</p>	<ul style="list-style-type: none"> <li>• students to find some real partnership firm and bring information about change in profit sharing ratio.</li> <li>• you tube links shared for flipped class</li> <li>• Students will solve questions from textbook and assignment on workmen compensation reserve and investment fluctuation reserve including the case studies from NCERT and CBSE question bank</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>• oral assessment on new profit ratio and old ratio and requirement of sacrificing ratio</li> <li>• practical assignment on sacrificing ratio, gaining ratio and change in profit sharing ratio.</li> <li>• practice worksheet</li> <li>• assessment through MCQs</li> <li>• questions from NCERT and CBSE papers given for practice</li> </ul>
May	<b>Accounting for partnership firm: admission of a partner (17 classes)</b>	<p><b>Each student will be able to:</b></p> <p>(i) explain the concept of reconstitution of a partnership firm;</p> <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) determine the new profit-sharing ratio and calculate the sacrificing ratio;</p> <p>(v) define goodwill and enumerate the factors that affect it;</p> <p>(vi) explain the methods of valuation of</p>	<ul style="list-style-type: none"> <li>• students to read business magazine and bring real life examples of admission of a partner and its effect on business</li> <li>• you tube links shared for flipped class</li> <li>• Students will solve questions from textbook and assignment on admission of partner including the case studies from NCERT and CBSE</li> </ul>	<ul style="list-style-type: none"> <li>• practical assignment on questions with goodwill, accumulated profits or losses and capital adjustments</li> <li>• oral assessment on change in ratio due to admission of a new partner</li> <li>• practice worksheet</li> <li>• assessment through mcqs</li> <li>• questions from NCERT and CBSE papers given for</li> </ul>

		<p>goodwill;</p> <p>(vii) describe how goodwill will be treated under different situations when a new partner is admitted;</p> <p>(viii) make necessary adjustments for revaluation of assets and reassessment of liabilities;</p> <p>(ix) make necessary adjustments for accumulated profits and losses;</p> <p>(x) determine the capital of each partner, if required according to the new profit-sharing ratio and make necessary adjustments;</p> <p>(xi) make necessary adjustments on change in the profit-sharing ratio among the existing partners.</p>	<p>question bank</p> <ul style="list-style-type: none"> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<p>practice</p>
July	<b>Accounting for partnership firm: admission of a partner (8 classes)</b>	<p><b>Each student will be able to:</b></p> <p>(i) show adjustment of capitals on the basis of Incoming partners' capital accounts. calculate capital of Incoming partner on the basis of old partner's capitals.</p>	<ul style="list-style-type: none"> <li>• Students will solve questions from textbook and assignment on admission of partner including the case studies from NCERT and CBSE question bank</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>• practical assignment on questions with goodwill, accumulated profits or losses and capital adjustments</li> <li>• oral assessment on change in ratio due to admission of a new partner</li> <li>• practice worksheet</li> <li>• assessment through mcqs</li> <li>• questions from NCERT and CBSE papers given for practice</li> <li>• Weekly test (22-07-22)</li> </ul>
	<b>Accounting for partnership firm: retirement and death of a partner. (9 classes)</b>	<p><b>Each student will be able to:</b></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</p>	<ul style="list-style-type: none"> <li>• students to read business magazine and bring real life examples of retirement of a partner and its effect on business</li> </ul>	<ul style="list-style-type: none"> <li>• oral questions on new profit-sharing ratio of the remaining partners.</li> <li>• practical assignment on calculation on new</li> </ul>



		<p>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"> <li>• you tube links shared for flipped class</li> <li>• Students will solve questions from textbook and assignment on retirement and death of a partner including the case studies from NCERT and CBSE question bank</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<p>partner's sacrificing ratio and gaining ratio, goodwill, unrecorded assets and liabilities and accumulated profits and losses</p> <ul style="list-style-type: none"> <li>• assignment on calculation of profit till the death of a partner</li> <li>• practice worksheet</li> <li>• assessment through MCQs</li> <li>• questions from NCERT and CBSE papers given for practice</li> </ul>
	<b>Accounting for partnership firm: dissolution of a partnership firm (6 classes)</b>	<p><b>Each student will be able to:</b></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 realization account;</p>	<ul style="list-style-type: none"> <li>• discussion on the reasons for dissolution of a partnership firm and settlement of dues.</li> <li>• you tube links shared for flipped class</li> <li>• Students will solve questions from textbook and assignment on dissolution of partnership firm including the case studies from NCERT and CBSE question bank</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>• oral assessment on revaluation account and realization account</li> <li>• practical assignment on dissolution of a partnership firm (full questions)</li> <li>• assessment based on journal entries</li> <li>• practice worksheet</li> <li>• questions from NCERT and CBSE papers given for practice</li> </ul>
<b>August</b>	<b>Analysis of Financial Statement: Financial statement of a company (4 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain the nature and objectives of financial</li> </ul>	<ul style="list-style-type: none"> <li>• students will find out parties' interest in financial statements</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment on the concept and objectives of</li> </ul>

		<p>statements of a company;</p> <ul style="list-style-type: none"> <li>• develop the understanding of major headings and sub-headings (as per Schedule III to the Companies Act, 2013) of balance sheet as per the prescribed norms / formats.</li> <li>• describe the form and content of statement of profit and loss of a company as per schedule III;</li> <li>• describe the form and content of balance sheet of a company as per schedule III; explain the significance and limitations of financial statements; and prepare the financial statements.</li> </ul>	<ul style="list-style-type: none"> <li>• students will compare final accounts of sole proprietorship with a company and find out the difference</li> <li>• students to collect annual report of a company for analysis (CBSE project)</li> <li>• students will read the flowchart given and create their own once the topic is done</li> <li>• online mind map</li> </ul> 	<p>financial statement.</p> <ul style="list-style-type: none"> <li>• practice worksheets</li> <li>• assignment questions from text book and other reference books,</li> <li>• assessment through MCQs</li> <li>• questions from CBSE papers given for practice</li> </ul>
	<p><b>Accounting for Share Capital: Company Accounts – Issue of Shares.</b> (15 periods)</p>	<p><b>Each student will be able to</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• describe the types of shares issued by a company;</li> <li>• explain the accounting treatment of shares issued at par, at premium and at discount including over subscription;</li> <li>• outline the accounting for forfeiture of shares and reissue of forfeited shares under varying situations;</li> <li>• workout the amounts to be transferred to capital reserve when forfeited shares are reissued; and prepare share forfeited account</li> </ul>	<ul style="list-style-type: none"> <li>• discussion on difference between equity shares &amp; preference shares</li> <li>• discussion on difference between private company &amp; public company</li> <li>• flow chart showing types of company</li> <li>• discussion on difference between partnership and joint stock co.</li> <li>• table showing difference between private company and public company</li> <li>• online offline session with stock market expert</li> <li>• discussion on forfeiture of shares and re-issue of shares</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment on meaning &amp; features company</li> <li>• practice worksheets</li> <li>• assignment questions from text book and other reference books</li> <li>• assessment through mcqs</li> <li>• questions from CBSE papers given for practice</li> <li>• oral assessment on forfeiture and reissue of shares</li> <li>• assessment through practical questions from text book and other reference books</li> </ul>

			<ul style="list-style-type: none"> <li>• Students will be asked to watch stock news channels or read newspaper (economic times / e-news) and bring real life example for shares / stocks</li> <li>• Students will watch few videos on you tube on stock market followed by a discussion session</li> <li>• students will read the flowchart given and create their own once the topic is done</li> <li>• online mind map</li> </ul> 	
	<b>Company accounts – Issue of debentures (7 periods)</b>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>•state the meaning of debenture</li> <li>•difference between debentures and shares;</li> <li>•describe various types of debentures;</li> <li>•record the journal entries for the issue of debentures at par, at a discount and at premium;</li> <li>•explain the concept of debentures issued for consideration other than cash and the accounting thereof;</li> <li>•explain the concept of issue of debentures as a collateral security and the accounting thereof;</li> </ul>	<ul style="list-style-type: none"> <li>•case base and source-based questions for practice</li> <li>•discussion on shares and debentures</li> <li>•application based assignment</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>•online assessment through quiz</li> <li>•assignments based on practical</li> <li>•oral questions</li> <li>•practice worksheet</li> <li>•questions from CBSE papers given for practice</li> </ul>
<b>September</b>	<b>Analysis of Financial Statement: Accounting Ratios: (9 periods)</b>	<p>Each student will be able to</p> <ul style="list-style-type: none"> <li>•explain the meaning, objectives, significance and limitations of accounting ratios;</li> <li>•identify the various types of ratios commonly used:</li> <li>• develop the understanding of computation of</li> </ul>	<ul style="list-style-type: none"> <li>•discussion on importance and need to calculate ratios</li> <li>•assignment on calculation of liquidity and solvency ratios and calculation of missing figures</li> </ul>	<ul style="list-style-type: none"> <li>•online assessment through MCQs (online quiz)</li> <li>•assignments based on practical</li> <li>•oral questions</li> </ul>

		<p>current ratio and quick ratio.</p> <ul style="list-style-type: none"> <li>•calculate various ratios to assess solvency, liquidity, efficiency and profitability of the firm;</li> <li>•interpret the various ratios calculated for intra-firm and interfirm comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>•CBSE project</li> <li>•Students to get statement of profit and loss and balance sheet of a company and calculate ratios and give comparative analysis by using various tools of analysis</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>•practice worksheet</li> <li>•questions from CBSE papers given for practice</li> </ul>
	<b>Revision for Mid Term Exam (5 periods)</b>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• recall and revise various concepts, formulae.</li> <li>•clarify their doubts from various topics</li> <li>•apply the related formulae to solve practical problems</li> </ul>	<ul style="list-style-type: none"> <li>• Practice mcqs (written and oral)</li> <li>• Revision sheet</li> <li>• Case based and sources-based questions for practice</li> <li>• Doubt clearing sessions through discussion and peer tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>• oral / written assessment</li> <li>• revision / practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material,</li> <li>• Google form</li> </ul>
<b>October</b>	<b>Analysis of Financial Statement: Accounting Ratios: (9 periods)</b>	<p>Each student will be able to</p> <ul style="list-style-type: none"> <li>•calculate various ratios to assess solvency, liquidity, efficiency and profitability of the firm;</li> <li>• develop the skill of computation of debt equity ratio, total asset to debt ratio, proprietary ratio and interest coverage ratio.</li> <li>• develop the skill of computation of inventory turnover ratio, trade receivables and trade payables ratio and working capital turnover ratio and others.</li> <li>• develop the skill of computation of gross profit ratio, operating ratio, operating profit ratio, net profit ratio and return on investment</li> <li>•interpret the various ratios calculated for intra-</li> </ul>	<ul style="list-style-type: none"> <li>•discussion on importance and need to calculate ratios</li> <li>•assignment on calculation of liquidity and solvency ratios and calculation of missing figures</li> <li>•CBSE project</li> <li>•Students to get statement of profit and loss and balance sheet of a company and calculate ratios and give comparative analysis. By using various tools of analysis</li> <li>• students will read the flowchart given and create their own once the topic is done</li> </ul>	<ul style="list-style-type: none"> <li>•assessment through mcqs</li> <li>•assignments based on practical problems</li> <li>•oral questions</li> <li>•practice worksheet</li> <li>•questions from CBSE papers given for practice</li> </ul>



		firm and interfirm comparisons.		
	<b>Cash Flow Statement (8 periods)</b>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>state the purpose and preparation of statement of cash flow statement;</li> <li>distinguish between operating activities, investing activities and financing activities;</li> <li>develop the understanding of preparation of cash flow statement using indirect method as per AS 3 with given adjustments.</li> <li>prepare the statement of cash flows using direct method;</li> <li>prepare the cash flow statement using indirect method.</li> </ul>	<ul style="list-style-type: none"> <li>work sheet for the Identification of various activities under operating, investing and financing activities.</li> <li>CBSE project</li> <li>students will read the flowchart given and create their own once the topic is done</li> </ul> 	<ul style="list-style-type: none"> <li>assessment through MCQs</li> <li>assignments based on practical</li> <li>oral questions</li> <li>practice worksheet</li> <li>questions from CBSE papers given for practice</li> </ul>
<b>November</b>	<p><b>Revision</b></p> <p>Topic: Accounting for partnership firm – fundamentals</p> <p>Topic: Accounting for partnership firm: Goodwill: nature and valuation</p> <p>Topic: Accounting for partnership firm: change in profit sharing ratio among the existing partners</p> <p>Topic: Accounting for partnership firm: admission of a partner</p> <p>Topic: Accounting for partnership firm: retirement and death of a partner</p> <p>Topic: Accounting for partnership firm: dissolution of a partnership firm</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>recall and revise various concepts, formulae.</li> <li>clarify their doubts from various topics</li> <li>apply the related formulae to solve practical problems</li> </ul>	<ul style="list-style-type: none"> <li>Practice mcqs (written and oral)</li> <li>Revision sheet</li> <li>Case based and sources-based questions for practice</li> <li>Doubt clearing sessions through discussion and peer tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>oral / written assessment</li> <li>revision / practice worksheet</li> <li>practice questions from CBSE sample papers and previous years' papers, DOE resource material,</li> <li>Google form</li> </ul>



	<p><b>Topic: Analysis of financial statement: financial statement of a company</b></p> <p>Topic: Accounting for share capital: company accounts – Issue of shares</p> <p>Topic: Company accounts – Issue of debentures</p>			
<b>December / January</b>	<p><b>Revision (Full course)</b></p> <p>Topic: Accounting for partnership firm – fundamentals</p> <p>Topic: Accounting for partnership firm: goodwill: nature and valuation</p> <p>Topic: Accounting for partnership firm: change in profit sharing ratio among the existing partners</p> <p>Topic: Accounting for partnership firm: admission of a partner</p> <p>Topic: Accounting for partnership firm: retirement and death of a partner</p> <p>Topic: Accounting for partnership firm: dissolution of a partnership firm</p> <p><b>Topic: Analysis of financial statement: financial statement of a company</b></p> <p>Topic: Accounting for share capital: Company accounts – Issue of shares</p> <p>Topic: Company accounts – Issue of debentures</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• recall and revise various concepts, formulae.</li> <li>• clarify their doubts from various topics</li> </ul> <p>apply the related formulae to solve practical problems</p>	<ul style="list-style-type: none"> <li>• Practice MCQs (written and oral)</li> <li>• Revision sheet</li> <li>• Case based and sources-based questions for practice</li> <li>• Doubt clearing sessions through discussion and peer tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>• oral / written assessment</li> <li>• revision / practice worksheet</li> <li>• practice questions from CBSE sample papers and previous years' papers, DOE resource material,</li> <li>• Google form</li> </ul>

	Topic: Analysis of financial statement: Accounting ratios Topic: Cash flow statement			
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