



**TAGORE INTERNATIONAL SCHOOL**  
**VASANT VIHAR, NEW DELHI**  
**PARENTS SYLLABUS (2020-21)**  
**CLASS XII C & D**  
**JULY-SEP.**

Subject	No. of Period/ Topics	Learning outcome	Activities	Assessments
<b>JULY</b>				
<b>Math</b>	Part II Integrals (17 classes)	Each child will be able to <ul style="list-style-type: none"> <li>- integrate some special functions</li> <li>- Integrate by parts</li> <li>- evaluate some special types of integrals</li> <li>- integrate rational functions using partial fraction decomposition method</li> <li>- know that definite integral has a unique value</li> <li>- define as the area of the region bounded by the curve <math>y = f(x)</math>, the ordinates <math>x = a</math>, <math>x = b</math> and the <math>x</math>-axis</li> <li>- apply the second fundamental theorem of Integral Calculus to evaluate the definite integral</li> </ul>	<b>Art Integrated Learning</b>  Design a colourful brochure /catalogue using Warli Art to consolidate all formulae related to integration.	Two Google forms, one on indefinite integral and the other on definite integral  Questions from NCERT and assignment done as CW and given as HW  Oral questioning  Quiz  Short Class tests

	Part II Application of integrals (5 classes)	<ul style="list-style-type: none"> <li>- evaluate definite integrals by substitution</li> <li>- list the properties of definite integrals and apply these to evaluate the same</li> </ul> <p>Each child will be able to</p> <ul style="list-style-type: none"> <li>- find the area under simple curves</li> </ul>		Questions from NCERT and assignment done as CW and given as HW
<b>English</b>	<p>July No. of periods: 25</p> <p>Vistas: Chapter 5: Should Wizard Hit Mommy Chapter 7: Evans Tries O Level</p> <p>Flamingo: Chapter 4: The Rattrap Chapter 5: Indigo Chapter 4: A Thing of Beauty</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>● Critically describe the characters</li> <li>● Classify the theme</li> <li>● Express the concept of gender equality</li> <li>● Differentiate between family and selfish needs</li> <li>● Summarize the plot</li> <li>● Distinguish the characters</li> <li>● Examine the complexity of the theme and its portrayal</li> <li>● Locate the loopholes in the prison rules</li> <li>● Examine the human relationships and their significance on the character</li> <li>● Examine the historical significance of the Indigo movement in</li> </ul>	<p>Art Integrated Learning to Draw the scenario of the Indigo movement based on the description</p> <p>Experiential learning: Interview a would-be mother and list the problems she faces; namely the health issues, her insecurities and her future plans. Formulate a practical coping mechanism for her.</p>	<p>Oral testing Quiz</p> <p>Questions from NCERT and assignment done as CW and HW</p>

		<p>Champaran</p> <ul style="list-style-type: none"> <li>● Read about the Romantic movement</li> <li>● Recognize the poetical devices used and understand their significance</li> <li>● Debate on the significance of the Champaran movement and how did it affect the freedom movement of India.</li> <li>● Differentiate between the format of</li> </ul>		
<b>Psychology</b>	<p>No. of periods: 19  <b>UNIT 6</b> - Attitude and Social Cognition  Introduction</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>● Define Social Cognition</li> <li>● Diff.btw impression formation and attribution</li> <li>● Analyse how people interpret the behavior of others</li> <li>● Give any two factors that affects attitude change</li> <li>● State examples of prejudices from our society</li> <li>● Differentiate between prejudice, stereotype and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>● Real life political attitudes to be discussed and debated upon to understand nature of attitudes and impression formation</li> <li>● Group discussion: Does Trump simply share attitudes or also amplify them?</li> <li>● Interpersonal judgement exercise</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>● Carvings in Khajuraho represent breaking stereotypes in indian</li> </ul>	<ul style="list-style-type: none"> <li>● Oral testing</li> <li>● Assignment on google classroom</li> <li>● Quiz</li> </ul>

	<p>No. of periods: 04</p> <p><b>Unit 5 - THERAPEUTIC APPROACHES - - -</b></p> <p>-Introduction to therapeutic relationship</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>● Mention the key factors of a therapeutic relationship</li> <li>● Give the importance of psychotherapy</li> </ul>	<p>society. Look for other areas where stereotypes are broken. It may be through a folk tale, novel, art work, theatre etc. Represent these changes in attitudes through an Indian art form. Some of them are listed below:</p> <ul style="list-style-type: none"> <li>● Indian dance form</li> <li>● Indian Music</li> <li>● Puppet show etc.</li> </ul> <ul style="list-style-type: none"> <li>● Book reading – 'Dibs in search of self'</li> </ul>	<ul style="list-style-type: none"> <li>● Oral testing</li> </ul>
<b>Biology</b>				
	<p>Unit- Biology In Human Welfare.</p> <ul style="list-style-type: none"> <li>● in Human Welfare (5-6 classes)</li> </ul>	<p>Each child will be able to;</p> <ul style="list-style-type: none"> <li>● Identify the role of various microbes in processing of various household products, in pollution control, in fuel</li> </ul>	<ul style="list-style-type: none"> <li>● Watch the video links given below &amp; read the concepts given in the NCERT</li> </ul>	<ul style="list-style-type: none"> <li>● Google form</li> <li>● Summarize the role of various microbes as graphic organizer</li> <li>● Google doc having intext questions.</li> </ul>

		<p>generation.</p> <ul style="list-style-type: none"> <li>● Microbes as biopesticides &amp; Biofertilizers.</li> <li>● Recall the name of various organisms involved in the process.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=8isr9nSDCK4">https://www.youtube.com/watch?v=8isr9nSDCK4</a> We all use water &amp; we all create sewage. Let us explore the world of friendly bacteria</li> <li>● <a href="#">The sewage treatment process</a> -water treatment plant</li> <li>● <a href="https://www.youtube.com/watch?v=PmBx5Zo8KZo">https://www.youtube.com/watch?v=PmBx5Zo8KZo</a> ---biogas</li> <li>● Students - List the microbes involved in the household, energy production, water treatment. In agriculture as biopesticides &amp; biofertilizers.</li> <li>● Explain their role in each category.</li> <li>● Name the microbes as a source of bioactive molecules.</li> <li>● Practical activity- Study the effect of temperature &amp; pH on the activity of salivary amylase on Starch</li> <li>● <b>AIL:</b> Write a poem</li> </ul>	
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	<p>Unit- Biotechnology</p> <ul style="list-style-type: none"> <li>● Biotechnology -Principles &amp; Tools</li> </ul> <p>( 6-7 Classes)</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>● Explain the two basic Principles of Biotechnology</li> <li>● Enlist the tools of biotechnology used in creating rDNA</li> <li>● Specify the role of each tool in use.</li> <li>● Specify the rules for nomenclature of restriction enzymes</li> <li>● Explain method of. Isolation of transformants from non transformants for rDNA formation &amp; Insertional inactivation</li> </ul>	<p>Hindi/English on microbes &amp; their functions in human welfare.</p> <ul style="list-style-type: none"> <li>● <b>Rubrics-</b></li> <li>● Poem title</li> <li>● Originality</li> <li>● Content relevance to the NCERT topic</li> <li>● Presentation &amp; the flow</li> </ul> <p>Watch the video links &amp; read the relevant concepts from the NCERT.</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=xF7F3kAJmuQ">https://www.youtube.com/watch?v=xF7F3kAJmuQ</a></li> </ul> <p>Applications in biotechnology</p> <ul style="list-style-type: none"> <li>● <a href="http://youtube.com/watch?v=HwR7mWv5h08">http://youtube.com/watch?v=HwR7mWv5h08</a></li> </ul> <p>On Gm crops an animation</p> <ul style="list-style-type: none"> <li>● <b>Students activity:</b></li> <li>● Explanation involving the applications of biotechnology in different fields for human welfare</li> <li>● Rearrange the steps involved in application of biotechnology as biopesticide</li> <li>● RNA silencing is a natural defense mechanism in some organisms.</li> </ul>	<ul style="list-style-type: none"> <li>● Create the graphic organizer-- flow charts on process of rDNA technology &amp;</li> <li>● Processes of DNA.</li> <li>● Google form &amp; google docs with questions on Tools of Biotechnology &amp; processes of Biotechnology</li> </ul>
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			<ul style="list-style-type: none"> <li>● Using different resources identify the organism &amp; the process</li> <li>● Comment transgenics can be of immense help in human welfare.</li> <li>● <b>Practical</b> -Extraction of DNA from plant sources.</li> <li>● <b>AIL</b>- Poster making - Microbes to Man- justifying the applications of Biotechnology.</li> <li>● Rubrics- Presentation Relevance to the topic Punctuality</li> </ul>	
<b>Physics</b>	<p><b>UNIT 4</b> Alternating current (8)</p> <ul style="list-style-type: none"> <li>· Ac and Dc current (1)</li> <li>· Average and rms values of current and voltage (2)</li> <li>· Power (1)</li> <li>· Power factor (1)</li> <li>· Impedance triangle (1)</li> <li>· Quality factor (1)</li> <li>· Phasor Diagrams(2)</li> <li>· LC oscillation (1)</li> <li>· Transformers (1)</li> </ul> <p><b>UNIT 5</b> E.M WAVES(2)</p>	<ul style="list-style-type: none"> <li>● Differentiate between the alternating and direct current</li> <li>● Draw phasor diagrams of various circuits</li> <li>● Calculate impedance of an LC, RC and RLC circuit</li> <li>● Ac generator and transformer</li> <li>● Describe transient current, electric oscillations, electrical resonance</li> <li>● Analyse graphs to predict the circuits with better quality factor</li> <li>● Explain the construction of a transformer.</li> <li>● Differentiate between step up and step down transformer.</li> <li>● Explain the working of the transformer.</li> <li>● Identify the different types of waves</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the appliances in which transformers are used. (L)</li> <li>● List the difference between transformers and the movie series Transformers. (EL)</li> <li>● <b>Think Break.</b> Qs would be put up after the demonstration to encourage thinking on Transformers(A)</li> <li>● <b>ART INTEGRATION:</b> Design a circuit using a combination of L,C and R using PhET simulation and study the voltage and</li> </ul>	<ul style="list-style-type: none"> <li>● Google form having MCI questions related to the subtopics.</li> <li>● Google docs as assignment sheets.</li> <li>● Online test.</li> <li>● Discussion of N.C.E.R.T QUESTIONS.</li> <li>● Derivation qs based on concept and knowledge</li> <li>● Analysis of Graphs</li> <li>● Prepare notes on em waves</li> </ul>

	<ul style="list-style-type: none"> <li>· Electromagnetic waves</li> <li>· Electromagnetic Spectrum</li> </ul>	<p>using the frequency and wavelength range.</p> <ul style="list-style-type: none"> <li>● Write the characteristic properties of waves.</li> <li>● Mention the applications and uses of each type of waves.</li> </ul>	<p>current waveforms</p> <p><b><u>Experiential learning:</u></b> Set up an experiment on OLABS to study the formation of oscillations on a sonometer wire.</p> <p><b><u>Practicals:</u></b></p> <ul style="list-style-type: none"> <li>● 1) To find the resistance of a galvanometer and to calculate its figure of merit.</li> <li>● 2) To find the frequency of the A.C. mains using a sonometer.</li> </ul>	
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<p><b>Chemistry</b></p>	<p><b>Unit -4 Chemical Kinetics (7)</b></p> <ul style="list-style-type: none"> <li>● Introduction and expression for rate of reaction.(1)</li> <li>● Rate constant and rate laws (2)</li> <li>● Factors affecting rate of reaction,Concentration, Temperature and Catalyst(2)</li> <li>● Modified first order reaction (1)</li> </ul> <p><b>Unit -7</b></p> <p><b>Pblock elements (9)</b></p> <ul style="list-style-type: none"> <li>● Group-15,16 electronic configuration,IE,metallic nature Oxidation States (4)</li> <li>● Group-17 electronic cong IE,metallic nature Oxidation States (3)</li> </ul>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>● Define and distinguish between average and instantaneous rate</li> <li>● Express the rate of reaction in terms of concentration of reactants</li> <li>● Enlist at least three factors on which rate depends. discuss the dependence of rate of reactions on concentration, temperature and catalyst</li> <li>● Derive the rate law for zero, first and second order reactions</li> <li>● Draw the graph rate—concentration and interpret order of the reaction.</li> <li>● Establish the relation between rate constant and half life</li> <li>● Distinguish between order and molecularity</li> </ul> <p>Each student will be able to</p> <ul style="list-style-type: none"> <li>● Reason for variation in physical properties of p-block elements.</li> <li>● Outline the steps of method of preparation of <math>\text{NH}_3</math></li> <li>● Draw structures of hydrides,oxides Mention reactions and uses of important compounds of sulphur.</li> <li>● Characterize important compounds</li> </ul>	<ul style="list-style-type: none"> <li>● Analyse the chemical change around on the given parameters 1.Exothermic 2.endothermic 3.how fast?(time taken) 4.Effect of temperature</li> <li>● Interpretation of graph for order of reaction</li> <li>● <b>Practical:</b></li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● AIL-Periodic table song.</li> <li>● AIL Role play –properties of elements</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheet and Assignment(google doc)</li> <li>● Class Test(google doc /google form)</li> <li>● N.C.E.R.T QUESTIONS</li> <li>● Derivation of zero and first order integrated rate law</li> <li>● Analysis of Graphs(concentration and rate or time)</li> </ul> <ul style="list-style-type: none"> <li>● Worksheet and Assignment(google doc)</li> <li>● Class Test-Trend in groups and periods (google doc /google form)</li> <li>● N.C.E.R.T QUESTIONS</li> <li>● Google doc-reason based question</li> </ul>
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	<ul style="list-style-type: none"> <li>● Group-18 electronic configuration IE metallic Nature Oxidation States(2)</li> </ul>	<p>of halides</p> <ul style="list-style-type: none"> <li>● Draw structures of oxides, fluorides and oxofluorides of Xenon</li> <li>● Predict if hydrolysis reactions of xenon fluoride are redox or not</li> <li>● State at least two uses of noble gases.</li> </ul>		
<b>Comp. Sc.</b>	<ul style="list-style-type: none"> <li>● Ch 7: Idea of Algorithmic Efficiency <ul style="list-style-type: none"> <li>● Performance measurements in terms of number of operations</li> </ul> </li> <li>● Ch 10: Communication and Network Concepts <ul style="list-style-type: none"> <li>● Evolution of Networking</li> <li>● Different Topologies</li> <li>● Transmission media</li> <li>● Switching techniques</li> <li>● Communication terminologies</li> <li>● Network devices</li> <li>● Protocol</li> <li>● Network Security Concepts</li> </ul> </li> </ul>	<p>Students will be able to :</p> <ul style="list-style-type: none"> <li>● Understand how to calculate performance measurements</li> <li>● Analyse an efficient algorithm</li> </ul> <p>Students will be able to :</p> <ul style="list-style-type: none"> <li>● Describe evolution of network</li> <li>● Differentiate between various communication devices</li> <li>● Define and mention usage of various protocols</li> <li>● Use networking tools</li> <li>● Apply concepts on case studies</li> <li>● Define and categorize guided and unguided media</li> </ul>	<p>Assignment based on algorithm performance measurement</p> <ul style="list-style-type: none"> <li>● Assignment based on topologies, network abbreviations, communication channels, protocols etc.</li> <li>● Application based questions on network set up in an organization</li> </ul>	<ul style="list-style-type: none"> <li>● Online Assignments</li> <li>● Online Discussion</li> <li>● Google quiz</li> <li>● Google forms</li> </ul> <ul style="list-style-type: none"> <li>● Online Assignments</li> <li>● Google Classroom Assignments</li> <li>● Discussion on online classes</li> </ul>

	<ul style="list-style-type: none"> <li>● WebPages, Web Servers</li> <li>● Open source software</li> <li>● Mobile technologies</li> <li>● Basic network tools</li> </ul>			
<b>Economics</b>	<p>Determination of Income and employment.</p> <p>Component of Aggregate Demand</p> <p>Consumption Function</p> <p>Savings Functions</p> <p>Determination of Equilibrium.</p> <p>Multiplier</p>	<p>Each student will be able to</p> <ul style="list-style-type: none"> <li>● Understand the tenets of Keynesian Economics and apply the tenets through the aggregate demand and supply model; identify the Keynesian portion of the AS curve and explain the logic for it.</li> <li>● Identify the concept of Aggregate demand and state its components.</li> <li>● Derive the consumption and savings from Income</li> <li>● Determine the short run fixed price in product market equilibrium, output investment.</li> <li>● Multiplier and its working</li> <li>● Deficient demand and Excess demand</li> <li>● Measures to combat the changes in equilibrium and output</li> </ul>	<p><u>Application activities:</u></p> <p>Discussion and visualisation on how The sub-prime crisis in the United States of America led to economic repercussions in the everyday lives of not only Americans but also in India.</p> <p><u>Experiential Learning:</u></p> <p>The students will watch the link on you-tube</p> <p><a href="http://www.slideshare.net/TejKiran2/keynesian-theory-of-income-determination">www.slideshare.net/TejKiran2/keynesian-theory-of-income-determination</a></p> <p>followed by</p> <p>Application activities:</p>	<p>Progressive worksheet after completion of each topic</p> <ul style="list-style-type: none"> <li>● Assignment on google Classroom</li> </ul> <p>Worksheet</p> <p>Reflective activities</p>

	Excess Demand		<ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Presentation by groups</li> <li>▪ Web Charts</li> </ul> <p>Practice activities:</p> <ul style="list-style-type: none"> <li>▪ Tabulation of information</li> </ul>	
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## AUGUST

<b>Math</b>	Part II Differential Equations (10 classes)	<p>Each child will be able to</p> <ul style="list-style-type: none"> <li>- identify an equation involving derivatives of the dependent variable with respect to independent variable as a differential equation</li> <li>- distinguish between order and degree of any differential equation and state the order and degree(if any)</li> <li>- solve a differential equation and find its general solution and also particular solution</li> <li>- apply variable separable method to solve an equation in which variables can be separated completely</li> <li>- identify and solve a differential equation that can be expressed in the form <math>dy/dx = f(x,y)</math> or <math>dx/dy = g(x,y)</math> as homogenous differential equation</li> </ul>	<p><b>Art Integrated Learning</b></p> <p><b>Find a pattern of family of curves in a picture of S H Raza and also sketch it</b></p>	<p>Google form</p> <p>Questions from NCERT and assignment done as CW and given as HW</p> <p>Oral questioning</p> <p>Short Class tests</p>
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	<p>Part II Probability (7 classes)</p>	<ul style="list-style-type: none"> <li>- identify and solve a differential equation of the form <math>dy/dx + Py = Q</math> as a first order linear differential equation</li> </ul> <p>Each child will be able to</p> <ul style="list-style-type: none"> <li>- define and find the conditional probability of an event E, given the occurrence of the event F</li> <li>- list the properties of conditional probability</li> <li>- apply multiplication theorem on probability</li> <li>- define independent events</li> <li>- describe partition of a sample space</li> <li>- state theorem of total probability and apply to questions</li> <li>- state Bayes Theorem and apply it to questions</li> <li>- describe what random variable means and find its probability distribution</li> </ul>	<p>Maths lab activity on conditional probability</p>	<p>Google form</p> <p>Questions from NCERT and assignment done as CW and given as HW</p> <p>Oral questioning</p>
<p><b>English</b></p>	<p>August No.of periods:21</p> <p>Vistas Chapter 6: <b>On the Face of it</b> (will not be assessed)</p> <p>Flamingo</p>	<p>Each student will be able to:</p> <p>Evaluate the difficulties faced by individuals with physical deformities</p> <p>Examine the characters and describe them</p> <p>The importance of allowing Nature to heal</p>	<p>Art Integration Witness a performance put together by individual with physical deformities.</p> <p>Interview them about the challenges they faced and how they overcame those shortcomings.</p>	<p>Oral testing</p> <p>Quiz</p> <p>Questions from NCERT and assignment done as CW and HW</p>

	<p>Chapter :Keeping Quiet</p> <p>Writing Skills-Article &amp;Report</p>	<p>itself and reflecting on the true priorities of life.</p>	<p>Then write an article based your interview.</p> <p>Create a poster to advertise their performance</p> <p>Standing on your balcony what do you observe?</p> <p>Write a report based on the Covid situation in your locality.</p>	
<p><b>Psychology</b></p>	<p>No.of periods: 15</p> <p><b>Unit 5 - THERAPEUTIC APPROACHES</b></p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>● Name the methods used in Psychodynamic therapy for healing</li> <li>● Diff. btw antecedent factors and maintaining factors</li> <li>● State any three behavioral techniques</li> <li>● Define the ABC component</li> <li>● Explain the term cognitive distortions</li> <li>● Define the term existential anxiety</li> <li>● State any four ethics of Psychotherapy</li> </ul>	<ul style="list-style-type: none"> <li>● Imagine yourself to be a Psychoanalyst and write the dialogues exchanged between you and your client for one session which turned out to be quite useful</li> <li>● Clipping from movie 'Dear Zindagi' followed by group discussion</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>● Role play of a therapeutic set up.</li> <li>● Discussing Mental Health is</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheet</li> <li>● Assignment</li> <li>● Oral Test</li> </ul>

	<p>No.of periods: 06</p> <p><b>Unit 2 - SELF AND PERSONALITY</b></p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>● Explain the concept of self</li> <li>● Define imp. terms like self esteem , self concept, self efficacy and self</li> </ul>	<p>a taboo in India. Most of the disorders are either denied or considered to be a result of magical powers. Interview people around you from different socioeconomic background. Ask them about their viewpoint on mental disorders, about the importance of temples like mehandipur balaji where exorcism is performed. Integrate all the video interviews and prepare a film.</p> <ul style="list-style-type: none"> <li>● If you were asked to change one aspect of your life what would you like to change and why? If not, why? Which aspect of your personality you would never like to change? Share it with the class.</li> </ul>	<ul style="list-style-type: none"> <li>● Oral Test</li> </ul>
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		<p>regulation</p> <ul style="list-style-type: none"> <li>● Diff. between the Indian and western view of self</li> </ul>		
<b>Biology</b>	<p>Unit- Biotechnology</p> <ul style="list-style-type: none"> <li>● Biotechnology - Applications of Biotechnology (6-7 classes)</li> </ul>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>● Describe the applications of biotechnology in the field of agriculture, molecular diagnosis, medicine &amp; waste management</li> <li>● Explain the applications in Transgenics.</li> <li>● Explain the ethical issues related to it</li> </ul>	<ul style="list-style-type: none"> <li>● Watch the below given video links.&amp; read the related subtopics from the NCERT</li> <li>● <a href="https://www.youtube.com/watch?v=xF7F3kAJmuQ">https://www.youtube.com/watch?v=xF7F3kAJmuQ</a></li> </ul> <p>Applications in biotechnology</p> <ul style="list-style-type: none"> <li>● <a href="http://youtube.com/watch?v=HwR7mWv5h08">http://youtube.com/watch?v=HwR7mWv5h08</a></li> </ul> <p>On Gm crops an animation</p> <ul style="list-style-type: none"> <li>● <b>Students activity:</b></li> <li>● Explanation involving the applications of biotechnology in different fields for human welfare</li> <li>● Rearrange the steps involved in application of biotechnology as biopesticide</li> <li>● RNA silencing is a natural defense mechanism in some organisms.</li> <li>● Using different resources identify the organism &amp; the process</li> <li>● Comment transgenics can be of immense help in human welfare.</li> <li>● <b>Practical</b> -Study the water</li> </ul>	<ul style="list-style-type: none"> <li>● Create the graphic organizer-- flow charts on GM cotton &amp; Tobacco plant</li> <li>● Processes of DNA.</li> <li>● Google form &amp; google docs with questions on GE &amp; Human health</li> </ul>




			holding capacity of Water samples.	
<b>Biology</b>	<p>UNIT- Environment.</p> <ul style="list-style-type: none"> <li>Organism &amp; population.</li> </ul> <p>( 6-7 classes) ( CONTD. IN SEPT.)</p>	<p>Each child will be able to:</p> <ul style="list-style-type: none"> <li>Explain the factors affecting the ecosystem.</li> <li>Explain the adaptations in the organisms in an ecosystem.</li> <li>Discuss the pattern of population growth &amp; interaction.</li> </ul>	<p>Read the relevant concepts from the NCERT.</p> <ul style="list-style-type: none"> <li>Discussion of the muddiest point on the concepts</li> <li>Making concept maps on population interactions.</li> <li>Comments on the graphs based on growth curves.</li> <li>Discussion of Intext questions.( NCERT</li> <li><b><u>Practical activities-</u></b> Study of physical properties of soil</li> </ul>	
<b>Physics</b>	<p><b>RAY OPTICS(4)</b></p> <ul style="list-style-type: none"> <li>Refraction</li> <li>Dispersion</li> <li>Optical Instruments and its magnification</li> </ul> <p><b>WAVE OPTICS (10)</b></p> <ul style="list-style-type: none"> <li>Huygens Principle</li> </ul>	<ul style="list-style-type: none"> <li>Relate the refractive index to the amount of refraction that a ray undergoes while traversing the medium and the fact that refractive index is wavelength related</li> <li>Define wave front and Huygens principles</li> <li>Show reflection and refraction of a plane wave surface using wave fronts</li> <li>Define interference of light, state</li> </ul>	<p><b><u>Ask The winner:</u></b> Solving numerical problems. Those who would get the answers correct would help the ones who will get it incorrect</p> <p><b><u>Activity:</u></b>Laser action and Einstein’s theory of lasers, types, applications in industry and medical field.</p> <p><b><u>Practicals</u></b> To determine angle of minimum deviation for a given prism by plotting a graph between the angle</p>	<ul style="list-style-type: none"> <li>Google form having MCI questions related to the subtopics.</li> <li>Google docs as assignment sheets.</li> <li>Online test.</li> <li>Discussion of N.C.E.R.T QUESTIONS.</li> </ul>

	<ul style="list-style-type: none"> <li>· Coherent and incoherent sources</li> <li>· Diffraction</li> </ul>	<p>the conditions required for it</p> <ul style="list-style-type: none"> <li>· Explain Young's double slit experiment and obtain expressions for fringe width, conditions for maximum and minimum amplitudes.</li> <li>· Relate diffraction and wave nature and hence increase the resolving power of optical instruments using electron beams</li> <li>· Explain Diffraction due to a single slit,</li> <li>· Differentiate between interference and diffraction.</li> </ul>	<p>of incidence and the angle of deviation and hence find its refractive index.</p> <p><b><u>Experiential Learning:</u></b> Students will create disturbance on the water surface to create overlapping waves.</p> <p><b><u>ART INTEGRATION:</u></b> Photography: Capture Dispersion in daily life and present it using digital collage.</p>	
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<b>Chemistry</b>	<p><b>Unit -8</b></p> <p><b>d-f block elements (6)</b></p> <ul style="list-style-type: none"> <li>● General characteristic of transition elements(2)</li> <li>● Stability of oxidation state and reduction potentials(1)</li> <li>● general trends in properties of lanthanoids(1)</li> <li>● lanthanoid contraction(1)</li> <li>● reduction potentials and oxidation states(1)</li> </ul>	<p>Each student will be able to-</p> <ul style="list-style-type: none"> <li>● Recall electronic configuration of transition elements and justify their position in periodic table</li> <li>● Characterize and explain general trends in properties</li> <li>● Define lanthanoid and state one reason for such phenomenon</li> <li>● Mention at least two consequences /applications of this contraction.</li> <li>● Predict stability of oxidation states on transition elements.</li> <li>● Compare the general configuration. and oxidation states of lanthanoides</li> <li>● Characterize inner-transition elements on the basis of configuration.</li> </ul>	<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>● To test the presence of carbohydrate,protein and fat in the given food sample.</li> <li>● To test presence of functional group in the given compound</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheet and Assignment(google doc)</li> <li>● Class Test-Trend in transition series (google doc /google form)</li> <li>● N.C.E.R.T QUESTIONS</li> <li>● Google doc-reason based question</li> </ul>
	<p><b>Unit-10</b></p> <p><b>Aldehydes, Ketones, Carboxylic acids(7)</b></p> <ul style="list-style-type: none"> <li>● IUPAC naming</li> <li>● Methods of preparation(1)</li> <li>● Physical and chemical properties(1)</li> </ul>	<p>Each student will be able to</p> <ul style="list-style-type: none"> <li>● Follow IUPAC rules and name compounds.</li> <li>● Correlate physical and chemical properties of these classes of compounds.</li> <li>● Describe methods of preparation of these compounds (at least two)</li> <li>● Illustrate important name reactions with examples.</li> </ul>	<ul style="list-style-type: none"> <li>● AIL-Digital Poster on relative reactivity of aldehydes and ketones</li> <li>● Research: The Chemistry of EssentialOil Reveals Aromatherapy as a True Science!</li> </ul>	

	<ul style="list-style-type: none"> <li>● Nucleophilic addition reactions(1)</li> <li>● Condensation reactions and Reduction reactions(1)</li> <li>● IUPAC name of Carboxylic acids(1)</li> <li>● Preparation of carboxylic acids(1)</li> <li>● Acidic nature and effect of electron withdrawing group(1)</li> </ul>	<ul style="list-style-type: none"> <li>● Draw resonating structures of benzaldehyde</li> <li>● Explain ring substitution .</li> <li>● Compare nucleophilic addition reaction of aldehyde with ketones</li> <li>● Distinguish between 1.aldehyde and ketones 2. two aldehydes3.two ketones by chemical method.</li> <li>● Outline mechanism for aldol and cross aldol reaction</li> <li>● Describe two important method of preparation of carboxylic acids</li> <li>● Express acidic nature in terms of Pka.</li> <li>● Predict the acidic strength when EWG is present.</li> </ul>	<ul style="list-style-type: none"> <li>● Know about medicinal property of aldehydes and ketones</li> </ul>	
<b>Comp. Sc.</b>	<p>Ch 11: Relational Databases</p> <ul style="list-style-type: none"> <li>● Types of Keys</li> <li>● Terminology</li> <li>● Data Models</li> <li>● Relational Algebra</li> <li>● Introduction to MySQL</li> </ul> <p>Ch 12: Simple Queries in SQL</p> <ul style="list-style-type: none"> <li>● MySQL Revision Tour</li> <li>● Relational data Model</li> <li>● DDL, DML Commands</li> <li>● Making simple queries</li> <li>● Constraints</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the concepts and need to have a database</li> <li>● Perform queries on the tables created</li> </ul>	<ul style="list-style-type: none"> <li>● Perform queries based on the user requirements</li> <li>● Application based questions on the basis of the table given</li> </ul>	<ul style="list-style-type: none"> <li>● Google quiz</li> <li>● Google forms</li> <li>● Google classroom</li> </ul> <p>Assignments</p>

<b>Economics</b>	<u>ENVIRONMENT AND SUSTAINABLE DEVELOPMENT</u>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss Current Scenario of pollution and its effect on Indian farmers</li> <li>• Discuss Pollution in India</li> <li>• Find solutions to the problems</li> </ul>	<p><u>Application activities:</u></p> <p>Discussion on the <a href="#">Earth Summit</a> in Rio de Janeiro, Brazil</p> <p><a href="#">United Nations Conference on Sustainable Development</a></p> <p><a href="https://sustainabledevelopment.un.org/?menu=1300">https://sustainabledevelopment.un.org/?menu=1300</a></p> <p>followed by</p> <p>Application activities:</p> <ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Presentation by groups</li> </ul> <p>Newspaper articles</p> <p>PLACARDS made by students</p>	<ul style="list-style-type: none"> <li>• Assignments on Google Classroom</li> <li>• Oral questioning</li> <li>• collectively summarizing</li> <li>• Google Forms – Assessment</li> </ul>
	<p>RURAL DEVELOPMENT</p> <p>Objectives</p> <p>Meaning</p> <p>Key issues</p> <p>Sources of credit</p>	<p>Each student will be able to</p> <p>Identify the objectives for rural development and its meaning.</p> <p>Identify the key issues that arise</p> <p>State the sources of credit</p>	 <p>Story writing</p>	<p>Assignments on Google Classroom</p> <ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• collectively summarizing</li> <li>• Google Forms - Assessment</li> </ul>

			<p><u>Application activities:</u></p> <p>Discussion on The articles on sources of credit, especially in the situation of COVID 19</p> <p><u>Experiential Learning</u></p> <p><a href="https://www.youtube.com/watch?v=pDqQlvEE_qE">https://www.youtube.com/watch?v=pDqQlvEE_qE</a></p> <p>Bring out the key issues in rural development.</p> <p>Why is agricultural diversification essential for sustainable livelihoods?</p> <p>ART INTEGRATION</p> <p>Poetry</p> <p>Rain water harvesting project</p> <p>Pottery</p>	
<b>SEPTEMBER</b>				
<b>Math</b>	<p>Part II Probability(contd) (2 classes)</p> <p>Part II Linear Programming Problem (6 classes)</p>	<p>Each child will be able to</p> <p>- describe what random variable means and find its probability distribution</p> <p>Each child will be able to</p>	<p>Art Integrated Learning</p> <p>Culinary Art : Culinary Art: Choose any Indian state and find out about the staple food of that state. Find the reason for that state to have that as their staple food .Research on dishes prepared there using</p>	<p>Questions from NCERT and assignment done as CW and given as HW</p> <p>Oral questioning</p>

	<p>Part II Vector Algebra (10 classes)</p>	<ul style="list-style-type: none"> <li>- get familiarised with terms objective function, linear constraints, non – negative constraints,</li> <li>- describe a linear programming problem as a one that is concerned with finding the optimal value (maximum or minimum) of a objective function of several variables that are non – negative and satisfy a set of linear constraints</li> <li>- solve graphically the linear programming problems by corner point method by identifying feasible region (bounded), corner points and thus finding the optimal feasible solution</li> <li>- mathematically formulate different types of linear programming problems like manufacturing and diet problems and solve them graphically</li> </ul> <p>Each child will be able to</p> <ul style="list-style-type: none"> <li>- differentiate scalars and vectors by giving examples</li> <li>- describe a vector with initial and terminal points with a direction and magnitude as the</li> </ul>	<p>these staple foods and frame a LPP related to the nutrients of the dish, with the constraints and optimisation function. It has to be presented as a PPT with introduction about the state, its staple food and reason out why the state has that as a staple food, cuisine of the state prepared using the staple food ,the LPP and a picture of the cuisine prepared by you.</p> <p>Lab Manual Activity:</p> <p>To prove angle in a semi circle is a right angle</p>	<p>Questions from NCERT and assignment done as CW and given as HW</p> <p>Oral questioning</p>
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		<ul style="list-style-type: none"> <li>distance between the end points</li> <li>- describe a vector in space</li> <li>- describe a vector in space in terms of its direction cosines</li> <li>- establish a relationship among the direction cosines</li> <li>- recognise that direction ratios are proportional to direction cosines</li> <li>- list the types of vectors and define them like zero vector, unit vector, coinitial vectors, collinear vectors, equal vectors, negative of a vector</li> <li>- add two vectors using triangle law of vector addition</li> <li>- list the properties of vector addition</li> <li>- multiply a vector by a scalar</li> <li>- represent a vector as in its component form</li> <li>- state the relation between the scalar components of collinear vectors</li> <li>- apply the section formula to questions</li> <li>- define scalar product of two vectors</li> <li>- list the properties of scalar product</li> <li>- describe the projection of vector on a line</li> <li>- define vector or cross product of two vectors</li> <li>- list the properties of cross product</li> <li>- find the area of a parallelogram using</li> </ul>		
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		cross product		
<b>English</b>	<p>September No of periods:</p> <p>Vistas Revision</p> <p>Flamingo Chapter 6:Aunt Jeniffer's Tiger</p> <p>Writing Skill: Revision Letter (Job application,Resume )</p>	<p>Each student will be able to: Attempt the answers correctly</p> <p>Identify the power negation which happens in an unequal marriage</p> <p>Gender inequality and its expression</p>	<p>Write a one act play where the gender roles have changed</p>	<p>Quiz Oral testing</p> <p>Worksheets</p> <p>Questions shared on google classroom</p>
<b>Psychology</b>	<p>No.of periods: 07</p> <p><b>Unit 2 - SELF AND PERSONALITY</b> (Rest of the periods for revision of half yearly exam)</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>• Diff. between type and trait approaches</li> <li>• Explain psychodynamic approach in detail</li> </ul>	<ul style="list-style-type: none"> <li>• List down various defense mechanisms that you have noticed taking place in your own life. Give instances too.</li> <li>• Draw a comparative sketch between type and trait approach</li> </ul> <p><b>Art Integration:</b></p> <ul style="list-style-type: none"> <li>• Compare the personality of a tribal child with that of a child from agricultural society. Represent it through story</li> </ul>	<ul style="list-style-type: none"> <li>• Question bank by students</li> <li>• Assignment</li> <li>• Worksheet</li> <li>• Oral Testing</li> </ul>

			<p>writing/dialogue writing/Painting/story telling</p>	
<p><b>Biology</b></p>	<p>UNIT- Environment.  <ul style="list-style-type: none"> <li>Organism &amp; population.</li> </ul> ( 6-7 classes)</p> <p>• BIODIVERSITY  ( 6-7classes)</p>	<ul style="list-style-type: none"> <li>Explain the factors affecting the ecosystem.</li> <li>Explain the adaptations in the organisms in an ecosystem.</li> <li>Discuss the pattern of population growth &amp; interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of the muddiest point on the concepts</li> <li>Making concept maps on population interactions.</li> <li>Comments on the graphs based on growth curves.</li> <li>Discussion of Intext questions.( NCERT</li> <li><b><u>Practical activities-</u></b> Study of population density &amp; population frequency of plants in the virtual field .Using Ola labs link.</li> </ul> <p><b>AIL-</b> Presentation on subtopics by each student.  Rubrics-  Research done on the topic  Presentation of the content  Oral skills  Watch the video &amp; read the NCERT text</p> <p><a href="https://www.youtube.com/watch?v=Hl6Ye9CCaPo">https://www.youtube.com/watch?v=Hl6Ye9CCaPo</a> patterns of biodiversity.</p>	<ul style="list-style-type: none"> <li>Google form having MCI questions related to the subtopics.</li> <li>Google docs as assignment sheets.</li> <li>Online test.</li> <li>Discuss the muddy</li> </ul>

		<p>Each child will be able to-</p> <p>Explain the word Biodiversity &amp; its levels Identify</p> <p>the importance of biodiversity.</p> <p>Specify the causes for loss of biodiversity.</p> <p>Discuss the conservation strategies .</p>	<p>&amp; Teacher PPT The students will answer the questions based on the Patterns of Biodiversity,significance of Biodiversity, causes of Biodiveristy loss. &amp; Conservation strategies. <b>AIL-</b> Using mythyological Character Hanuman jee with moutain being carried to revive shri Lakshman jee--as an ice breaking activity.</p> <p><b>Practical</b> To study stages of Meiosis using permanent slides</p>	<p>points orally.</p> <ul style="list-style-type: none"> <li>● Discuss NCERT text questions.</li> <li>● Google doc with descriptive questions.</li> <li>● Google form with MCI</li> </ul>
<b>Physics</b>	<p><u>UNIT 8</u> Atomic nucleus (4)</p> <ul style="list-style-type: none"> <li>● Atomic Spectra</li> <li>● De-Broglie hypothesis</li> <li>● Nuclear Energy</li> </ul> <p>Revision:</p> <p><b>Atoms</b></p> <ul style="list-style-type: none"> <li>● Spectral series</li> <li>● Energy of an electron in a</li> </ul>	<ul style="list-style-type: none"> <li>● Explain Alpha particle scattering experiment</li> <li>● Explain nuclear forces, nuclear reactions- fission and fusion.</li> <li>● Explain the Bohr's model of an atom.</li> <li>● Appy De broglie's relation to solve numerical problems.</li> <li>● Calculate the energy , radius , time period and velocity of an electron of a H- atom.</li> <li>● Explain photoelectric effect. Apply Einstein energy equation to explain photoelectric effect.</li> </ul>	<p><u>GOOGLE FORM:</u> After watching a video students would answer the questions related to the practical.(A)</p> <p><b>Practicals:</b>To find the focal length of a convex mirror and a concave lens.</p> <p><b>Research activity:</b>Cosmic rays and elementary particles. Quarks, their types and properties, evidence of existence of quarks, formation of baryons and mesons with quarks.</p>	<ul style="list-style-type: none"> <li>● Google form having MCI questions related to the subtopics.</li> <li>● Google docs as assignment sheets.</li> <li>● Online test.</li> <li>● Discussion of N.C.E.R.T QUESTIONS.</li> </ul>

	<p>H-atom.</p> <ul style="list-style-type: none"> <li>● Radius of the orbit.</li> </ul> <p><b>Dual Nature of matter and radiation.</b></p> <ul style="list-style-type: none"> <li>● Photoelectric Effect</li> </ul>		<p>EGS (Electron Gamma Shower). Existence of neutrino and antineutrino.</p> <p><b>QUIZLET:</b> Students will take an online quiz.</p> <p><b>ART INTEGRATION:</b> Comic Strip to establish the relation between photoelectric effect and diffraction. (Minimum 10 strips to point out the duality of electrons and light particles)</p>	
<b>Chemistry</b>	<p><b>Unit-11</b></p> <p><b>Organic compounds containing Nitrogen (6)</b></p> <ul style="list-style-type: none"> <li>● describe amines as derivatives of ammonia having a pyramidal structure;</li> <li>● classify amines as primary, secondary and tertiary;(1)</li> <li>● name amines by common names and IUPAC</li> </ul>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>● Write some trivial and IUPAC names of compounds containing nitrogen</li> <li>● Correlate physical and chemical properties of primary secondary and tertiary amines</li> <li>● Describe methods of preparation of these compounds (at least two)</li> <li>● Explain ring substitution of aniline</li> <li>● Distinguish between prim,sec,tert.amines</li> <li>● Learn types of reactions shown by amines</li> <li>● Appreciate use of organic compounds in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Practical</b></li> <li>● To test presence of amine functional group in the given compound</li> <li>● To Prepare a standard solution (M/10) of ferrous ammonium sulphate and determine strength of given KMnO<sub>4</sub> solution.</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheet and assignment(google doc)</li> <li>● Assess-ment MCQ test Google form</li> <li>● Discussion on NCERT text book questions</li> </ul>

	<p>system;(1)</p> <ul style="list-style-type: none"> <li>● describe some of the important methods of preparation of amines;(2)</li> <li>● explain the properties of amines;</li> <li>● distinguish between primary, secondary and tertiary amines;(1)</li> </ul> <p><b>Unit-9</b> <b>Co-ordination Chemistry (6)</b></p> <ul style="list-style-type: none"> <li>● Werner theory</li> <li>● Nomenclature rules(1)</li> <li>● Isomerism(1)</li> <li>● Magnetic property</li> <li>● Hybridization(1)</li> <li>● Geometrical shapes</li> <li>● Crystal field theory(1)</li> <li>● Drawing and Interpretation of octahedral and tetrahedral</li> </ul>	<p>Each student will be able to</p> <ul style="list-style-type: none"> <li>● Define the terms involved in coordination compounds.</li> <li>● Follow the rules of IUPAC nomenclature.</li> <li>● Predict the type of isomerism in coordination compounds.</li> <li>● Draw the possible isomers of a compound given.</li> <li>● Outline the postulates of VBT and CFT.</li> <li>● Understand the nature and geometrical shapes of complexes by VBT,CFT.</li> <li>● List important coordination compounds and their applications</li> </ul>	<p>AIL-Colour wheel showing change in colour of complex with ligand</p>	
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	<p>complexes and their applications(2)</p> <p><b>Unit -12</b> <b>Biomolecules(2)</b></p> <ul style="list-style-type: none"> <li>● Carbohydrates Classification structure importance</li> <li>● Protein-Types,enzymes,Denaturation of protein</li> <li>● Nucleic acid DNA &amp; RNA</li> </ul>	<p>in various fields.</p> <p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>● Define biomoleculesLike carbohydrates,Protein &amp; nucleic acid</li> <li>● Learn different type of proteins</li> <li>● Explain different type of carbohydrates</li> <li>● Explain the difference between DNA and RNA</li> <li>● Appreciate the role of these Biomolecules In biosystem</li> </ul>	<p>AIL-Digital Collage of different biomolecules properties and uses</p>	
<b>Comp. Sc.</b>	<p>Ch 13: Table Creation and Data Manipulation Commands</p> <ul style="list-style-type: none"> <li>● Order By</li> <li>● Aggregate functions</li> <li>● Other SQL Functions</li> </ul> <p>Ch 14: Grouping Records, Joins in SQL</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Perform queries on the tables created</li> <li>● Use functions in the queries</li> <li>● Group the data as per the queries</li> </ul>	<p>The students will create a database and apply Aggregate functions and group the data according to the queries</p>	<ul style="list-style-type: none"> <li>● Databases created</li> <li>● Queries performed</li> <li>● Assignments</li> <li>● Class tests</li> <li>● CBSE Sample questions and papers</li> </ul>

	<ul style="list-style-type: none"> <li>● Group by</li> <li>● Joins in MY SQL</li> <li>● Types of Joins</li> </ul>			
<b>Economics</b>	<p>Human Capital Formation</p> <p>How people are a resource.</p> <p>Role of human capital in development</p> <p>Gender sensitivity</p> <p>Equality</p>	<p>Each student will be able to</p> <ul style="list-style-type: none"> <li>● Role of human capital formation</li> <li>● Problems</li> <li>● Factors affecting human capital</li> <li>● Identify the importance of human capital formation.</li> <li>● Identify the ways it's done.</li> <li>● Comprehend the difference between human development and capital formation.</li> <li>● Critically appraise the current education scenario.</li> </ul>	<p><u>Application activities:</u></p> <p>EACH ONE TEACH ONE-Discussion on the initiative taken in the country.</p> <p><u>Experiential Learning:</u>  <a href="http://www.slideshare.net/AmritaAro/ra48/humancapital">http://www.slideshare.net/AmritaAro/ra48/humancapital</a> formation  <a href="http://image.slidesharecdn.com/hcf-autosaved-130628042717-phpapp02/95/human-capital-formation-12-638.jpg?cb=1372411797">http://image.slidesharecdn.com/hcf-autosaved-130628042717-phpapp02/95/human-capital-formation-12-638.jpg?cb=1372411797</a></p> <p>Discussion on how human capital formation is very crucial for an economy to develop.</p> <p>ART INTEGRATION</p> <p>Comparative study of India with Japan on certain parameters depicted through photographs or painting.</p>	<ul style="list-style-type: none"> <li>• Assignments on Google Classroom</li> <li>• Oral questioning</li> <li>• collectively summarizing</li> <li>• Google Forms – Assessment</li> </ul> <p>Assignments on Google Classroom</p> <p>Oral questioning</p> <p>collectively summarizing</p> <ul style="list-style-type: none"> <li>•Google Forms -</li> </ul>

	<p>Infrastructure</p> <p>Meaning Types Economic Vs Social Problems State of infrastructure in India.</p>	<p>Each student will be able to:</p> <ul style="list-style-type: none"> <li>● Discuss the importance of medical facilities in the country for HCF as well as earning income.</li> <li>● Problems faced in the economy.</li> <li>● Differentiate between social and economic infrastructure</li> </ul>	<p><u>Application activities:</u></p> <p>How can you say that doctor-population ratio has improved over the years in India?</p> <p><u>Experiential Learning:</u></p> <p><a href="https://www.youtube.com/watch?v=54C9Gmrmbqc">https://www.youtube.com/watch?v=54C9Gmrmbqc</a></p>	<p>Assessment</p>
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