



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

**PARENT SYLLABUS -XI**

**COMMERCE**

**(July 2022 – February 2023)**

**ENGLISH**

<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>July</b>	<b>HORNBILL The Portrait of a Lady</b>	<b>Each student will be able to</b>  develop a good bond with the elders in the family  compare and contrast the rural and city life  recall and share memories of early childhood and grandparents  justify the title  write character sketches  enrich their vocabulary and enhance reading and writing skills	<b>Students will do the following:</b>  <b>Individual Activity:</b>  Drafting character sketch of the grandmother  Write a speech on: Caregiving is a way of showing love to the elderly  <b>Art Integrated Activity:</b> Designing/creating a game that can be played with the elders of the family (group activity)	<b>Weekly Test ( 29.07.22)</b>  <b>Syllabus</b>  <b>Reading Comprehension:</b> 1. Unseen Passage  <b>Writing Skills:</b> 1. Poster Making 2. Speech Writing  <b>Grammar:</b> 1. Integrated Grammar-Gap filling (Tenses, Clauses) 2. Sentence reordering/transformation  <b>Literature:</b> 1. The Portrait of Lady 2. A Photograph 3. The Summer of a Beautiful White Horse

				<p><b>For the lesson, The Portrait of a Lady, 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>
July	<p><b>Writing Skills:</b></p> <p><b>Speech writing</b></p>	<p><b>Each student will be able to</b></p> <p>state situations when they would draft a speech</p> <p>give inputs on the format, style and tone of a speech</p> <p>draft a speech on a social issue</p> <p>express their views through a speech using grammatically correct sentences.</p> <p>improve upon their reading and writing skills</p>	<p><b>Students will do the following:</b></p> <p><b>Individual Activity:</b> draft a speech on the theme- 'He who fears loss has already been beaten.'</p> <p>Draft a speech on the theme: 'The effects of lifestyle on health'.</p>	<p><b>Students will be assessed through:</b></p> <p>Class participation</p> <p>Submission of work</p> <p>Assignment Questions</p>
July	<p><b>HORNBILL</b></p> <p><b>A Photograph</b></p>	<p><b>Each student will be able to</b></p> <p>read the poem with proper tone and rhyme and develop an interest in poetry</p> <p>enrich their vocabulary</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b></p> <p>share an experience /memorable moments spent with</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p>

		<p>differentiate between past memories and nostalgia</p> <p>list down the contrasting features of human life and nature</p> <p>comment on the theme and meaning of the poem</p> <p>analyze the poem and identify the poetic devices</p> <p>enhance their reading and writing skills</p>	<p>their mother</p> <p>have a group discussion on the importance of their favourite material objects</p> <p>identify the poetic devices incorporated in the poem</p> <p><b>Individual Activity:</b></p> <p><b>Art Integration</b></p> <p>create a poem on the object that they feel most connected with and share the same with the class</p>	<p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
July	<p><b>SNAPSHOTS</b></p> <p><b>The Summer of the Beautiful White Horse</b></p>	<p><b>Each student will be able to:</b></p> <p>analyse characters and their actions</p> <p>paraphrase the text and explain the ideas</p> <p>design a poster with the message</p> <p>answer value based and HOTS questions</p>	<p><b>Students will do the following:</b></p> <p><b>Individual Activity:</b> share an experience where they realized the importance of staying honest and upright</p> <p><b>Group Activity:</b> have a group discussion on the challenges that teenagers face in terms of worldview or outlook</p> <p><b>Art Integrated Activity:</b></p> <p><b>Poster Making:</b> design a poster with the message, 'SAVE ANIMALS'</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>
July	<p><b>Writing Skills</b></p> <p><b>Poster Making</b></p>	<p><b>Each student will be able to</b></p> <p>design a poster to create awareness, extend public invitations and wire notices.</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> contribute to the class discussion and mind map, to design interesting posters</p>	<p><b>Students will be assessed through:</b></p> <p>Class participation</p>

		<p>express themselves using visuals, pictures</p> <p>arrange content in a pleasing, readable manner to make it appealing</p>	<p><b>Individual Activity:</b> design posters on the topic- Literary Festival</p>	<p>Submission of work</p> <p>Assignment Questions</p>
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>August</b>	<b>HORNBILL The Laburnum Top</b>	<p><b>Each student will be able to</b></p> <p>grasp the theme and meaning of the poem</p> <p>recite the poem with proper tone and rhyme</p> <p>identify at least 3 poetic devices incorporated in the poem</p> <p>draw a comparative study between human life and nature.</p> <p>comment on the importance of interdependence and living in harmony</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> have a group discussion on the theme of the poem.</p> <p>interpret the meaning of the verses</p> <p>work in pairs to list down the poetic devices incorporated in the poem.</p> <p><b>Individual Activity:</b></p> <p><b>Art Integration Role-Play</b></p> <p>play the role of the Goldfinch and the Laburnum tree and have a brief discourse/ write dialogues expressing their gratitude for each other</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>
<b>August</b>	<b>Reading Note Making and Summarisation</b>	<p><b>Each student will be able to:</b></p> <p>Learn the format of note making</p> <p>define note making</p> <p>comprehend the gist of the passage for</p>	<p><b>Students will do the following:</b></p> <p><b>Individual Activity:</b></p> <p>read the text and skim important details</p>	<p><b>Students will be assessed through:</b></p> <p>Class participation</p> <p>Submission of work</p>

		<p>note making</p> <p>make notes on the passage read</p> <p>format and indenting notes under headings and sub headings</p> <p>use of abbreviations</p> <p>summarisation</p>	<p>logically present them in sequence</p> <p>organise them under headings and sub headings</p> <p>use abbreviation and symbols</p> <p>write a summary of the notes made</p> <p>do exercises on note making</p>	<p>Assignment Questions</p>
<p>August</p>	<p><b>We're Not Afraid to Die...if We Can All Be Together</b></p>	<p><b>Each student will be able to</b></p> <p>enhance their problem solving skills.</p> <p>inculcate the values of determination and will power.</p> <p>learn to be optimistic and overcome struggles and problems</p> <p>solve HOTS and value based questions from the lesson</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> have a brainstorming session on how determination and courage can bring people out of trouble</p> <p>discuss the statement in the light of the story and their own experience, "Survival pushes a man to his limits."</p> <p><b>Individual Activity:</b> Prepare notes for the lesson, following an appropriate format and style</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>
<p>August</p>	<p><b>Discovering Tut: the Saga Continues</b></p>	<p><b>Each student will be able to:</b></p> <p>give reasons as to why King Tut's body has been subjected to repeated scrutiny</p> <p>explain as to why Howard Carter's investigation was resented</p> <p>justify the title</p> <p>write character sketches</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> discuss in pairs the following: 'Scientific intervention is necessary to unearth buried mysteries'</p> <p><b>Individual Activity:</b> <b>Art Integrated Activity</b></p> <p>research about the history of Tutankhamun and present it in the</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>

		enrich their vocabulary and enhance reading and writing skills	form of a podcast/video <b>Debate writing:</b> Scientific advancement will hurt humanity	Assignment Long Answer Questions
<b>August</b>	<b>Long Writing Skills</b> <b>Debate Writing</b>	<b>Each student will be able to:</b> -discuss about the dos and don'ts of debate writing -comment on the style and diction that should be adopted while writing debate -frame at least 2-3 phrases to be used in the debate -write a debate following the appropriate format	<b>Students will do the following-</b> <b>Group Activity:</b> draw a mind-map including important details related to debate writing like- the format, common phrases, techniques, dos and don'ts etc. discuss in group about the value points that should be added in the given debate writing assignment <b>Individual Activity:</b> draft a debate following the format	<b>Students will be assessed through</b> Class participation Practice and assignment worksheets Submission of work class tests
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>September</b>	<b>SNAPSHOTS</b> <b>The Address</b>	<b>Each student will be able to:</b> comment on the outcome of wars and the hardships that follows it comprehend the human dilemma that follows war and the death of a loved one comprehend the emotional account of a daughter who goes in search of her mother's belongings after the war and discuss about the ways one can overcome such mental and emotional turmoil bring out the optimism in the story	<b>Students will do the following:</b> <b>Group Activity:</b> discuss the effect of war on the lives of people with reference to the instances and values in the chapter, 'The Address' compare the narrator's experiences with those of Anne Frank <b>Individual Activity:</b> <b>Art Integrated Activity</b> record anecdotes related to their	<b>Students will be assessed through:</b> Short Revision test through Google forms Class participation Submission of work Practice Worksheets Assignment Long Answer Questions

		identify 3-4 character traits of the narrator and Mrs. Dorling	favourite possession in form of a illustration/ diary entry/ song	
September	<b>Writing Skills:</b>  <b>Advertisement</b>  Classified Display	<b>Each student will be able to</b>  Draft classified and display advertisements  express themselves using visuals, pictures  arrange content in a pleasing, readable manner to make it appealing	<b>Students will do the following:</b>  <b>Group Activity:</b> contribute to the class discussion and mind map, to design interesting and relevant advertisement  <b>Individual Activity:</b> draft advertisements on a variety of topics given in the class	<b>Students will be assessed through:</b>  Class participation  Submission of work  Assignment Questions
September	<b>Reading Comprehension</b>  <b>Unseen Passage</b>	<b>Each student will be able to</b>  Analyse the passage  Give answers to the questions  Find meaning to the words given	<b>Students will do the following:</b>  read and comprehend the passage  analyse the questions work on the vocabulary	<b>Students will be assessed through</b>  Class participation  Practice and assignment worksheets Submission of work  class tests
September	<b>Grammar <u>Different grammatical structures such as</u></b>  <ul style="list-style-type: none"> <li>• Gap Filling</li> <li>• Sentence Reordering</li> <li>• Sentence Transformation</li> </ul>	<b>Each student will be able to:</b> revise rules on the different grammar topics  fill in the gaps using tenses and clauses  comprehend and use grammatical organization for quantifying and sentence completion.  edit and complete exercises to make grammatically correct sentences	<b>Students will do the following:</b>  complete worksheets on different grammatical topics	<b>Students will be assessed through</b>  Class participation  Practice and assignment worksheets  Submission of work  class tests
September	<b>Revision of the format of all the writing skills and</b>	<b>Each student will be able to-</b>	<b>Each student will do the following:</b>	

	<b>lessons covered in the class</b>	recall the formats of the writing skills and discuss the same  draft sample answers for the given questions	attempt all the questions given for practice  discuss their answers in the class	
<b>September</b>	<b>Assessment of Speaking and Listening Skills</b>	<b>Each student will be able to</b>  - listen carefully to the podcast  -speak in the English language confidently  - use the language and vocabulary appropriately	<b>Students will do the following-</b>  <b>Pair Activity:</b>  ALS Activity	<b>Mid-Term Examination</b>
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>October</b>	<b>SNAPSHOTS</b>  <b>Ranga's Marriage</b>	<b>Each student will be able to:</b>  comment on the influence of the English language on the Indian life  learn how Indian society has moved a long way from the way the marriage is arranged in the story  comprehend how the perceptions of the astrologers are based more on hearsay and conjecture than what they learn from the study of stars	<b>Students will do the following:</b>  <b>Group Activity:</b>  exchange dialogues on how Indian society has moved a long way from the way the marriage is arranged in the story  discussion on 'the on the role of English in a man's life'  <b>Individual Activity:</b>  <b>Art Integration</b>  <b>Role Play</b> design an invitation card for Ranga's marriage Or Illustrate Hosahalli as per their understanding and imagination	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Practice Worksheets  Assignment Long Answer Questions
<b>October</b>	<b>HORNBILL</b>	<b>Each student will be able to</b>	<b>Students will do the following:</b>	<b>Students will be</b>



	<b>The Voice of the Rain</b>	<p>identify poetic devices</p> <p>grasp the theme and meaning of the poem</p> <p>read the poem with proper tone and rhyme and develop an interest in poetry.</p> <p>strengthen their vocabulary</p> <p>understand the significance of the water cycle</p> <p>draw a comparative study of human life and nature</p>	<p><b>Individual Activity</b> -share their previous knowledge about the science behind the natural phenomena- water cycle and its significance</p> <p><b>Group Activity:</b> -discuss the use of personification, imagery, metaphor and hyperbole</p> <p>-discuss and write answers for the following questions:</p> <p><b>Individual Activity:</b></p> <p><b>Art Integration</b></p> <p>sketch/ paint an illustration to bring out the theme of the poem or Compose a poem where they interview the rain or any other aspect of nature</p>	<p><b>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>
<b>October</b>	<p><b>Writing Skills:</b></p> <p><b>Classified Advertisement</b></p>	<p><b>Each student will be able to</b></p> <p>Draft classified advertisement</p> <p>express themselves using formal language</p> <p>arrange content in a pleasing, readable manner to make it appealing</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> contribute to the class discussion and mind map, to design interesting and relevant advertisement</p> <p><b>Individual Activity:</b> draft advertisements on a variety of topics given in the class</p>	<p><b>Students will be assessed through:</b></p> <p>Class participation</p> <p>Submission of work</p> <p>Assignment Questions</p>
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>November</b>	<b>HORNBILL</b>	<b>Each student will be able to:</b>	<b>Students will do the following:</b>	<b>WEEKLY TEST II</b>

	<p><b>Prose: The Adventure</b></p>	<p>-justify the title</p> <p>-identify the aspects that make the lesson a science fiction</p> <p>-present their ideas of time travel and alternative reality</p>	<p><b>Group Activity:</b> -discuss about the plot twist and give their theory related to the experiences of the protagonist</p> <p><b>Individual Activity:</b> Designing a Display Advertisement- Theme- time travel/experiencing alternative reality</p>	<p><b>(11.11.22)</b> <b>Syllabus</b></p> <p><b>Reading Comprehension:</b></p> <ol style="list-style-type: none"> <li>1. Unseen Passage</li> <li>2. Note-Making and Summarizing</li> </ol> <p><b>Writing Skills:</b></p> <ol style="list-style-type: none"> <li>1. Advertisement</li> <li>2. Poster Making</li> <li>3. Debate Writing</li> <li>4. Speech Writing</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1. Integrated Grammar- Gap filling (Tenses, Clauses)</li> <li>2. Sentence reordering/ transformation</li> </ol> <p><b>Literature:</b></p> <ol style="list-style-type: none"> <li>1. The Adventure</li> <li>2. The Voice of the Rain</li> <li>3. Ranga's Marriage</li> </ol> <p><b>For the lesson, The Adventure, 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>
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				Assignment Long Answer Questions
<b>November</b>	<b>SNAPSHOTS</b>  <b>Prose: Mother's Day</b>	<b>Each student will be able to</b>  -highlight the role and status of a mother in a household (after watching the Ted talk shared with them)  -identify at least 4-5 characteristics that mothers possess  -analyse the theme and write their interpretation of the title.  -compose a song dedicated to mothers	<b>Students will do the following:</b>  <b>Group Activity</b>  -brainstorm on the theme of the lesson  -discuss about the role of a mother in the family  <b>Individual Task</b>  -identify the characteristics of the main characters	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Practice Worksheets  Assignment Long Answer Questions
<b>November</b>	<b>HORNBILL</b>  <b>Poem: Childhood</b>	<b>Each student will be able to</b>  -read the poem with proper tone and rhyme and develop an interest in poetry  -enrich their vocabulary  -differentiate between a child and adult  -comment on the theme and meaning of the poem  -analyze the poem and identify the poetic devices  -enhance their reading and writing skills	<b>Students will do the following:</b>  <b>Group Activity:</b>  share an experience  have a group discussion on the importance of reasoning and individuality  identify the poetic devices incorporated in the poem  <b>Individual Activity:</b>  <b>Debate writing</b> write a debate on the theme- 'The world of adults is filled with hypocrisy and negativity.'  <b>Art Integration</b>	<b>Students will be assessed through:</b>  Short Revision test through Google forms  Class participation  Submission of work  Practice Worksheets  Assignment Long Answer Questions

MONTH	TOPICS/NO. OF PERIODS	LEARNING OUTCOMES	ACTIVITY	ASSESSMENT
December	<b>HORNBILL</b>  <b>Prose: Silk Road</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>-enumerate the benefits of writing a travelogue</li> <li>-interpret the title</li> <li>-comment on the importance of the silk road/ route and its history</li> <li>-compare and contrast the weather conditions and topographical features of northern India with the other parts of the country</li> </ul>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b></p> <ul style="list-style-type: none"> <li>-discuss about the importance of writing travelogues</li> <li>-brainstorm on the theme of the lesson</li> </ul> <p><b>Individual Activity:</b></p> <p><b>Note Making and summarizing</b></p> <ul style="list-style-type: none"> <li>-skim the text for identifying the value points, discuss the key findings with the peers and then prepare notes for the lesson</li> <li>-critically appreciate the diction and style of the author and comment on the characters and situations presented in the lesson</li> </ul>	<p><b>WEEKLY TEST II (16.12.22)</b></p> <p><b>Reading Comprehension:</b></p> <ol style="list-style-type: none"> <li>1.Unseen Passage</li> <li>2. Note-Making and Summarizing</li> </ol> <p><b>Writing Skills:</b></p> <ol style="list-style-type: none"> <li>1. Advertisement</li> <li>2. Poster Making</li> <li>3. Debate Writing</li> <li>4. Speech Writing</li> </ol> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1. Integrated Grammar-Gap filling (Tenses, Clauses)</li> <li>2. Sentence reordering/transformation</li> </ol> <p><b>Literature:</b></p> <ol style="list-style-type: none"> <li>1. Mother's Day</li> <li>2. Childhood</li> <li>3. Silk Road</li> </ol>
December	<b>SNAPSHOTS</b>  <b>Prose: Birth</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>-enlist the qualities of doctors/ medical professionals and also the challenges they face</li> <li>-justify the title by giving suitable reasons</li> </ul>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> -discuss about the challenges that medical professional face in balancing personal and professional life</p> <ul style="list-style-type: none"> <li>-brainstorm on the theme of the</li> </ul>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p> <p>Class participation</p>

		<p>-write character sketches</p> <p>-enrich their vocabulary and enhance reading and writing skills</p>	<p>lesson</p> <p>-discuss about the role of doctors in the society</p> <p>-identify the characteristics of the main characters</p> <p><b>Individual Activity:</b> find out meaning of new words and expressions</p> <p>write answers to the questions given by the teacher</p>	<p>Submission of work</p> <p>Assignment Questions</p>
<b>December</b>	<p><b>HORNBILL</b></p> <p><b>Poem: Father to Son</b></p>	<p><b>Each student will be able to</b></p> <p>-read the poem with proper tone and rhyme and develop an interest in poetry</p> <p>-enrich their vocabulary</p> <p>-identify the lessons that the father imparts</p> <p>-comment on the theme and meaning of the poem</p> <p>-analyze the poem and identify the poetic devices</p> <p>-enhance their reading and writing skills</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b></p> <p>share the life lessons that their father has shared with them</p> <p>identify the poetic devices incorporated in the poem</p> <p><b>Individual Activity:</b></p> <p><b>Speech Writing:</b> write a speech on the theme- 'The child is father to the man.'</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>
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>January</b>	<p><b>SNAPSHOTS</b></p> <p><b>The Tale of Melon City</b></p>	<p><b>Each student will be able to:</b></p> <p>-comment on the title and plot</p> <p>-identify the aspects that make the lesson a satire</p>	<p><b>Students will do the following:</b></p> <p><b>Group Activity:</b> identify the literary devices incorporated in the lesson</p>	<p><b>Students will be assessed through:</b></p> <p>Short Revision test through Google forms</p>

		<p>-identify the literary devices incorporated</p> <p>-discuss the relevance of the theme in the modern world</p>	<p>discuss the satiric elements present in the lesson</p> <p><b>Individual Activity:</b></p> <p><b>Speech Writing:</b> Poster making- design a poster to promote tourism in the Melon City</p>	<p>Class participation</p> <p>Submission of work</p> <p>Practice Worksheets</p> <p>Assignment Long Answer Questions</p>
January	Assessment of Speaking and Listening Skills	<p><b>Each student will be able to</b></p> <p>- listen carefully to the podcast</p> <p>-speak in the English language confidently</p> <p>- use the language and vocabulary appropriately</p>	<p><b>Students will do the following-</b></p> <p><b>Individual Activity:</b></p> <p>ALS Activity</p>	<p><b>Students will be assessed through:</b></p> <p>Viva Project work</p>
<b>MONTH</b>	<b>TOPICS/NO. OF PERIODS</b>	<b>LEARNING OUTCOMES</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
February	Revision of the format of all the writing skills and lessons covered in the class	<p><b>Each student will be able to-</b></p> <p>recall the formats of the writing skills and discuss the same</p> <p>draft sample answers for the given questions</p>	<p><b>Each student will do the following:</b></p> <p>attempt all the questions given for practice</p> <p>discuss their answers in the class</p>	End Term Examination

### CLASS XI (BUSINESS STUDIES)

MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
July	Business, trade and commerce (10 periods)	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• appreciate the development of trade and commerce in historical past</li> <li>• discuss the role of indigenous banking system in trade and commerce</li> <li>• explain the concept and objectives of business</li> <li>• discuss types of industries</li> </ul>	<ul style="list-style-type: none"> <li>• students will be asked to discuss with their parents and grandparents about traditional system of transport and banking and compare with present systems.</li> <li>• students will be asked to talk to their parents about their occupation</li> </ul>	<ul style="list-style-type: none"> <li>• online assessment through mcqs (online quiz)</li> <li>• assessment based on case studies</li> <li>• oral questions</li> <li>• practice worksheet</li> </ul>

		<ul style="list-style-type: none"> <li>• explain the activities relating to commerce</li> <li>• describe the nature of business risks and their causes</li> <li>• discuss the basic factors to be considered while starting a business.</li> </ul>	<p>and find out the difference between business, profession and employment.</p> <ul style="list-style-type: none"> <li>• brain storming (Is profit the only objective of business?)</li> <li>• group discussion on types of Industries with real life examples</li> <li>• students are asked to find out key words from the case studies</li> <li>• students are asked to make flow charts by using different colors</li> <li>• Art integration: Auxiliaries to trade - -- advertising. Students to make jingle line on any tangible or intangible product and present it.</li> </ul>	<ul style="list-style-type: none"> <li>• questions from DOE question bank</li> </ul>
	<p><b>Forms of Business Organizations (18 periods)</b></p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• identify different forms of business organisation;</li> <li>• explain features, merits and limitations of different forms of business organisations;</li> <li>• distinguish between various forms of organisations; and</li> <li>• discuss the factors determining choice of an appropriate form of business organisation.</li> <li>• specify the important stages in the formation of a company;</li> <li>• describe the steps involved in each stage of company formation</li> <li>• specify the documents to be submitted to the registrar of companies; and</li> <li>• state the need of certificate of incorporation and certificate to commence business.</li> <li>• specify the important stages in the formation of a company describe the steps involved in each stage of company formation;</li> </ul>	<ul style="list-style-type: none"> <li>• you tube link shared for flipped class.</li> <li>• students are asked to make flow charts by using different colors.</li> <li>• real life examples to discuss features of sole proprietorship with active involvement of students.</li> <li>• students will compare different forms of organizations on various basis</li> <li>• students are asked to find out key words from the case studies</li> <li>• bring real life examples of different types of business organizations.</li> <li>• group discussion (Karta is too powerful to ruin the business)</li> <li>• discussion of contents of partnership deed with the help of format of the deed</li> <li>• students are asked to make flow</li> </ul>	<ul style="list-style-type: none"> <li>• assessment through mcqs</li> <li>• assessment based on case studies</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• assessment through mcqs</li> <li>• assessment based on case studies</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• questions from DOE question bank</li> </ul>

		<ul style="list-style-type: none"> <li>•specify the documents to be submitted to the registrar of companies.</li> <li>•differentiate between MOA and AOA.</li> <li>•explain the clauses of MOA.</li> <li>•state the need of certificate of incorporation and certificate to commence business.</li> <li>•analyze factors determining choice of an appropriate form of business organization</li> </ul>	<p>charts by using different colors</p> <ul style="list-style-type: none"> <li>•group discussion (factors affecting the choice of forms of business)</li> <li>•discussion on difference between MOA and AOA</li> </ul>	
<b>August</b>	<b>Private, Public and Global Enterprises (8 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•explain the concept and characteristics of public enterprise</li> <li>•explain the features of different forms of public enterprises---departmental undertaking, statutory corporations and government companies</li> <li>•explain the features of global enterprises</li> <li>•describe the features of private, public partnership</li> </ul>	<ul style="list-style-type: none"> <li>•participation in group discussion (distinction between private sector &amp; public sector)</li> <li>•participation in group discussion (Is MNC a boom?)</li> <li>•art integration activities----</li> <li>• Give a presentation on any one MNC / public private partnership concern.</li> </ul>	<ul style="list-style-type: none"> <li>• assessment through mcqs</li> <li>•assessment based on case studies</li> <li>•oral questions</li> <li>•practice worksheet</li> <li>•questions from DOE question bank</li> <li>•weekly test (18-08-22)</li> </ul>
	<b>Business Services (10 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•explain the meaning and types of business services.</li> <li>•state the characteristics of services;</li> <li>•distinguish services from goods;</li> <li>•classify different types of business services;</li> <li>•explain the concept of e-banking;</li> <li>•classify different types of bank accounts</li> <li>•differentiate between various types of bank accounts</li> <li>•discuss various banking services with particular reference to issue bank draft, banker's cheque, RTGS, NEFT, bank overdraft and cash credits. explain the concept of e-banking.</li> <li>•identify and classify different types of insurance</li> </ul>	<ul style="list-style-type: none"> <li>•participation in group discussion (difference between recurring a/c and saving a/c.)</li> <li>•visit to a bank website and find out various types of pay in slips and discuss</li> <li>• students will be given guidelines on how to fill a cheque by using an app. They will then be asked to get a cancelled cheque and fill it</li> <li>•art integrated activities: Students will prepare skit and explain the importance of banking and types of bank account / e banking. OR students will write a recite a poem on banking and its importance</li> </ul>	<ul style="list-style-type: none"> <li>•assessment through mcqs</li> <li>•assessment based on case studies</li> <li>•oral questions</li> <li>•practice worksheet</li> <li>•questions from DOE question bank</li> </ul>



		<p>policies</p> <ul style="list-style-type: none"> <li>• discuss various principles of insurance</li> <li>• explain various postal and telecom services – mail as well as other services.</li> </ul> <p>explain the utility of various postal and telecom services.</p>		
	<p><b>Emerging modes of Business (8 periods)</b></p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• state the meaning and scope of e-business</li> <li>• explain the process of online buying and selling as a part of e-business</li> <li>• distinguish e-business from traditional business</li> <li>• state benefits of switching over to electronic mode</li> <li>• explain requirements for a firm's initiation into e-business</li> <li>• identify major security concerns of electronic mode of doing business</li> <li>• discuss the need and scope of BPO</li> </ul> <p>appreciate the scope of business process outsourcing and knowledge process outsourcing</p>	<ul style="list-style-type: none"> <li>• participation in group discussion (distinction between traditional business &amp; e-business)</li> <li>• Art integration: Students to digitally design debit or credit card. Or students to design an app for providing tangible or intangible product</li> </ul>	<ul style="list-style-type: none"> <li>• assessment through mcqs</li> <li>• assessment based on case studies</li> <li>• oral questions</li> <li>• practice worksheet questions from DOE question bank</li> </ul>
<p><b>September</b></p>	<p><b>Social responsibility of business and business ethics (9 periods)</b></p>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain the concept of social responsibility.</li> <li>• discuss the need for social responsibility;</li> <li>• examine the case for and against social responsibility.</li> <li>• identify the social responsibility towards different interest groups;</li> <li>• appreciate the role of business in promoting the cause of human rights.</li> <li>• analyze the relationship between business and environmental protection; and</li> <li>• analyze the causes of environmental pollution and business responsibility.</li> <li>• discuss the steps to control or reduce pollution.</li> <li>• define the concept of business ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• participation in group discussion (why should business be socially responsible?)</li> <li>• discussion on various types of pollution and suggest remedies</li> <li>• Art integrated activities: students to make posters / banners on any one social issue and also write slogans</li> </ul>	<ul style="list-style-type: none"> <li>• assessment through mcqs</li> <li>• assessment based on case studies</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• questions from DOE question bank</li> </ul>

		<ul style="list-style-type: none"> <li>state the elements of business ethics.</li> </ul>		
	<b>Revision (5 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>recall and revise various mentioned topics.</li> <li>clarify their doubts from various topics</li> <li>solve case studies with key points</li> <li>make flow charts for headings and sub headings of various topics</li> </ul>	<ul style="list-style-type: none"> <li>students will be asked to answer various questions by using AMP technique</li> </ul>	<ul style="list-style-type: none"> <li>assessment through mcqs</li> <li>assessment based on case studies</li> <li>oral questions</li> <li>practice worksheet</li> <li>questions from DOE question bank</li> </ul>
<b>October</b>	<b>Sources of business finance (17 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>state the meaning, nature and importance of business finance</li> <li>classify the various sources of business finance</li> <li>differentiate between owners' equity and borrowed funds</li> <li>evaluate merits and limitations of retained earnings, trade credit and commercial papers.</li> <li>differentiate between shares and debentures</li> <li>differentiate between equity shares and preference shares.</li> <li>evaluate merits and limitations of various sources of owners' equity and borrowed funds</li> <li>identify the international sources of finance differentiate between trade credit and public deposits</li> </ul>	<ul style="list-style-type: none"> <li>participation in group discussion (why are equity shareholders known as residual owners?)</li> <li>discussion on various types of sources of business finance</li> <li>students will find out difference between owners' equity and borrowed fund</li> </ul>	<ul style="list-style-type: none"> <li>assessment through mcqs</li> <li>assessment based on case studies</li> <li>oral questions</li> <li>practice worksheet</li> <li>questions from DOE question bank</li> </ul>
<b>November</b>	<b>Small business (14 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>explain the concept of entrepreneurship development.</li> <li>discuss the features of entrepreneurship development.</li> <li>find out the process of entrepreneurship development.</li> </ul>	<ul style="list-style-type: none"> <li>participation in group discussion</li> <li>discussion on various types of sources of business finance</li> <li>students will find out difference between owners' equity and borrowed fund</li> </ul>	<ul style="list-style-type: none"> <li>assessment through mcqs</li> <li>assessment based on case studies</li> <li>oral questions</li> <li>practice worksheet</li> <li>questions from DOE question bank</li> </ul>
	<b>Internal Trade</b>	<b>Each student will be able to:</b>	<ul style="list-style-type: none"> <li>participation in group discussion</li> </ul>	<ul style="list-style-type: none"> <li>assessment through</li> </ul>

	<b>(14 periods)</b>	<ul style="list-style-type: none"> <li>• state the meaning and types of internal trade.</li> <li>• appreciate the services of wholesalers and retailers.</li> <li>• highlight the distinctive features of departmental stores and chain stores</li> <li>• GST (Goods and Services Tax): Concept and key-features</li> </ul>	<ul style="list-style-type: none"> <li>•discussion on various types of internal trade</li> <li>•students will find out difference between internal trade and external trade</li> </ul> <p>give real life examples of various departmental stores and chain stores.</p>	<ul style="list-style-type: none"> <li>mcqs</li> <li>•assessment based on case studies</li> <li>•oral questions</li> <li>•practice worksheet</li> <li>•questions from DOE question bank</li> <li>•Weekly test (2-12-22)</li> </ul>
<b>December</b>	<b>International Business (28 periods)</b>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>•state the meaning of international business</li> <li>•distinguish between internal and international Business</li> <li>•discuss the scope of international business</li> <li>•enumerate the benefits of international business</li> <li>•explain major steps and documents involved in executing export / import transactions</li> <li>•discuss the documents required for import and export transactions</li> <li>•identify the incentives and schemes available for international firms</li> <li>•discuss the role of different organizations for the promotion of international business</li> </ul>	<ul style="list-style-type: none"> <li>•participation in group discussion (Is international trade better than domestic trade?)</li> <li>•discussion on scope of international business with real life examples</li> </ul>	<ul style="list-style-type: none"> <li>•assessment through mcqs</li> <li>•assessment based on case studies</li> <li>•oral questions</li> <li>•practice worksheet</li> <li>•questions from DOE question bank</li> </ul>
<b>January</b>	<b>Nature and significance of management (16 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•state the concept, objectives and importance of management.</li> <li>•appreciate the nature of management as a science, an art and profession.</li> <li>•state the levels of management and discuss its functions.</li> <li>•explain the various management functions.</li> </ul> <p>appreciate the nature and importance of coordination.</p>	<ul style="list-style-type: none"> <li>•participation in group discussion (Is management a full-fledged profession like medical or legal?)</li> <li>•students will give real life examples of various levels of management by taking school as example.</li> </ul>	<ul style="list-style-type: none"> <li>•assessment through mcqs</li> <li>•assessment based on case studies</li> <li>•oral questions</li> <li>•practice worksheet</li> <li>•questions from DOE question bank</li> <li>•Weekly test (12-01-2023)</li> </ul>
<b>February</b>	<b>Revision</b>	<b>Each student will be able to:</b>	•students will be asked to answer	•assessment through

		<ul style="list-style-type: none"> <li>• recall and revise various mentioned topics.</li> <li>• clarify their doubts from various topics</li> <li>• solve case studies with key points</li> <li>• make flow charts for headings and sub headings of various topics</li> </ul>	various questions by using AMP technique	mcqs <ul style="list-style-type: none"> <li>• assessment based on case studies</li> <li>• oral questions</li> <li>• practice worksheet</li> <li>• questions from DOE question bank</li> </ul>
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### CLASS XI (ACCOUNTANCY)

MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
July	Introduction of accounting (4 period)	<b>Each student will be able to:</b> <ul style="list-style-type: none"> <li>• state the meaning and need of accounting;</li> <li>• discuss accounting as a source of information</li> <li>• identify the internal and external users of accounting information</li> <li>• explain the objectives of accounting describe the role of accounting</li> </ul>	<ul style="list-style-type: none"> <li>• students will be asked to discuss with their parents about how they manage their earnings followed by class discussion</li> <li>• students would be asked to get newspaper cuttings to correlate various accounting terms.</li> <li>• discussion (difference between double entry system and single-entry system)</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on case study</li> <li>• practice worksheet</li> <li>• assessment through mcqs</li> <li>• questions from NCERT and CBSE papers given for practice</li> </ul>
	Basic accounting terms. (2 periods)	<b>Each Student will be able to:</b> <ul style="list-style-type: none"> <li>• define basic accounting terms.</li> <li>• explain the basic terms used in accounting. differentiate between assets and liabilities, income and expenditure, profit and gain, debtors and creditors, bills receivable and bills payable, capital receipt and revenue receipt.</li> </ul>	<ul style="list-style-type: none"> <li>• participation in discussion (assets vs liabilities)</li> <li>• students would be asked to get examples from newspaper / e-newspaper to correlate various accounting terms and discuss in the class</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on case study</li> <li>• practice worksheet</li> <li>• assessment through mcqs</li> </ul>
	Theory base of accounting (3 periods)	<b>Each Student will be able to:</b> <ul style="list-style-type: none"> <li>• discuss the importance of Accounting assumption in business.</li> </ul>	<ul style="list-style-type: none"> <li>• discussion on examples of accounting principles.</li> <li>• students will be asked to</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on case study</li> </ul>

		<ul style="list-style-type: none"> <li>• apply accounting assumption while making books of accounts</li> <li>• identify the need for theory base of accounting;</li> <li>• explain the nature of Generally Accepted Accounting Principles (GAAP);</li> <li>• state the meaning and purpose of the basic accounting concepts</li> <li>• describe various basic accounting assumptions and accounting principles.</li> <li>• find out the importance of assumptions and principles in relevance to business organizations.</li> <li>• relate principles of accounting to the real-life situations.</li> <li>• explain the concept and objectives of Accounting Standards and IFRS</li> <li>• list the accounting standards issued by Institute of Chartered Accountants of India;</li> </ul>	exemplify the application of various concepts of accounting.	<ul style="list-style-type: none"> <li>• practice worksheet</li> <li>• assessment through mcqs</li> </ul>
	<b>Bases of accounting. (1 period)</b>	<p><b>Each Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain the concept of accounting on the basis of cash as well as accrual basis.</li> <li>• describe the systems of accounting describe the basis of accounting.</li> </ul>	<ul style="list-style-type: none"> <li>• comparison between cash basis and accrual basis of accounting.</li> <li>• brain storming – which basis of accounting is better – accrual or cash and why?</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on case study</li> <li>• practice worksheet</li> <li>• assessment through mcqs</li> </ul>
	<b>Accounting equation. (8 periods)</b>	<p><b>Each Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain the meaning of accounting equation.</li> <li>• analyze the transactions using accounting equation.</li> <li>• apply accounting equation to explain the effect of transactions;</li> <li>• record transactions using rules of debit and credit;</li> <li>• computation of accounting equation</li> <li>• discuss the rules for accounting equation</li> <li>• show the effect of transactions on accounting equation.</li> <li>calculate missing figures based on accounting</li> </ul>	<ul style="list-style-type: none"> <li>• students will find out the effects of various transaction on accounting equation</li> <li>• discussion through verbal questioning on basic equations and treatment of items</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on practical problem</li> <li>• practice worksheet</li> <li>• assessment through mcqs</li> </ul>

		equation.		
	<b>Accounting Procedure. Rules of Debit and Credit (2 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•explain rules of debit and credit-for assets, capital liabilities, revenue, and expense.</li> <li>•classify and Balancing of accounts discuss the significance of various balances</li> </ul>	<ul style="list-style-type: none"> <li>•discussion on traditional approach and modern approach of rules of debit and credit</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</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> <li>•assessment through mcqs</li> </ul>
	<b>Preparation of Vouchers (2 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•find out the origin of transactions – source documents and vouchers,</li> <li>•explain the meaning of vouchers. list and differentiate the types of vouchers</li> </ul>	<ul style="list-style-type: none"> <li>•discussion on source vouchers and accounting vouchers</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</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> <li>•assessment through mcqs</li> </ul>
	<b>Journals and Ledgers (6 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•explain the steps in journalizing the transactions.</li> <li>•state simple and compound journal entries</li> <li>•distinguish between cash discount and trade discount</li> <li>•list advantages and limitations of journal</li> <li>•discuss different accounts with their rules of debit and credit</li> <li>•post transactions in journal book based on rules of debit and credit</li> <li>•explain the utility and form of ledger posting of entries and balancing of ledgers</li> </ul>	<ul style="list-style-type: none"> <li>•students will give transactions to each other to pass journal entries</li> <li>•art integration: students will choose one state and run small business in that state. They will buy raw materials and other resources to trade in that state and pass journal entries. The presentation will be in the form of PPT/comic strip</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on practical problem</li> <li>•based on case study</li> <li>•practice worksheet</li> <li>•assessment through mcqs</li> </ul>
<b>August</b>	<b>Ledgers (9 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•explain the utility and form of ledger posting of entries and balancing of ledgers</li> </ul>	<ul style="list-style-type: none"> <li>•students will give transactions to each other to pass journal entries</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on practical problem</li> <li>•based on case study</li> <li>•practice worksheet</li> <li>•assessment through mcqs</li> </ul>
	<b>Trial Balance. (3 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•know the meaning and objectives of trial balance.</li> <li>•preparation of trial balance with balance method.</li> </ul>	<ul style="list-style-type: none"> <li>•students will read the flowchart given and create their own once the topic is done</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on practical problem</li> </ul>

				<ul style="list-style-type: none"> <li>• practice worksheet</li> <li>• assessment through mcqs</li> </ul>
	<b>Special Purpose Book 1 (8 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain the meaning and features of special Journal</li> <li>• list the features and advantages of cash book.</li> <li>• classify the kinds of cash book</li> <li>• prepare simple cash book, and cash book with bank columns.</li> <li>• clarify accounting treatment of some adjustments. explain the concept of petty cash book and imprest system of petty cash book.</li> </ul>	<ul style="list-style-type: none"> <li>• students will read the flowchart given and create their own once the topic is done</li> <li>• students will differentiate between single column cash book and double column cash book</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on practical problem</li> <li>• practice worksheet</li> <li>• assessment through mcqs</li> <li>• weekly test (8-08-2022)</li> </ul>
	<b>Special Purpose Book 2 (6 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• prepare purchases book, purchases return book, sales book, sales returns book</li> <li>• post into ledger</li> <li>• explain journal proper</li> <li>• difference between purchases book and sales book, purchases and sales returns book.</li> <li>• role of subsidiary books in practical system of book keeping</li> <li>• distinction between books of original entry and ledger</li> </ul>	<ul style="list-style-type: none"> <li>• discussion on (a) purchases book and sales book (b) purchase return and sales return 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 assessment</li> <li>• assessment based on practical problem</li> <li>• practice worksheet</li> <li>• assessment through mcqs</li> </ul>
<b>September</b>	<b>Bank Reconciliation Statement. (9 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain meaning of bank reconciliation statement</li> <li>• find out the requirement of bank reconciliation Statement.</li> <li>• give causes or reasons for difference between balance of cash book and pass book.</li> <li>• explain the concept of overdraft cases in banking transactions.</li> <li>• preparation of BRS with adjusted cash book balance.</li> </ul>	<ul style="list-style-type: none"> <li>• students will read the flow chart given and create their own once the topic is done</li> <li>• students will find out the reasons for differences between cash book and pass book</li> <li>• students will fill a cancelled cheque by using an app</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> <li>• assessment based on practical problem</li> <li>• practice worksheet</li> <li>• assessment through mcqs</li> </ul> <p><b>Mid-term examination</b></p>
	<b>Revision classes (5 periods)</b>	<b>Each student will be able to:</b>	<ul style="list-style-type: none"> <li>• students will be asked to answer</li> </ul>	<ul style="list-style-type: none"> <li>• oral assessment</li> </ul>

		<ul style="list-style-type: none"> <li>● recall and revise various mentioned topics.</li> <li>● clarify their doubts from various topics</li> <li>● practice topics under guidance</li> <li>● apply the related formulae to solve practical problems</li> </ul>	<p>various questions by using AMP technique</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>● assessment based on case study</li> <li>● practice worksheet</li> <li>● assessment through mcqs</li> </ul>
<b>October</b>	<b>Depreciation. (17 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>● state the meaning and need of depreciation.</li> <li>● discuss the factors affecting depreciation</li> <li>● solve questions based on both the methods with working notes under depreciation.</li> </ul>	<ul style="list-style-type: none"> <li>● students will read the flowchart given and create their own once the topic is done</li> <li>● discussion on difference between straight line method and written down value method</li> <li>● brain storming session: which method of depreciation is better—straight line or diminishing balance?</li> </ul>	<ul style="list-style-type: none"> <li>● oral assessment</li> <li>● assessment based on practical problem</li> <li>● practice worksheet</li> <li>● assessment through mcqs</li> </ul>
<b>November</b>	<b>Provisions and Reserves (4 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>● explain and discuss the concept and objectives of provisions and reserves.</li> <li>● differentiate between provision and reserves.</li> <li>● classify the types of reserves revenue reserve, capital reserve, general reserve and specific reserve.</li> </ul>	<ul style="list-style-type: none"> <li>● students will read the flowchart given and create their own once the topic is done</li> <li>● discussion on types of reserves</li> </ul>	<ul style="list-style-type: none"> <li>● oral assessment</li> <li>● assessment based on case study</li> <li>● practice worksheet</li> <li>● assessment through mcqs</li> </ul>
	<b>Errors and their rectification. (14 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>● classify the various types of Errors.</li> <li>● rectify the errors committed in the books of accounts.</li> <li>● show the effects of errors and their rectification in the final accounts i.e., the profit and loss account and the balance sheet.</li> </ul>	<ul style="list-style-type: none"> <li>● students will read the flowchart given and create their own once the topic is done</li> <li>● discussion on various types of errors</li> <li>● students will give examples of different errors from real life situation and find out rectifying entries</li> </ul>	<ul style="list-style-type: none"> <li>● oral assessment</li> <li>● assessment based on case study</li> <li>● practice worksheet</li> <li>● assessment through mcqs</li> <li>● weekly test (18-11-22)</li> </ul>



	<b>Sole Proprietorship (10 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•explain the meaning and users of financial statement.</li> <li>•give classification of capital and revenue.</li> <li>•distinction between capital and revenue expenditure and capital and revenue receipts</li> <li>•make profit and loss account</li> <li>•calculate gross profit and net profit.</li> <li>•discuss the concept and need of balance sheet.</li> <li>•explain the grouping and marshalling of assets and liabilities.</li> <li>•prepare balance sheet.</li> <li>•show the vertical presentation of financial statements</li> </ul>	<ul style="list-style-type: none"> <li>•students will read the flowchart given and create their own once the topic is done</li> <li>•students will find out the difference between capital nature items and revenue nature items by giving real life examples</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> <li>•assessment through mcqs</li> </ul>
<b>December</b>	<b>Adjustments in preparation of financial statements. (28 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•discuss the need for adjustments in preparing final accounts.</li> <li>•show the effect of various adjustments on final account i.e., closing stock, outstanding expenses and prepaid expenses</li> <li>• show the effect of various adjustments on final account i.e., accrued income, depreciation, bad debts, provision for doubtful debts, and provision for discount on debtors, manager's commission, abnormal loss, goods taken for personal use and goods distributed as free samples.</li> <li>• Prepare final accounts with various adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>•students will read the flowchart given and create their own once the topic is done</li> <li>•students will discuss various adjustments affecting trading and profit and loss account. students will find out the difference between gross profit and net profit.</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> <li>•assessment through mcqs</li> <li>•weekly test (23-12-22)</li> </ul>
<b>January</b>	<b>Accounting for partnership firm: Fundamentals (16 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>•explain the meaning, features, nature of Partnership.</li> <li>•discuss the meaning and contents of partnership deed.</li> <li>•do questions based on provisions applicable in the absence of partnership deed</li> <li>•prepare and journalize profit and loss appropriation</li> </ul>	<ul style="list-style-type: none"> <li>•students will read the flowchart given and create their own once the topic is done</li> <li>•discussion on different types of partnership firms and types of partners</li> <li>•discussion on partnership deed</li> </ul>	<ul style="list-style-type: none"> <li>•oral assessment</li> <li>•assessment based on case study</li> <li>•practice worksheet</li> <li>•assessment through mcqs</li> </ul>

		<p>account.</p> <ul style="list-style-type: none"> <li>•differentiate between fixed and fluctuating account.</li> <li>•prepare partners' capital a/c and partners. current a/c</li> <li>•do the accounting treatment of interest on partners' capital in different situations</li> <li>•do the accounting treatment for partners salary/ commission to partners?</li> <li>•do the accounting treatment for interest on partners loan as different from interest on partners' capital.</li> <li>•do numerical based on adjustment through profit and loss adjustment a/c, omission of outstanding expenses and accrued income, omission of Interest on capital when fixed capitals are given, interest wrongly provided.</li> <li>•calculation of interest on capital when closing balance of capital is given.</li> </ul>	and its content	
<b>February</b>	<b>Revision (9 periods)</b>	<p><b>Each student will be able to:</b></p> <ul style="list-style-type: none"> <li>• recall and revise various mentioned topics.</li> <li>• clarify their doubts from various topics</li> <li>• practice topics under guidance</li> <li>• apply the related formulae to solve practical problems</li> </ul>	<ul style="list-style-type: none"> <li>•students will be asked to answer various questions by using AMP technique</li> <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 assessment</li> <li>• assessment based on case study</li> <li>• practice worksheet</li> <li>• assessment through mcqs</li> </ul>

### MATHEMATICS

MONTH	TOPICS / NUMBER OF PERIODS	LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
<b>July</b>	<b>Topic: Sets (5)</b>	<p><b>Each student will be able to:</b></p> <p>*define the term set.</p>	Quiz based on Venn Diagram Concept.	Oral Questions Few questions from Assignment

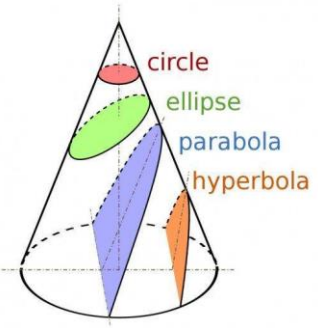
<p><b>Teaching Days: 20</b></p>		<ul style="list-style-type: none"> <li>*represent a set in roaster and set-builder form.</li> <li>*list the various types of sets.</li> <li>*define equal sets.</li> <li>*define a subset.</li> <li>***define a power set.</li> <li>*define a universal set.</li> <li>*explain the various operations on sets i.e. Union, intersection, complement, difference</li> <li>***solve practical problems on union and intersection of sets</li> <li>*apply the concept of Venn diagrams for solving statement questions.</li> </ul>	<p><b>Lab activities (SE)</b></p> <ol style="list-style-type: none"> <li>1. Students will find the number of subsets of a given set and verify that if a set has n number of elements, then the total number of sets is <math>2^n</math> (SE)</li> <li>2. To represent set theoretic operations using Venn diagrams.</li> <li>3. Students will verify distributive law for three given non-empty sets (SE)</li> </ol>	<p>and NCERT Ex-1.2,1.3,1.4,1.5 and Miscellaneous exercise Online Quiz-Google Form 10QsX1m=10m Class Participation</p> <p>Assignment including MCQs and case study-based questions also.</p>
	<p><b>Topic:</b> Relations and Functions (7)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*define the Cartesian product of sets.</li> <li>*find the number of elements in a Cartesian product.</li> <li>*define a relation.</li> <li>*describe a relation in roaster, set-builder, arrow diagram form.</li> <li>*find the domain and range of a relation.</li> <li>*define a function</li> <li>*find the domain and range of a function.</li> <li>*list the various types of function.</li> <li>*draw the graphs of various functions.</li> <li>***acquire knowledge of composition of functions.</li> </ul>	<p><b>Lab activities (SE)</b></p> <ol style="list-style-type: none"> <li>1) To distinguish between a Relation and a Function.</li> <li>2) To verify that for two sets A and B, <math>n(A \times B) = p \times q</math> and the total number of relations from A to B is <math>2^{pq}</math>, where <math>n(A) = p</math> and <math>n(B) = q</math></li> </ol>	<p>Oral Questions</p> <p>Few questions from Assignment and NCERT Ex-2.1,2.2, 2.3 and Miscellaneous Exercise</p> <p>Online Quiz-Google Form 10QsX1m=10m</p>
	<p><b>Topic:</b> Trigonometric Functions (8)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*Identify positive and negative angles.</li> <li>*Measure angles in radian and in</li> </ul>	<p><b>Experiential Activity.</b> Trigo Tambola: Students will create colourful tickets using trigonometric identities and</p>	<p>Oral questions</p> <p>Class work</p>

		<p>degree and conversion from one measure to another.</p> <p>*define trigonometric functions with the help of unit circle.</p> <p>*Signs of trigonometric functions.</p> <p>*find the trigonometric ratio over the domain R</p> <p>*find the trigonometric ratio over the domain R</p> <p>*list the various formulas:  <math>\cos(A \pm B)</math>  <math>\sin(A \pm B)</math>  <math>\tan(A \pm B)</math></p>	<p>formulas. The one who finish line, column or diagonal first will be the winner.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><b>T</b></td> <td><b>R</b></td> <td><b>I</b></td> <td><b>G</b></td> <td><b>O</b></td> </tr> <tr> <td><math>\frac{1}{2}</math></td> <td><math>\frac{\sqrt{3}}{2}</math></td> <td><i>und.</i></td> <td></td> <td></td> </tr> <tr> <td></td> <td><math>-\frac{1}{2}</math></td> <td></td> <td><math>\frac{\sqrt{2}}{2}</math></td> <td><math>-\sqrt{3}</math></td> </tr> <tr> <td><math>\sqrt{3}</math></td> <td></td> <td><math>\frac{\sqrt{3}}{3}</math></td> <td></td> <td>0</td> </tr> <tr> <td></td> <td><math>-\frac{\sqrt{3}}{2}</math></td> <td></td> <td><math>-\frac{\sqrt{2}}{2}</math></td> <td>1</td> </tr> <tr> <td></td> <td>-1</td> <td></td> <td></td> <td><math>-\frac{\sqrt{3}}{3}</math></td> </tr> </table> <p><b>Lab activities (SE)</b>            To plot the graphs of <math>\sin x</math>, <math>\sin 2x</math>, <math>2\sin x</math> and <math>\sin x/2</math>, using same coordinate axes.</p>	<b>T</b>	<b>R</b>	<b>I</b>	<b>G</b>	<b>O</b>	$\frac{1}{2}$	$\frac{\sqrt{3}}{2}$	<i>und.</i>				$-\frac{1}{2}$		$\frac{\sqrt{2}}{2}$	$-\sqrt{3}$	$\sqrt{3}$		$\frac{\sqrt{3}}{3}$		0		$-\frac{\sqrt{3}}{2}$		$-\frac{\sqrt{2}}{2}$	1		-1			$-\frac{\sqrt{3}}{3}$	<p>Few questions from Assignment and NCERT Ex- 3.1, 3.2</p> <p>Homework</p>
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<p><b>Aug Teaching Days: 19</b></p>	<p><b>Topic:</b> Trigonometric Functions (cont...) (6)</p>	<p><b>Each child will be able to:</b></p> <p>*State the S/D and product formulas</p> <p>*State the half angle formulas</p> <p>*recall the graphs of various trigonometric functions</p> <p>* apply all formulas and identities in solving questions.</p> <p>*** solve trigonometric equations rule            (will be done as it is required in class12)</p>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p>	<p>Through oral tests on formulas- Quiz</p> <p>Few questions from Assignment and NCERT Ex- 3.3,3.4 and Miscellaneous exercise            Class work, Homework</p> <p>Online Quiz-Google Form            10QsX1m=10m</p>																														
	<p><b>Topic:</b> Limits and Derivatives (11)</p>	<p><b>Each child will be able to:</b></p> <p>*define limit of a function</p> <p>*perceive the geometrical interpretation of limits</p> <p>*evaluate the limit of various functions</p> <p>*define derivative of a function at a point</p> <p>*perceive the geometrical interpretation</p>	<p><b>Experiential Activity:</b></p> <p>Students will verify the geometrical significance of derivatives.</p> <p>Students will practice solved</p>	<p>Through oral tests in Fundamentals- Quiz</p> <p><b>Classwork</b></p> <p>Few questions from Assignment and NCERT Ex- 13.1, 13.2 and Miscellaneous exercise</p>																														

		<p>of derivatives</p> <ul style="list-style-type: none"> <li>*evaluate derivatives using the method of first principle.</li> <li>*learn the formulas of derivatives of some standard functions</li> <li>*perceive the concept of chain rule, quotient rule and product rule</li> </ul>	<p>examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve questions from Assignment</p>	<p><b>Homework</b></p> <p><b>Friday Test- 05/08/2022</b></p> <ol style="list-style-type: none"> <li>1.Sets</li> <li>2.Relations and Functions</li> <li>3. Trigonometric functions (till ex 3.3)</li> </ol>
	<p><b>Topic:</b></p> <p>Complex Numbers and Quadratic Equations (2)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*recognize the need of a system of numbers beyond Real Numbers.</li> <li>*define <math>i</math>.</li> <li>*define a complex number</li> </ul>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve questions from Assignment</p>	<p>Through oral tests in Fundamentals-Quiz</p> <p>Home work</p> <p>Class work</p> <p>Home work</p> <p>Few questions from NCERT Ex- 5.1 and Miscellaneous exercise</p> <p>Online Quiz-Google Form</p> <p style="background-color: yellow;">10QsX1m=10m</p>
<p><b>September</b></p> <p><b>Working Days :22</b></p> <p><b>Teaching Days:10</b></p>	<p><b>Topic:</b></p> <p>Complex Numbers and Quadratic Equations(1)</p> <p><b>Topic:</b></p> <p>Linear Inequalities (3)</p>	<p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>* find the sum, difference, quotient and product of two complex numbers.</li> <li>*** define conjugate and modulus of <math>z</math>.</li> <li>***state the properties of modulus and conjugate of <math>z</math>.</li> </ul> <p><b>Each child will be able to:</b></p> <ul style="list-style-type: none"> <li>*define an Inequation</li> <li>*find algebraic as well as graphical solutions of linear inequations in one variable</li> <li>*find graphical solutions of linear</li> </ul>	<p>Extra questions based on Graphical and Algebraic method will be done.</p> <p><b>Lab activities (SE)</b></p> <p>To verify that the graph of a given inequality, say <math>5x+4y-40 &lt; 0</math> of the form <math>ax+by+c &lt; 0</math> where <math>a,</math></p>	<p>Through oral tests in Fundamentals-Quiz</p> <p>Home work</p> <p>Class work</p> <p>Few questions from NCERT Ex-7.1, 7.3 and Miscellaneous</p>

		inequations in two variable	$b > 0$ , $c < 0$ represents only one of the two half planes.	
	<b>Revision for Term -I (6)</b>	<b>Each child will be able to:</b> Recall Formulae, concepts, properties, theorems Discussion on Important points and solve questions from mentioned topics.	Students will recall, revise and apply the mentioned topics and clarify their doubts, if any.	<ul style="list-style-type: none"> <li>● Oral Questions</li> <li>● worksheet for diagnosing the learning gaps</li> </ul>
	<b>Practical Exam for Term – I</b>	<b>Each child will be able to:</b> *Perform the given lab activity *answer the questions asked in viva.		
<b>October</b>  <b>Teaching Days:13</b>	<b>Topic:</b> Permutation and Combination (10)	<b>Each child will be able to:</b> *state the fundamental principle of Addition / Multiplication * factorial notation *define permutation. *find the number of permutations of n different objects with or without repetition. *define combination. *differentiate btw Permutation and Combination *apply the various formulas of ${}^n P_r$ and ${}^n C_r$ in solving statement questions.	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises.  Students will solve questions from Assignment	Through oral tests in Fundamentals-Quiz  Few questions from Ex- 7.1, 7.2, 7.3, 7.4, Assignment and Miscellaneous Exercise of NCERT  Online Quiz-Google Form 10QsX1m=10m
	<b>Topic:</b> Sequence and Series (3)	<b>Each child will be able to:</b> *recall the definition of sequence & series ***recall the definition of an A.P and the formula for its nth term *state the formula for sum of n terms of	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises	Classwork Homework Oral Questions  Few questions from Assignment and

		<b>A.P</b> *define A.M between two numbers a & b *define a G.P *find the nth term of a G.P	Students will solve questions from Assignment	NCERT Ex- 9.1, 9.3
<b>November</b>  <b>Teaching Days:21</b>	<b>Topic:</b> Sequence and Series (6)	<b>Each child will be able to:</b> *state the formula for sum of n terms of G.P *find the sum to infinity of a G.P *define G.M between two numbers a & b *recognize the relationship between A.M and G.M	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises  Students will solve questions from Assignment	Classwork Homework Oral Questions Few questions from Assignment and NCERT Ex- 9.3 and Miscellaneous Exercise  Online Quiz-Google Form 10QsX1m=10m
	<b>Topic:</b> Straight Lines (12)	<b>Each child will be able to:</b> *find the slope of a line  *convert various forms of equation of a line:  1. one-point form, 2. two-point form, 3. slope-intercept form, 4. intercept form, 5. normal form  *find the equation of a line using the various forms of Line.	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises  Students will solve questions from Assignment	Through oral tests in Fundamentals-Quiz  Home work  Class work  Few questions from Assignment and NCERT Ex- 10.1, 10.2, 10.3 and Miscellaneous exercise  Assignment including MCQs and case study-based questions also.  Online Quiz-Google Form 10QsX1m=10m

		<p>*Calculate the distance of a point from a line</p> <p>*Calculate the distance between two parallel lines.</p>		
	<b>Topic:</b> Conic Sections (3)	<p><b>Each child will be able to:</b></p> <p>*state and explain various sections of a cone</p> <p>*write the equation of a circle with given radius and centre</p> <p>*find the centre and radius of a circle</p>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p>	<p>Through oral tests in Fundamentals-Quiz</p> <p>Home work</p> <p>Class work</p> <p>Few questions from NCERT Ex-11.1</p>
<b>December</b>  <b>Teaching Days:22</b>	<b>Topic:</b> Conic Sections (4)	<p><b>Each child will be able to:</b></p> <p>*define a parabola and recognize/find the standard equation of parabola</p> <p>*define/find the coordinates of focus, axis, equation of directrix and length of latus rectum of a parabola</p> <p>*define an ellipse and recognize /find the standard equations of an ellipse</p> <p>*state the relationship between semi-major axis, semi-minor axis and the distance of focus from the centre of the ellipse</p> <p>*define eccentricity</p> <p>*define/find the coordinates of foci, vertices, lengths of major axis, and minor axis, eccentricity and length of latus rectum of the given ellipse</p> <p>*define a hyperbola and recognize/find the standard equations</p>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve questions from Assignment</p> <p><b>Experiential Learning:</b></p>  <p><b>Lab Activity:</b> Construct a Parabola.</p>	<p>Through oral tests in Fundamentals-Quiz</p> <p>Home work</p> <p>Class work</p> <p>Few questions from NCERT Ex-11.2, 11.3, 11.4 and Miscellaneous exercise</p> <p>Online Quiz-Google Form 10QsX1m=10m</p> <p><b>Friday Test- 09/12/2022</b></p> <ol style="list-style-type: none"> <li>1. Sequence and Series</li> <li>2. Permutation and Combination</li> <li>3. Straight Lines</li> </ol>



		<p>of a hyperbola</p> <p>*define/find the coordinates of foci, vertices, eccentricity and length of latus rectum of the given hyperbola</p>		
	<p><b>Topic:</b> Probability (10)</p>	<p><b>Each child will be able to:</b></p> <p>*recall the concept of probability</p> <p>*recall the definition of random experiment, sample space</p> <p>*write the sample space of a Random experiment</p> <p>*list the various kinds of events : mutually exclusive, exhaustive events</p> <p>*prove events to be mutually Exclusive or exhaustive</p> <p>*state and apply the formulae for probability of an event</p> <p>*state the Addition formulae of probability</p>	<p>Students will solve Exercises from chapter 16 (NCERT)</p> <p>Students will solve questions from Assignment</p> <p><b>Lab Activity:</b></p> <p>1. To find the number of ways in which three cards can be selected from given 5 cards</p> <p>2. To write a sample space , when a coin is tossed once, twice, thrice and four times</p>	<p>Oral questions</p> <p>Few questions from Ex- 16.1,16.2,16.3 and Miscellaneous Exercise of NCERT</p> <p>Assignment</p> <p>Online Quiz-Google Form 10QsX1m=10m</p>
	<p><b>Topic:</b> Matrices (8)</p>	<p><b>Each child will be able to:</b></p> <p>*identify a <math>a^{ij}</math> element of a matrix</p> <p>*apply the basic operations of +, -</p> <p>*define various types of matrices</p> <p>*solve the problem of equality of matrices.</p> <p>*define transpose of a matrix</p> <p>*define symmetric and skew symmetric matrices.</p> <p>*find the transpose of a matrix</p> <p>*differentiate between symmetric. and skew symmetric matrices.</p> <p>*define inverse of a matrix.</p> <p>*****find the inverse using transformation method</p>	<p>Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises</p> <p>Students will solve Exercises from Matrices</p> <p>(NCERT- XII)- Chapter 3</p>	<p>Oral questions</p> <p>Few questions from Chapter Ex 3.1, 3.2, 3.3, and Miscellaneous (NCERT)</p> <p>Online Quiz-Google Form 10QsX1m=10m</p> <p>Class Participation (Written and Oral)</p>

<b>January</b>  <b>Teaching Days:13</b>	<b>Topic:</b> Determinants (5)  <b>Revision- Term II (8)</b>	<b>Each child will be able to:</b> *Perceive the concept of Determinants, minors, cofactors, adjoint and inverse. ****Properties of Determinants * find the area of triangle * solve the system of equations using matrices	Students will practice solved examples of NCERT at home which will help in further solving questions from Exercises  Students will solve Exercises Determinants  (NCERT- XII)- Chapter 4	Oral questions Few questions from Chapter 4- Ex 4.1, 4.3 to Miscellaneous (NCERT)  Online Quiz-Google Form  10QsX1m=10m Class Participation (Written and Oral)
<b>February</b>  <b>Working Days:20</b>	<b>Revision- Term II (5)</b>	<b>Each child will be able to:</b> Recall Formulae, concepts, properties, theorems Discussion on Important points and solve questions from mentioned topics	Students will recall, revise and apply the mentioned topics and clarify their doubts, if any.	<ul style="list-style-type: none"> <li>Oral Questions</li> <li>worksheet for diagnosing the learning gaps</li> </ul>
	<b>Practical Exam for Term –II (5)</b>	<b>Each child will be able to:</b> *Perform the given lab activity *answer the questions asked in viva.		
****	The topics marked with asterisk in the syllabus have been deleted by CBSE for the academic year 2022-23. However, these topics will be covered through discussion in the class to bridge the learning gaps.			

## ECONOMICS

Month	Topics covered	Learning	Activites	Assessments
<b>July 2022</b>	<b>Micro Economics-</b> Introduction to micro and macro economics, Economic problems, basic problems, concepts of utility and indifference.	Each student will be able to: Categorize different activities in an economy as economic or non-economic activity. Interrelate micro and macro concepts. Apply the law of diminishing marginal utility in different situations in life for different commodities. Analyse changes that happen when price in the market changes and how the consumer's behaviour	Kahoot Quiz for Assessment.  Unemployment is reduced due to measures taken by the government. State its economic value. What price is the consumer willing to pay for a commodity in state of his equilibrium? A consumer consumes only two goods. Explain consumer's	Class test worksheets

	<p>Demand- factors, law of demand, changes in demand and changes in factors affecting demand, elasticity of demand, numericals.</p>	<p>changes keeping income given. Each student will be able to <b>Identify the concept of Demand</b> <b>Analyse the factors affecting Demand.</b> <b>Derive the Law of Demand</b> <b>Represent the movements and Shifts in demand curve diagrammatically</b> <b>Analyse the factors affecting demand</b> Interpret the theory related to the calculations of demand to practice by doing the numericals.</p>	<p>equilibrium with the help of the utility analysis. Higher consumption of a commodity may mean lower and lower marginal utility, but it never implies negative utility .Do you agree? When the price of onions is very high the poor man simply stops buying it. Explain the economics of it, using utility analysis.</p> <ul style="list-style-type: none"> <li>• Create a utility analysis if you had a choice to eat unlimited burgers.</li> </ul> <p>What causes the following: An upward movement along the demand curve A downward movement along the demand curve A right shift of the demand curve. A left shift of the demand curve. What is the effect on the demand curve of the following: Fall/rise in the price of a substitute good Fall/rise in the price of a complement good. Discuss the factors that affect Individual demand Discuss the degrees of elasticity of demand Explain how in any two ways demand for electricity can be decreased when price elasticity of demand is extremely low.</p>	
<p><b>August 2022</b></p>	<p>STATISTICS FOR ECONOMICS</p> <p>WHAT IS ECONOMICS Collection of Data</p> <p>ORGANISATION OF DATA. PRESENTATION OF DATA</p>	<p>Each student will be able to: Understand how economics is linked with the study of economic activities in consumption, production and distribution. Differentiate 4 points between Economic and Non-Economic activities. Define Economics. Distinguish 3 points Economics as Science and Art. Discuss three points of functions and importance of statistics. Identify sources of Data. Draft a Questionnaire Identify methods of collecting Data. Conduct Surveys. Classify data into the three series. Each student will be able to: a. Define classification. b. Identify three objectives of classification and highlight the main methods of classification. Organize data in the form of individual series and Frequency series</p> <p>Each student will be able to:</p> <p>Represent Cricket scores of the World Cup in tabular, diagrammatic and Graphic presentation.</p> <p>Each student will be able to: explain the parts of a Table</p>	<p>During the day, identify atleast 10 activities undertaken by your family members and categorise them into economic and non-economic activities. Brain storming activities used for explaining good and bad impacts of Collected Data. <b>Data on Covid</b> and its presentation in different forms. Identify activities for Statistics as science or art. Discussion on “ Economics is a study of scarcity”. Discussion on ‘ Statistics these days is indispensable for dealing with Socio-economic problems’. <b>Covid data-</b>‘ Statistics is science of counting’. <b>Covid data</b> ‘ Statistics affects everybody and touches life at many points’. ‘The Government and policy maker use statistical data to formulate suitable policies of economic development’. Illustrate with two examples. <b>Covid cases-</b> economics a positive or normative science Brain storming activities will be used for explaining good and bad impacts of Collected Data. Statistics as science or art. Prepare collage of different items at home kept in the form representing multiple bar diagram, sub divided bar diagram, percentage bar diagram. Prepare a Salad decoration representing Pie diagram. “ Economics is a study of scarcity”. Discuss ‘ Statistics these days is indispensable for dealing with Socio-economic problems’. ‘ Statistics is science of counting’. ‘ Statistics affects everybody and touches life at many points’</p>	<p>Worksheets,</p>

		<p>Define tabulation. Explain the merits of tabulation</p> <p>Present the data in diagrammatic and Graphic presentation.</p>	<p>Discuss. Define Statistics in Plural sense and explain its components. 'The Government and policy maker use statistical data to formulate suitable policies of economic development'. Illustrate with two examples. Is economics a positive or normative science? Explain. <b>Home assignments on the given topic to the students.</b> Distinguish between Primary data and Secondary data on the basis of 'Originality'. Application based case studies on data collection will be given and students will decide on the methods and type of data they will use. There are 10 students in your school who excel in the game of cricket. All are equally brilliant, but you are to select only 3 for representing your school in the inter zonal cricket tournament. How would you do it. Give details with reasons. Prepare a questionnaire on CCE vs Board exams in CBSE. Merits and Demerits of Personal interview. Why is there need for Indirect personal interview. Can there be any advantage in classifying things? Explain with the help of an example from your daily life. Do you agree that classified data is better than raw data? Compare Discrete and continuous variables. Briefly explain the principles of classification. Tabulation is done with certain objective in mind. Defend or Refute. Differentiate between headnote and footnote.</p>	
<b>September 2022</b>	Mean Median Mode	<p>Each student will be able to : Do computation of mean. Compute mean in individual series by direct and shortcut methods.</p> <ul style="list-style-type: none"> <li>• Compute mean in discrete series by direct, shortcut and step deviation methods.</li> <li>• Compute mean in continuous series by direct.</li> </ul> <p>Compute value of Median. Compute median in individual series</p> <ul style="list-style-type: none"> <li>• Compute median in discrete series</li> <li>• Compute median and mode in continuous series.</li> </ul> <p>Compute Mode</p>	<p>Newspaper articles on the topics discussed. Find average monthly expenditure for your household. Class Test</p> <p>Define Mean. Numerical questions</p> <p>Newspaper articles on the topics discussed.</p> <p>What is the difference between Median and Mode? Numerical worksheets on the three measures of Central Tendency. From data on <b>Covid</b> of different states compute its mean. Find average monthly expenditure for your household.</p>	Class test worksheets
<b>Mid Term Examination</b>				
<b>October 2022</b>	Supply Supply-Concept, Supply schedule, function  Law of Supply Price Elasticity	<p>Each student will be able to: Create a supply schedule. Plot the supply curve. Specify why supply curve is upward rising. Define individual supply and market supply schedule. Explain the factors affecting supply. Illustrate the law of supply. Explain the movement along the supply curve. Define elasticity of supply. Identify and Draw the different degrees of elasticity.</p>	<p>A firms supply curve shows its supply function. Comment</p> <p>At a point of intersection of two supply curves, flatter curve shows higher elasticity of supply.</p> <p>Numericals on price elasticity. Will the seller always be ready to sell more of a commodity at a higher price in the market?</p>	Class test worksheets

<b>November 2022</b>	Correlation	Each student will be able to : Compute correlation by Karl Pearson's method using actual method and direct method. Compute Rank correlation	Group discussion based on related topic. Kahoot quiz.	Class test worksheets
	Production Cost Revenue Production function and Returns to a Factor Cost and Revenue and their Relationship	Each student will be able to a. Define cost and revenue b. Discuss the different types of costs and revenues. c. Derive the condition for equilibrium at the producers level. d. Derive the relationships between different costs and total revenue and marginal revenue. e. Calculate the different costs and revenue applying the formulae. Numericals	Group discussion based on topics related to cost and revenue. For example, If Reliance Fresh has announced the slashed prices. Discussion on its impact on the cost and revenue. Survey to be conducted by students to assess the cost and revenue Paper chain factory activity	Class test worksheets
<b>December 2022</b>	Index numbers  Price equilibrium derivation of the price equilibrium and quantity exchanged in the market with both demand and supply.  Price Control; -Floor price and Ceiling price	Each student will be able to : Compute Unweighted index - simple average, simple average of price relatives. Weighted index- Laspeyres and Paasche's method, weighted average of price relatives  Identify 3 reasons for the need to find indices for economic growth and compare.  Derive the price equilibrium and the quantity exchanged in the market with the given market conditions discuss the derivation of the changes in the equilibrium price and quantity under different market conditions.	Worksheet on Index numbers Newspaper articles. What are index numbers? How do they determine the cost of living? Numerical Worksheet Giving the different market situations with reference to changes in demand and supply, the students will make the diagrams and show the changes that occur correspondingly.  Home Assignment based on demand supply and equilibrium  Diagrammatic presentation of the different market situation. What will happen if the price prevailing in the market is above the equilibrium price. • Representing situation based diagrams	Class test worksheets
<b>January 2023</b>	INDIAN ECONOMY ON THE EVE OF INDEPENDENCE  FIVE YEAR PLANS a. Common Goals of Five Year Plans Meaning of Five Year Plans b. Objectives of Planning. c. Analysing the importance of Planning in development.	Each student will be able to :  Agriculture sector and industrial sector on the eve of independence with the help of concept mapping. Foreign trade, demographic conditions, Infrastructure, occupational structure on the eve of independence with the help of BALA, real life examples and storytelling method. Good and bad impacts of British government on Indian Economy with the help of think pair and share method. The importance of planning in life-Individual as well as an economy To comprehend the meaning of planning by think pair and share method.	Talk to your Parents and Grand parents and gather information on the situation of Indian population during the British raj.  Students will be asked to write positive and negative impacts of British Government on Indian Economy(L) . Oral questions will be asked on meaning de-industrialization, Zamindari system, Mahalwari system, Ryotwari system (AB)  Assignment will be given from text book and reference book  Planning an activity in school  What are the achievements and failures of Planning in India?	worksheets

	<p>d. Achievement of the Goals of planning</p> <p>e. Failures of Planning</p> <p>f. Features of Economic Policy under Planning till 1991.</p>	<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 with concept mapping</p>	<p><a href="https://www.youtube.com/watch?v=f7CW7S0zxv4">https://www.youtube.com/watch?v=f7CW7S0zxv4</a> Dr. Shashi Tharoor's talk over how Britain used India for their own benefit. (16 min)</p> <p><a href="https://www.youtube.com/watch?v=g27s8Ligsww">https://www.youtube.com/watch?v=g27s8Ligsww</a> Tahreer – Mushi Premchand's story – Poos ki Raat. To understand the relationship between farmer and the money lender. Why credit facility is needed in agriculture. (26 min)</p> <p><a href="https://www.youtube.com/watch?v=k6P_xznlv4g">https://www.youtube.com/watch?v=k6P_xznlv4g</a> Detailed analysis of why British developed railways in India and to whom it benefited. (6min)</p>	
<b>February 2023</b>	Revision			
<b>March 2023</b>	End Term Exam			