

D.A.V. PUBLIC SCHOOL, BRIJ VIHAR, GHAZIABAD

CURRICULUM CLASS XIITH

Subject- ENGLISH

General Objective: To lead the learners to substantiate an understanding of the connection between writing and thinking and

demonstrate effectiveness in using verbal and non verbal language appropriate to the goal.

- Improve communication between student – student and teacher-student.
- To develop academic skills.
- To enhance the students' knowledge of subject content.
- To read literature with an appreciation for inter-relatedness of plot, character, theme and style.
- Form an appreciation for all genres of literature.
- To encourage goal- oriented teamwork.

PROJECTED CONTENT	<u>METHODOLOGY</u>	<u>LEARNING OUTCOMES</u>
	APRIL (23 days)	
<i>The Last Lesson (Flamingo)</i>	<p>The session would begin with an interaction on homework and the way you treat it. (Student-Teacher Interaction)</p> <p>The learners would interpret the title of the lesson. The background knowledge of the author and his works would be given.</p> <p>The facilitator would develop the chain of events, with TEXT sequence or discourse/spoken with reference to the educational and personal domains. Difficult words and terms would be discussed. The prose will be explained. All possible questions and answers would be discussed and assigned.</p>	<p>They would develop their optimistic attitude towards life amidst many struggles. They would be able to familiarize themselves with specific background information of Alphonse Daudet/ history of France. They would be able to make connections between similar situations in different storylines/life experiences like Indians under British imperialism.</p>
<i>TIGER KING (Vistas)</i>	<p>The session would start with a short video on save tiger. The learners would interpret the title of the story and relate it to the video shown.</p> <p>The background of the author would be given. The story would be read aloud. The theme and underlying meaning would be discussed.</p> <p>A comparative study</p>	<p>The Learners will be able to uncover motives, absorb didactics. They would be able to familiarize with specific Royal Indian background information of the author/history of cruel insensitive kings who found pleasure in hunting and killing innocent animals. They would understand the importance of becoming sincere and trustworthy in thought and action. They would be understanding, responsive</p>

	<p>between Mrs Packetide's Tiger and the lesson. Difficult words would be listed and explained. The moral of the story would be discussed.</p>	<p>tolerant and have respect for class identities – democratic citizenship.</p>
<p><i>My Mother at sixty-six (Flamingo)</i></p>	<p>Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem and make an interpretation of the title as it indicates the subject and theme. (student- teacher interaction)</p> <p>They would compare the poem with the poem A Photograph. The background of the poet would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm. Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem. The poem would be explained covering the phrases, sentences and discourse as well as their structuring. Silent reading of the poem by</p>	<p>The students would be able to grasp the theme and meaning of the poem. They would be able to read the poem with proper tone and rhyme and develop an interest in poetry.</p> <p>Their vocabulary would be strengthened. Their analysing skills would be enhanced.</p>

	<p>the students within five minutes and listing the difficult terms.</p> <p>The figures of speech and rhyme scheme would be discussed.</p>	
<p>WRITING SKILLS</p> <p>Notice Writing</p>	<p>Warm up session: Learners would share their knowledge on the importance of a notice(Student- Teacher interaction)</p> <p>The Learners would be asked to speak about a notice they received and they remember still. The teacher would explain what a notice is and its purpose. The standard format of notice writing would be shown in the class. The teacher would discuss in detail what a notice should contain. The wide range of themes and objectives covered by notice would be discussed with examples Special note on- 5 W's What Where When Who Whom</p>	<p>Students will be able to analyse any NOTICE shown to them on the basis of the knowledge imparted. They will be able to frame notice about any event.</p> <p>They will be able to identify important information in any given notice. Students will be able to use appropriate style and format to write a NOTICE effectively.</p>
<p>Advertisements(Classified)</p>	<p>A visual clipping of advertisements would be shown to the learners and they would interpret it through interaction. (student-student interaction)</p>	<p>Students will learn persuasive techniques used in advertising, specifically, pathos or emotion, logos or logic, and ethos or credibility/character. They will use this knowledge to analyse</p>

	<p>The concept, format, style and purpose would be explained with examples</p>	<p>advertising in a variety of sources: print, television, and Web-based advertising. Students will also explore the concepts of demographics and marketing for a specific audience.</p>
<p>DEEP WATER</p>	<p>The session would begin with an interactive session wherein the teacher would ask the students to discuss about their phobias as related to the theme of the lesson. The prose would be read aloud. Difficult words would be discussed. The story outline, theme and values would be discussed by the teacher through a Power Pont Presentation. The students would be grouped into six for the varied activities, discussions and presentations.</p> <p>The students would be grouped into six for the varied activities, discussions and presentations.</p>	<p>The learners would unfold their logical thinking skills. Their vocabulary will be enriched. They would be able to organize their thoughts, research work, compile and present in an economic writing style. The creative writing skills would be enhanced. They would develop their listening, speaking, questioning and presentation skills. They would strengthen their decision making skills.</p>
	<p>MAY 16 DAYS</p>	
<p>LOST SPRING (Flamingo)</p>	<p>The session would begin with an audio –video presentation on the plight of poor children. The learners would be asked to interpret the title of the</p>	<p>Learners will be able to sensitize the learners to the problem of child labour. They would be able to identify the problem, consider the options, weigh the pros and cons of each option, and reach a decision/opinion/solution. They would enhance their</p>

	<p>lesson relating it to the presentation. The background of the author would be given. The theme and story line would be explained. The teacher would develop the format in sequence or discourse spoken with reference to the ethical/global and personal domains.</p>	<p>analytical skills. They would be able to uncover the motives of the poor parents/policemen/Industrialists/middlemen. They would be able to absorb didactics and inspiration. They would strengthen their integrated skills.</p>
<p>KEEPING QUIET <i>(Flamingo)</i></p>	<p>The session would begin with the study of silence. The teacher would ask the learners to maintain silence and the study the sounds of silence for one minute. The learners would discuss on the sounds and thoughts of silence and relate to the title of the poem. The background of the author would be given. The poem would be read aloud and discussed. Difficult words would be listed out and discussed. The synopsis would be shown with the help of a PPT.</p>	<p>The learners would be able to understand the need of the hour to maintain peace and cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences. They would be able to upbraid and gently reprove with the predictable loss of the world. (global domain)</p>
<p>WRITING SKILLS <i>Article Writing</i></p>	<p>The session would start with a pre-writing activity to create an interest towards writing. The teacher would define what an article is and discuss the purpose of article</p>	<p>The students would develop an interest towards writing. Their planning and organizing techniques would be enhanced. They would be able to research any subject and derive information from facts and present them in the form of a writer</p>

	<p>writing. The different styles, subjects, purpose of article writing would be discussed. The teacher would explain the technique of accumulating ideas, focussing on ideas and facts, planning, organizing, evaluating, structuring and editing. They would be taught the importance and way of producing a finished piece of work with examples. The requirements of the content, beginning, body and end would be focussed.</p>	<p>Their creative writing would be analysed. The interpreting and evaluative skills would be strengthened.</p>
	<p>JULY 25 Days</p>	
<p><i>The Enemy</i> (VISTAS)</p>	<p>The session would start with an interactive session on the services of a doctor. The title of the lesson would be open for class interpretation. The background of the author would be given. The lesson would be read aloud and explained. The historical background of the story and war related issues would be discussed. Difficult words would be listed</p>	<p>The learners will be able to familiarize themselves with specific background of political enmity. They will be able to identify and make connections between similar situations in own life experiences where our prejudices often hinder our human compassion and empathy for a political enemy. They will be able to understand the significance of professional ethics and social obligation in sensitive</p>

	out and discussed.	
ELEMENTARY SCHOOL CLASSROOM IN A SLUM (Flamingo)	<p>Pre- reading Activity: The session would start with an interaction on Government's eye on the schools of the slum areas. The title of the prose would be open for class interpretation. The facilitator would develop the format of text in sequence or discourse (spoken with reference to the ethical/global, public and personal domains of social and personal life.</p>	<p>The learners would familiarize themselves with specific background information of social inequalities. They would recognize the purpose of theme and the hidden pathos and nuances of the lines, correlating them with indigenous personal experiences. They would be able to build up empathy and sympathy with the prevalent inequalities of the society which rest on financial status and lost opportunities for children.</p>
WRITING SKILLS (Letter to Editor)	<p>The format, rules, technique would be discussed with examples. The usage of language would be taught and students would be assigned written tasks.</p>	<p>They would develop an interest towards writing thus enhancing their writing skills. Their thinking skills would be enhanced.</p>
POSTER MAKING	<p>The teacher will acquire and display several different posters from various sources. Some examples may include: Movie posters, Community events, Advertisements Campaign signs,</p>	<p>Comprehend an effective Poster making as a tool of Visual Communication. Focus on the message to be delivered. Keep the sequence well ordered. Use graphs and images effectively. Plan and organize a poster presentation.</p>

	<p>Billboard Pictures, full-page newspaper ads. Learners will brainstorm the purpose of posters. (Student- Teacher Interaction) Some responses may include: To get people's attention To get people to do something To give people information. The teacher would discuss and demonstrate the presentation stage, consolidation stage and the closing stage.</p>	<p>Use spacing, margins, colours, and lay maximize effectiveness and list informa about their invention.</p>
	<p>AUGUST (23 Days)</p>	
<p><i>The Third Level</i></p>	<p>The session would start with an interaction on How the protagonist of the story likes to escape From the reality of life. The title will be discussed</p>	<p>At the end of the chapter students will to understand that inspite of running responsibilities one should know to fac that too bravely</p>
<p>LETTER WRITING: Enquiry/Reply Order/Complaint /Reminder/Cancellation. Replies to the Letters.</p>	<p>The lesson consists of three stages that are outlined below: 1) An ordering activity for group work with cards: Each group will be given a set of cards to order and the teacher will constantly observe and move during the activity to provide any assistance required. The correct version will then be displayed on the Green Board. 2) Find the deliberate mistakes for pair work: To vary the forms of</p>	<p>The learners will be able to express ideas fluently and chronologically, concisely without difficulty in purpose, expressions, grammar usage, format usage and relevant vocabulary. They will be able to express request/complaint/reminder/cancellation fluently and orderly without difficulty in suitable tone expressions and relevant vocabulary.</p>

	<p>interaction, this time the learners will be asked to work on the activity in pairs and photocopies will be provided. The correct answers will then be elicited.</p> <p>3) A Questionnaire through which the learner can find out how much they know about letter writing: The students can work on this individually and photocopies will be provided for this purpose. (Inductive Learning)</p> <p>The format, usage, purpose and style would be demonstrated with examples</p>	
	SEPTEMBER (25 days)	
	Recapitulation of Writing and literature for Term-1-EXAMINATION	
	OCTOBER (17 Days)	
<i>Rattrap</i>		
SHOULD WIZARD HIT MOMMY (Vistas)	<p>The session would start with an interaction on Are nursery rhymes and fairy tales a reflection of reality?</p> <p>The title of the lesson would be open for interpretation. The background of the author would be given. The lesson would be read aloud and discussed. Difficult</p>	<p>The learners would be able to familiarize with specific background while tackling personal choices on security, familiarity and happiness. They would be able to make connections between similar situations in personal experiences. They will be able to appreciate the timeless significance of universal fears of loss and gain, of happy ending and parenting issues</p>

	words would be listed out and discussed.	
Indigo	<p>The lesson will be introduced with a brief introduction of Mahatma Gandhi and his contributions</p> <p>This lesson based on the leadership shown by Mahatma Gandhi to secure justice for oppressed people through convincing argumentation and negotiation.</p> <p>It also mentions the contributions made by the anonymous Indians to the freedom movement</p>	<p>To enable the students to</p> <ol style="list-style-type: none"> 1. Imbibe Empathy confidence, self respect and self Reliance 2. Importance of decision making in adverse circumstances
	EXAMINATION	
	NOVEMBER (24 days)	
EVAN TRIES AN O' LEVEL (Vistas)	<p>The session would start with an interaction on Would Education in the jails help in refining prisoners.</p> <p>The title of the lesson would be open for class interpretation.</p> <p>The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed</p>	<p>The learners will be able to familiarize themselves with specific background of the cat and mouse role of the police and the criminal.</p> <p>They will be able to identify and make connections between similar situations in their own country where each of us witness the dereliction of duty of the law keepers and their complacent laxity.</p>
WRITING SKILLS Letter of Job Application	<p>The teacher would stress the students on the importance of application – they may lead to an interview and discuss the content of a letter of application and note the responses on the</p>	<p>The learners will be able to understand the nature and purpose of a letter of application.</p> <p>They will be able to examine a variety of letters to determine best layout, content and style.</p> <p>They will be able to develop and produce their own letter of application and prepare cover letter and attached bio</p>

	blackboard/or discuss through a PPT.	data.
<i>On the face of it</i>	The lesson will be explained by telling the students about the pain and isolation the physically handicapped go through. It highlights the callousness of the society towards them which affects them adversely and become even more withdrawn.	To enable the students to <ol style="list-style-type: none"> 1. Inculcate values like Empathy, concern and concern 2. Understand the theme that appearances are deceptive and often we go on dealing with our impressions without caring to know them actually.
	DECEMBER (26 Days)	
<i>MEMORIES OF CHILDHOOD (Flamingo)</i>	The session would begin with a presentation on the great personalities who fought against social injustice. The title of the lesson would be open for class interpretation. The background of the author would be given. The lesson would be read aloud and discussed. Difficult words would be listed out and discussed.	The learners would be able to sensitize themselves to the issues of estranged cultural ties. They will be able to make connections between similar situations in different storylines/life experiences. They will be able to initiate the role of an ambassador in the world ridden with racial and class differences. They would be able to recognize the universal/global theme of inequality.
<i>AUNT JENNIFER'S TIGERS (Flamingo)</i>	Pre-reading activity would be the first step wherein the students would delve deep into the title of the poem. The learners would make an interpretation of the title as it indicates the subject and theme. The background of the poet.	The learners will be able to facilitate making connections between similar situations in different storylines/life experiences. They will be able to empathize with Aunt Jennifer's problems and seek resolution. They will be able to think and produce spontaneous, fluid and expression in poetic texts to convey a social change.

	<p>would be discussed. The poem would be read aloud with proper intonation rhyme and rhythm.</p> <p>Difficult terms and words would be explained so that the students can predict the atmosphere of the world inside the poem.</p> <p>The poem would be explained covering the phrases, sentences and discourse as well as their structuring.</p> <p>Silent reading of the poem by the students within five minutes and listing the difficult terms.</p> <p>The figure of speech and rhyme scheme would be discussed.</p>	They would discern prevailing inequalities in various guises.
<i>Thing of Beauty</i>	<p>To enable the students</p> <ol style="list-style-type: none"> 1. To understand the critical appreciation of the poem based on rhyme, content, theme and genre 2. Identify the figure of speech used in the poem 	Inculcate values like peace, contentment, respect, care and concern. Understand beautiful things are worth treasuring as they leave an everlasting impression on the hearts of people.
	JANUARY (16 days)	
<i>REVISION AND PREPARATION for PRE BOARD</i>		
	FEBRUARY	
<i>RECAPITULATION and PREPARATION FOR FINAL ASSESSMENT</i>		

SUBJECT: PHYSICS (042)

Learning objectives:

1. Strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.
2. Expose the learner to different processes used in physics related industrial and technological application.
3. Develop process skills and experimental, observational, manipulative, decision making and investigatory skills in the learners.
4. Promote problem solving abilities and creating thinking in learners .
5. Develop conceptual competence in learners and make realize and appreciate the interface of physics with other disciplines.

MONTH: APRIL

NO. OF WORKING DAYS: 27

CHAPTER	METHODOLOGY	LEARNING OUTCOME
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<p>UNIT-1 electrostatics</p>	<p>Lecture method/Enquiry</p>	<p>Would be able to familiar with electric charge and coulombs law and they would be able to calculate electrostatic force between static charges. Would able to define electric field and understand its significance and able to calculate electric field due to point charges/group of point charges/electric dipole would be able to visualize electric field lines due to point charges/dipole/uniform field. Would able to define electric flux and its significance . Would able to understand gauss law and apply it to calculate electric field due to thin charged sheet/due to charge distributed over a wire/electric field inside/outside hollow sphere. Can understand the concept of electric potential and its realtion</p>
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		<p>with electric field. Would able to calculate electric potential due to point charge/group of charges/electric dipole. Would able to define capacitance of capacitor and analyze energy stored in parallel plate capacitor. Would able to analyze series/parallel combination of capacitor and energy stored in capacitor able to understand dielectric and its polarization and its effect on capacitance of parallel plate capacitor. Would able to solve numerical problem on above concepts.</p>

MONTH: MAY

NO. OF WORKING DAYS: 16

CHAPTER	METHODOLOGY	LEARNING OUTCOME
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<p>UNIT-2 current electricity</p>	<p>Lecture method/Enquiry/demonstration</p>	<p>Would be able to define electric current and can distinguish between current and electricity understand why current is scalar quantity. Would be able to define drift velocity, mobility and able to establish relation between current and drift velocity. Would able to understand effect of temperature on drift velocity. Would able to interpret ohms</p>
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		<p>law and able to distinguish between resistance and resistivity.</p> <p>Would able to calculate resistance of carbon resistor using color code.</p> <p>Would able to analyse series/parallel combination of resistor and observe their application in daily life.</p> <p>Would able to differentiate between terminal voltage and EMF of cell and able to understand internal resistance of cell and its dependence on various factors.</p> <p>Would able to understand kirchoffs law and use it to obtain balanced condition of wheat stone bridge.</p> <p>Would able to</p>
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		<p>measure unknown resistance using meter bridge.</p> <p>Would able to measure/compare EMF of cell and internal resistance of cell using potential meter.</p> <p>Develop problems solving skills on above said concepts.</p>

MONTH: JULY

NO. OF WORKING DAYS: 24

CHAPTER	METHODOLOGY	LEARNING OUTCOME
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<p>UNIT-3 magnetic effect of current and magnetism</p>	<p>Lecture method/interactive</p>	<p>Would able to understand concept of magnetic field and conclusion of orested experiment. Can state biot-savert law and apply it find magnetic</p>
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		<p>field due to current carrying circular loop. Would able to state amperes law and use it to find magnetic field due to infinitely long current carrying wire/solenoid/toroid. Would able to find Lorentz force/force on moving charge in uniform magnetic field. Would able to understand working of cyclotron and distinguish the role of electric field/magnetic field in working cyclotron. Would able to find force on current carrying conductor in uniform magnetic field, force between two parallel current carrying long conductors and able to define one ampere. Would able to find torque experienced by current loop in uniform magnetic field. Would able to understand principle working of moving coil galvanometer able to define current sensitivity, voltage sensitivity of moving coil galvanometer and conversion of MCG into voltmeter/ammeter. Would able to</p>
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		<p>understand current loop as magnetic dipole, its magnetic dipole moment, magnetic dipole moment of revolving electron, magnetic field intensity</p>
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		<p>due to bar magnet along its axis line/equation line., torque on magnetic dipole in uniform magnetic field, bar magnet as equivalent solenoid, magnetic field lines, earth's magnetic field and magnetic elements.</p> <p>Would able to distinguish between dai, para and ferro magnetic substances.</p> <p>Would able to select material/substance suitable for electromagnet/paramagnet</p> <p>Develop solving skills on above said concepts/topics.</p>

MONTH: AUGUST

NO. OF WORKING DAYS: 23

CHAPTER	METHODOLOGY	LEARNING OUTCOME
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<p>UNIT-4 EMI and AC</p>	<p>Lecture method/interactive/demonstration /PPT</p>	<p>Would able to understand the concept of magnetic flux, electro magnetic induction, farday's law, induced current, lenz law and eddy current.</p> <p>Would able to demonstrate self induction/ mutual induction.</p> <p>Would able to understand concept of AC and distinguish between AC and DC.</p> <p>Would able find relation between peak value of current and rms value of current.</p> <p>Would able to understand series LCR circuit, resonance, impendence, reactance power factor of AC circuits, wattless current.</p> <p>Would able to understand working of AC generator and transformer.</p> <p>Would able to define wavefront, state huygen's principle and establish refraction of light, snells's law using hugyen principle.</p> <p>Would able to understand</p>
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		<p>interference of light, young double slit experiment fringes fringe width coherent sources of light diffraction due to single slit central maxima Would able to distinguish between interference of light and diffraction of light. Understand polarization of light able to demonstrate polarization using polaroid. Would able to state Brewster's law Develop problem solving skills in above said concept/topics</p>
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MONTH: SEPTEMBER

NO. OF WORKING DAYS: 25

CHAPTER	METHODOLOGY	LEARNING OUTCOME
Revision for term 1 pre board	Test\group discussion\revision of formulas	Better performance in pre board

MONTHS: OCTOBER

NO. OF WORKING DAYS: 17

CHAPTER	METHODOLOGY	LEARNING OUTCOME
UNIT-5 EM waves UNIT-7 dual nature	Lecture method/interactive	Would be able to understand basic idea of displacement current, EM waves, production of EM waves and their characteristics. Would be able to understand electromagnetic spectrum including elementary about their uses/production. Would be able to understand dual nature, photoelectric effect, Einstein photoelectric equation and particle nature of light. Can state/understand de Broglie hypothesis, de Broglie waves, conclusion of Davisson-Germer experiment.

MONTH: NOVEMBER**NO. OF WORKING DAYS: 24**

CHAPTER	METHODOLOGY	LEARNING OUTCOME
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<p>UNIT-6 optics Revision for term 1</p>	<p>Lecture method/demonstration/PP T</p>	<p>Would able to understand concept of reflection of light, spherical mirror, concave mirror, convex mirror, focus, focal length, radius of curvature, mirror formula, linear magnification.</p> <p>Would able to understand the refraction of light and distinguish between refraction and reflection.</p> <p>Can interpret snell's law, understand refraction index.</p> <p>Would able to demonstrate total</p>
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		<p>internal reflection and observe its application in daily life.</p> <p>Would able to understand refraction from spherical refracting surfaces and able to establish lens maker formula and lens formula and linear magnification.</p> <p>Would able to observe combination of lenses in daily life and understand power of lens.</p> <p>Would able to understand concepts of refraction of light and dispersion through prism.</p> <p>Would able to understand working/magnifying power of telescope/microscope and can distinguish between them.</p>
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MONTH: JANUARY

NO. OF WORKING DAYS: 18

CHAPTER	METHODOLOGY	LEARNING OUTCOME
UNIT-8 atoms and nuclei UNIT-9 electronic devices	Lecture method/Enquiry	Would able to understand/interpret Rutherford and particle experiment and its conclusion. Would able to understand the bhor's atom model, energy level and hydrogen spectrum and able to calculate wavelength corresponding to various series like lyman paschan ets. Would able to understand the

		<p>composition size of nuclei, radioactivity.</p> <p>Differentiate between alpha beta gamma decay and</p> <p>can state radioactivity decay law, half life, decay constant.</p> <p>Would able to interpret mass defect, bonding energy and mass energy graph.</p> <p>Distinguish between nuclear fission/fusion.</p> <p>Develop problem solving skills on above said concepts/topics.</p> <p>Would able to distinguish conductor, insulator and semi conductor on the basis of energy band diagram.</p> <p>Would able to distinguish between n –type and p-type semi conductor and understand formation PN junction.</p> <p>Would able to forward bias and reverse bias of PN junction and understand their working.</p> <p>Able to draw PI characteristics of PN junction diod in forward biased and reverse biased.</p> <p>Would able to understand the working of PN junction diod as half wave rectifier and full wave rectifier.</p> <p>Would able to</p>
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		understand the working of jener diod, LED, solar cell,etc.

Subject-Chemistry (043)

OBJECTIVES

- 1 Promote understanding of basic facts and concepts of chemistry.
- 2 Make students capable of studying chemistry in academic and professional courses.
- 3 Expose the students to various emerging new areas of chemistry and apprise them with their relevance in future studies.
- 4 Equip students to face various challenges related to health, nutrition ,environment,population, weather, industries and agriculture.
- 5 Develop problem solving skills in students.
- 6 Apprise students with the interface of chemistry with other disciplines of science such as Physics, Biology, Engineering Geology and Mathematics.
- 7 Acquaint students with different aspects of chemistry and its use in daily life.
- 8 Develop an interest in students to study chemistry as a discipline.
- 9 Integrate life skills and values in context of chemistry.

TERM I

Month : April

No. of days : 27

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
UNIT Solid State <ul style="list-style-type: none">• Classification of solids based on different binding	Lecture method Interactive approach 3-D Models	Students will be able to: <ul style="list-style-type: none">• Describe general characteristics of solid state• Distinguish between crystalline and amorphous• Classify crystalline solids on the basis of of the

<p>forces molecular, ionic ,covalent and metallic solids</p> <ul style="list-style-type: none"> ● Amorphous and crystalline solids ● Unit cell in two dimensions and three dimensional lattices ● Calculation of density of unit cell ● Packing in solids ● Packing efficiency ● Voids ● Number of atoms per unit cell in a cubic unit cell ● Point defects <p>UNIT</p> <p>Solutions</p> <p>TOPIC</p> <ul style="list-style-type: none"> ● Types of solutions ● Expression of concentration of solutions of solids in liquids ● Solubility of gases in liquids ● Solid solutions 	<p>Videos</p>	<p>nature of binding forces</p> <ul style="list-style-type: none"> ● Define crystal lattice and unit cell ● Explain close packing of structures describe types of voids and close packed structures ● Calculate the packing efficiency of different types of cubic unit cells ● Correlate the density of a substance with unit cell properties ● Describe the imperfections in solids and their effect on properties <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe the formation of different types of solutions ● Express concentration of solutions in different ways ● State and explain Henry's law and Raoult's law ● Distinguish between ideal and non ideal solutions ● Explain deviations of ideal solutions from Raoult's law
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<ul style="list-style-type: none"> ● Raoult's law ● Colligative properties ● Relative lowering of vapour pressure ● Elevation in boiling point ● Depression in freezing point ● Osmotic pressure ● Determination of molecular masses using colligative properties 	Lecture method Group discussion Demonstration Videos/PowerPoint presentation	law <ul style="list-style-type: none"> ● Describe colligative properties of solutions and correlate with the molar masses of the solute ● Explain abnormal colligative properties exhibited by some solutes in solutions
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Month :May

No.of days :16

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
UNIT Haloalkanes and haloarenes TOPIC <ul style="list-style-type: none"> ● Haloalkanes ● Nomenclature ● Nature of C-X bond ● Physical and chemical 	Lecture method Interactive approach Concept maps Art integrated learning	Students will be able to: <ul style="list-style-type: none"> ● Name haloalkanes and haloarenes according to IUPAC system of nomenclature ● Describe the reactions involved in preparation of haloalkanes and haloarenes and understand the reactions that they undergo ● Correlate the structure of Halo alkanes and haloarenes with various types of reactions ● Use stereochemistry as a tool for understanding reaction mechanism ● Highlight the environmental effects of

<p>properties</p> <ul style="list-style-type: none"> • Optical rotation • Mechanism of substitution reactions • Haloarenes • Nature of C-X bond • Substitution reactions • Directive influence of halogen in monosubstituted compounds only 		polyhalogen compounds
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Month :July

No. of days :24

UNIT/TOPIC		
<p>UNIT</p> <p>Alcohols,phenols and ethers</p> <p>TOPIC</p> <ul style="list-style-type: none"> • Alcohols • Nomenclature • Method of preparation • Physical and chemical properties of primary alcohols only • Identification of 	<p>Lecture method</p> <p>Interactive approach</p> <p>Concept map</p> <p>Art integrated learning</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name alcohols phenols and ethers according to IUPAC system of nomenclature • Discuss the reactions involved in the preparation of alcohols from alkanes and aldehydes ketones and carboxylic acid • Discuss the reactions involved in preparation of phenols from haloarenes, benzene sulphonyl chlorides, diazonium salt and cumene • Discuss the reactions for preparation of ethers from alcohols, alkyl halides and sodium alkoxide • Correlate physical properties of alcohols ,phenols and ethers with their structures • Discuss chemical reactions of three classes

<p>primary ,secondary and tertiary alcohols</p> <ul style="list-style-type: none"> ● Mechanism of dehydration ● Phenols ● Nomenclature ● Methods of preparation ● Physical and chemical properties ● Acidic nature of phenol ● Electrophilic substitution reaction ● Uses of phenols ● Ethers ● Nomenclature ● Methods of preparation ● Physical and chemical properties ● Uses 		<p>compounds on the basis of their structure</p>
<p>UNIT</p> <p>Biomolecules</p> <p>TOPIC</p> <ul style="list-style-type: none"> ● Carbohydrates ● Classification aldoses and ketoses ● Monosaccharides ● Glucose and Fructose 		<p>Students will be able to</p> <ul style="list-style-type: none"> ● Define the various molecules like carbohydrates, proteins and nucleic acids ● Classify carbohydrates, proteins and nucleic acids

<ul style="list-style-type: none"> • D-L configuration • Proteins • Elementary idea of amino acids • Peptide Bond • Polypeptides • Structure of proteins primary ,secondary, tertiary and quaternary structure • Denaturation of proteins • Nucleic acids 	<p>Lecture method</p> <p>Group discussion</p>	<p>acids on the basis of their structures</p> <ul style="list-style-type: none"> • Explain the difference between DNA and R • Appreciate the role of biomolecules
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Month :August

No. of days :23

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
<p>UNIT</p> <p>p block elements</p> <p>TOPIC</p> <ul style="list-style-type: none"> • Group15 elements • General introduction • Electronic configuration • Occurrence • Oxidation State • Trends in physical properties and chemical 	<p>Lecture method</p> <p>Question answer technique</p> <p>Mind maps</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate general trends in chemistry of ele of group 15, 16 ,17 and 18 • Learn the preparation properties and uses of dinitrogen ,ammonia and nitric acid • Describe the preparation properties and uses of dioxygen and ozone and Chemistry of some simple oxides • Describe allotropic forms of sulphur chemist important compounds and the structure of ox • Describe the preparation properties and uses of chlorine and hydrochloric acid • Know the chemistry of interhalogens and stru of oxoacids of halogens • Enumerate the uses of noble gases and app

<p>properties</p> <ul style="list-style-type: none">• Nitrogen preparation properties and uses• Compounds of Nitrogen• Preparation and properties of ammonia and nitric acid• Group 16 elements• General introduction• Electronic configuration• Oxidation state of• Occurrence• Trends in physical and chemical properties• Dioxygen preparation properties and uses• Classification of oxides• Ozone• Sulphur allotropic forms• Compounds of sulphur• Preparation properties and uses of sulphur		<p>the importance of these elements and their compounds in our daily life</p>
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<p>dioxide</p> <ul style="list-style-type: none">● Sulphuric acid properties and uses● Oxoacids of sulphur structures only● Group 17 elements● General introduction● Electronic configuration● Oxidation State● Occurrence● Trends in physical and chemical properties of compounds of halogens● Preparation properties and uses of chlorine and hydrochloric acid● Interhalogen compounds● Oxoacids of halogens● Group 18 elements● General introduction● Electronic configuration● Occurrence		
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<ul style="list-style-type: none"> ● Trends in physical and chemical properties ● Uses <p>REVISION FOR TERM</p> <p>UNIT</p> <p>Aldehydes, Ketones and carboxylic acids</p> <p>TOPIC</p> <ul style="list-style-type: none"> ● Aldehydes and ketones ● Nomenclature nature of carbonyl group ● Methods of preparation ● Physical and chemical properties ● Mechanism of nucleophilic addition ● Reactivity of Alpha hydrogen in aldehydes ● Uses ● Carboxylic acids ● Nomenclature ● Acidic nature methods of preparation 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write the common and IUPAC names of aldehydes, ketones and carboxylic acids ● Write the structures of the compounds containing functional groups namely carbonyl and carboxyl group ● Describe the important methods of preparation and reactions of these classes of compounds ● Correlate physical properties and chemical reactions of aldehydes, ketones and carboxylic acids with their structures
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<ul style="list-style-type: none"> • Physical and chemical properties • Uses 	<p>Lecture method</p> <p>Interactive approach</p> <p>Concept maps</p>	<ul style="list-style-type: none"> • Explain the mechanism of a few selective reactions of aldehydes and ketones • Understand the various factors affecting the reactivity of carboxylic acids and their reactions • Describe the uses of aldehydes ketones and carboxylic acids
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Month :September

No. of days :25

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
<p>REVISION FOR TERM</p> <p>PRE BOARD FOR TERM I</p>	<p>Tests/Assignment/Quiz/presentation</p>	

TERM II

Month :October

No. of days :17

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
<p>UNIT</p> <p>Amines</p> <p>TOPIC</p> <ul style="list-style-type: none"> ● Amines ● Nomenclature ● Classification ● Structure ● Methods of preparation ● Physical and chemical properties ● Uses ● Identification of primary, secondary and tertiary amines 	<p>Lecture method</p> <p>Interactive approach</p> <p>Mind maps</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ● Describe amines as derivatives of ammonia having a pyramidal structure ● Classify amines as Primary, secondary and tertiary name a means by common name and IUPAC system ● Describe some important methods of preparation of amines ● Explain the properties of amines ● Distinguish between primary secondary and tertiary amines ● Describe the method of preparation of diazonium salts and their importance in synthesis of series of aromatic compounds including azodyes
<p>UNIT</p> <p>Chemical kinetics</p> <p>TOPIC</p> <ul style="list-style-type: none"> ● Rate of a reaction average and instantaneous ● Factors affecting rate of reaction: concentration, temperature, catalyst ● Order and molecularity of a reaction ● Rate Law and specific reaction rate constant 	<p>Lecture method</p> <p>Group discussion</p> <p>Demonstration</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define the average and instantaneous rate of a reaction ● Express the rate of a reaction in terms of change in concentration of either of the reactants or products with time ● Distinguish between elementary and complex reactions ● Differentiate between the molecularity and order of a reaction ● Define rate constant ● Discuss the dependence of rate of a reaction on concentration temperature and catalyst ● Derive integrated rate equation for zero and first order reactions

<ul style="list-style-type: none"> ● Integrated rate equation and half life of zero and first order reaction 		<ul style="list-style-type: none"> ● Describe collision theory
REVISION		

Month :November

No. of days 24

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
UNIT Electrochemistry TOPIC <ul style="list-style-type: none"> ● Redox reaction ● EMF of a cell ● Standard electrode potential ● Nernst equation and its application to chemical cells ● Relation between gibbs energy and EMF of a cell ● Conductance in electrolytic solution ● Specific and molar conductivity ● Variation of conductivity with 	Lecture method Peer teaching Interactive approach	Students will be able to: <ul style="list-style-type: none"> ● Describe an electrochemical cell and difference between Galvanic cell and electrolytic ● Apply Nernst Equation for calculating the EMF of an electrochemical cell and define Standard potential ● Derive relation between Standard potential of cell Gibbs energy of cell reaction and equilibrium constant. ● Define resistivity conductivity and molar conductivity of ionic solution ● Differentiate between ionic and electrolytic conductance. ● Describe the method for measurement of conductivity of electrolytic solutions and calculation of their molar conductivity. ● Justify the variation of conductivity and molar conductivity of solutions with change in their concentration ● Enunciate the Kohlrausch law and learn its application ● Understand quantitative aspects of electrolysis ● Describe the construction of some primary and secondary batteries and fuel cells

<p>concentration</p> <ul style="list-style-type: none"> • Kohlrausch law • Electrolysis <p>UNIT</p> <p>Surface Chemistry</p> <p>TOPIC</p> <ul style="list-style-type: none"> • Adsorption • Physisorption and chemisorption • Factors affecting adsorption of gases on solids • Colloidal state • Distinction between true solution colloid and Suspension • Lyophilic and lyophobic colloids • Multimolecular and macromolecular colloids • Properties of colloids Tyndall effect Brownian 	<p>Lecture method</p> <p>Interactive approach</p> <p>Demonstration</p> <p>Videos</p>	<ul style="list-style-type: none"> • Explain corrosion as an electrochemical process <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe interfacial phenomenon and its significance • Define adsorption and classify it into physical and chemical adsorption • Explain mechanism of adsorption • Explain the factors controlling the adsorption from gases and Solutions on solids • Explain adsorption results on the basis Freundlich adsorption isotherm • Appreciate the role of catalysis in chemistry • Enumerate the nature of colloidal state • Describe preparation properties and purification of colloids • Classify emergence and describe their preparation and properties • List the uses of colloids
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movement Electrophoresis coagulation Revision		
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Month :December

No. of days :26

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
UNIT d block elements TOPIC <ul style="list-style-type: none"> ● General introduction ● Electronic configuration ● Occurrence and characteristics of transition metals ● General trends in properties of the first row transition metal ● Metallic character and ionization enthalpy ● Oxidation states and radii ● Colour ● Catalytic property ● Magnetic properties ● Interstitial compounds ● Alloy formation ● lanthanoids ● Electronic configuration 	Lecture method Interactive approach Question answer technique Art integrated learning (3-D models)	Students will be able to: <ul style="list-style-type: none"> ● learn position of d and f block elements in periodic table ● Know the electronic configuration of transition elements and inner transition elements ● Appreciate the relative stability of various oxidation states in terms of electrode potential values ● Describe the preparation properties structure and uses of some important compounds like potassium dichromate and potassium permanganate ● Understand the general characteristics of d and f block elements and their general trends horizontal and group trends ● Describe the properties of the f block elements and give comparative account of lanthanides and actinoids with respect to electronic configuration Oxidation state and chemical behaviour

<ul style="list-style-type: none"> • Oxidation States • Lanthanide contraction and its consequences 		
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Month :January

No. of days. :18

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
UNIT Coordination compounds TOPIC <ul style="list-style-type: none"> • Coordination compounds • Introduction • Ligands • Coordination number • Colour • Magnetic properties and shapes • IUPAC nomenclature of coordination compounds • Bonding • Werner's theory • Valence bond theory and crystal field 	Lecture method Group discussion	Students will be able to <ul style="list-style-type: none"> • Appreciate the postulates of werner's theory of coordination compounds • Know the meaning of terms like coordination central atom ligand coordination number coordination sphere oxidation number homoleptic and heteroleptic complex • Learn the rules of nomenclature of coordination compounds • Write the formulas and names of mononuclear coordination compounds • Define different types of isomerism of coordination compounds • Understand the nature of bonding in coordination compounds in terms of valence bond theory and crystal field theory • Appreciate the importance and applications of coordination compounds in our day to day

theory		
Revision		

Month : February

No. of days :22

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
Revision Pre board exams Practical exams	Tests/Assignments/Presentations/Quiz	

Month :March

No. of days:24

UNIT/TOPIC	METHODOLOGY	LEARNING OUTCOMES
CBSE BOARD EXAM	-	-

Note:

1 Practicals will be done in both the terms in offline/Online mode

2 Guidelines for Investigatory project in chemistry will also be discussed in class.

SUBJECT : MATHEMATICS (041)

Objectives :

The aims of teaching and learning mathematics are to encourage and enable students to:

- To acquire knowledge and critical understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles, symbols, and mastery of underlying processes and skills.
- To feel the flow of reasons while proving a result and solving a problem.
- To apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method.
- To develop a positive attitude to think, analyze and articulate logically.
- To develop interest in the subject by participating in related competitions.
- To acquaint students with different aspects of Mathematics in daily life.
- To develop an interest in students to study Mathematics as a discipline.
- To develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.

Month: APRIL No. of working days : 27

Chapter	Methodology	Learning Outcomes
<p>UNIT II Chapter 3 Matrices</p>	<p>Blackboard-Chalk and lecture method Link the previous knowledge with new concepts. Videos.</p>	<p>Students would be able to understand concept, notation, order, equality, types of matrices, Addition, multiplication with scalar. Concept of elementary row and column operations. Invertible Matrices.</p>
<p>UNIT II Chapter 4 Determinants</p>	<p>Blackboard-Chalk and lecture method Link the previous knowledge with new concepts. Videos.</p>	<p>Students would be able to understand determinant of square matrices upto 3X3, properties of minors, cofactors of determinant and their application to find area of triangle. Adjoint and inverse. Consistency and inconsistency and number of solutions of system of linear equations by example. Solving linear equations in 2 variables using inverse of matrix.</p>

Month: MAY No. of working days: 16

Chapter	Methodology	Learning Outcomes
UNIT I Chapter 1 Relations and functions	Blackboard-Chalk and lecture method Link the previous knowledge with new concepts. Videos.	Students would be able to understand types of relations: reflexive, symmetric, transitive and equivalence. One-one, onto, composite, and inverse functions.
UNIT I Chapter 2 Inverse Trigonometric Functions	Blackboard-Chalk and lecture method Link the previous knowledge with new concepts. Videos.	Students would be able to understand range, domain, principle value branch. Graphs of inverse trigonometric functions. Elementary properties of inverse trigonometric functions.

Month: JULY No. of working days :24

Chapter	Methodology	Learning Outcomes
<p>UNIT III Chapter 5</p> <p>Continuity and differentiability</p>	<p>Blackboard-Chalk and lecture method</p> <p>Link the previous knowledge with new concepts.</p> <p>Videos.</p>	<p>Students would be able to understand continuity and differentiability, derivative of composite functions, chain rule, derivative of ITFs, implicit functions. Concept of exponential and logarithmic functions, the parametric functions and their derivatives.</p> <p>Second order derivative Rolle's theorem and LM (without proof and their geometric interpretation)</p>
<p>UNIT III Chapter 6</p> <p>Applications of Derivatives</p>	<p>Blackboard-Chalk and lecture method</p> <p>Link the previous knowledge with new concepts.</p> <p>Videos.</p>	<p>Students would be able to understand applications of derivatives: rate of change of bodies, increasing/decreasing functions, tangents and normals, use of derivative in approximation, maxima and minima.</p>

Month: AUGUST No. of working days :23

Chapter	Methodology	Learning Outcomes
<p>UNIT III Chapter 7 Integrals</p>	<p>Blackboard-Chalk and lecture method Link the previous knowledge with new concepts. Videos.</p>	<p>Students would be able to understand integrals as the reverse of differentiation. Integration of a variety of functions by substitution, partial fractions and by parts. Define integrals as a limit sum, Fundamental Theorem of Calculus (without proof). Basic properties of definite integrals and their evaluation.</p>
<p>UNIT III Chapter 8 Applications of Integrals</p>	<p>Blackboard-Chalk and lecture method Link the previous knowledge with new concepts. Videos.</p>	<p>Students would be able to understand applications of finding the area under curves, especially lines, circles/parabolas/ellipses (in standard form only), Area of the clearly identifiable region between any two of the above said curves.</p>

Month: SEPTEMBER No. of working days : 25

Chapter	Methodology	Learning Outcomes
<p>UNIT III</p> <p>Chapter 9</p> <p>Differential equations</p>	<p>Blackboard-Chalk and lecture method</p> <p>Link the previous knowledge with new concepts.</p> <p>Videos.</p>	<p>Students would be able to understand the definition of order and degree, general and particular solutions of a differential equation.</p> <p>Formation of differential equation whose general solution is given.</p> <p>Solution of differential equations by method of separation of variables, solutions of homogeneous differential equations of order and degree</p>
<p>UNIT IV</p> <p>Chapter 10</p> <p>Vector Algebra</p>	<p>Blackboard-Chalk and lecture method</p> <p>Link the previous knowledge with new concepts.</p> <p>Videos.</p>	<p>Students would be able to understand vectors and scalars, magnitude and direction of a vector.</p> <p>Direction cosines and direction ratios of a vector.</p> <p>Types of vectors, position vector of a point, negative vector, components of a vector, addition of vectors, multiplication of a vector by a scalar, position vector of a point dividing a line segment in a given ratio.</p>

Month: OCTOBER No. of working days: 17

Chapter	Methodology	Learning Outcomes
<p>UNIT IV</p> <p>Chapter 11</p> <p>Three Dimensional Geometry</p>	<p>Blackboard-Chalk and lecture method</p> <p>Link the previous knowledge with new concepts.</p> <p>Videos.</p>	<p>Students would be able to understand direction cosines and ratios of direction ratios of a line joining two points.</p> <p>Cartesian equation and vector equation of a line, coplanar and non-coplanar lines, shortest distance between two lines.</p> <p>Cartesian and vector equation of a plane.</p> <p>Angle between (i) two lines (ii) two planes (iii) a line and a plane.</p> <p>Distance of a point from a plane.</p>
<p>UNIT V</p> <p>Chapter 12</p> <p>Linear Programming</p>	<p>Blackboard-Chalk and lecture method</p> <p>Link the previous knowledge with new concepts.</p> <p>Videos.</p>	<p>Students would be able to understand constraints, objective functions, optimization and types of Linear Programming (L.P.), their mathematical and graphical formulation in 2 variables. Feasible and infeasible regions (bounded and unbounded) and unbounded solutions, optimal feasible solutions (upto 3 non-trivial solutions)</p>

Month: NOVEMBER No. of working days : 24

Chapter	Methodology	Learning Outcome
UNIT VI Chapter 13 Probability	Blackboard-Chalk and lecture method Link the previous knowledge with new concepts. Videos.	Students would be able to understand Conditional probability, multiplication theorem of probability, independent events, total probability Bayes', random variable and its probability distribution, mean and variance of random variable Binomial probability distribution.
Revision	Blackboard-Chalk and lecture method	Revising the prescribed syllabus

REVISION TILL FEBRUARY 2023 -----

SUBJECT- BIOLOGY (044)

CLASS- XII

LEARNING OBJECTIVES-

- 1- Define basic biological concepts and processes.
- 2- Describe levels of an organization and related functions in plants and animals.
- 3- Describe the intricate relationship between various cellular structures and their corresponding functions.
- 4- Demonstrate critical thinking skills.

MONTH –APRIL		NO. OF WORKING DAYS- 27
CHAPTER	METHODOLOGY	LEARNING OUTCOMES
2. Sexual Reproduction in Flowering Plants.	<ul style="list-style-type: none">● Demonstration and Lecture method● Pupil centered method (inside the class)	<ul style="list-style-type: none">● Acquire the knowledge to identify various flowers pollinated by various agencies.● Development of special modes of fruit formation and its key concepts.● Concept of endosperm formation and its importance.
3- Human Reproduction	<ul style="list-style-type: none">● Demonstration and Lecture method● Pupil centered method (inside the	<ul style="list-style-type: none">● Students will be able to understand the concept of spermatogenesis and oogenesis and various hormonal changes

	class)	occurring during it. <ul style="list-style-type: none"> • Will know the various stages of implantation and its affect on uterus. • Role of placenta and placental hormones during pregnancy.
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MONTH –MAY	NO. OF WORKING DAYS- 16
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CHAPTER	METHODOLOGY	LEARNING OUTCOMES
3- Human Reproduction (CONTD.)		
4-Reproductive Health	<ul style="list-style-type: none"> • Demonstration and Lecture method • Pupil centered method (inside the class) 	<ul style="list-style-type: none"> • Students will be aware of various methods which are developed to combat infertility. • Use of contraceptions and their effect on body

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
5- Principles of Inheritance and Variations	<ul style="list-style-type: none"> • Demonstration and Lecture method • Pupil centered method (inside the class) 	<ul style="list-style-type: none"> • Concept building on mendelian genetics. • Various attributes of mendelian and chromosomal disorders. • Blood groups and their role in various organisms. • Role of mutation and its affect can be studied. • . Family diseases can be studied with the help of pedigree analysis chart.

MONTH - JULY	NO. OF WORKING DAYS- 24
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CHAPTER	METHODOLOGY	LEARNING OUTCOMES
6-Molecular Basis of Inheritance	<ul style="list-style-type: none"> • Demonstration and Lecture method 	<ul style="list-style-type: none"> • Concept of DNA and its structure is developed.

	<ul style="list-style-type: none"> • Pupil centered method (inside the class) 	<ul style="list-style-type: none"> • DNA packaging and its applications. • Genetic code and its relation with protein synthesis.
8-Human Health and Diseases	<ul style="list-style-type: none"> • Demonstration and Lecture method • Pupil centered method (inside the class) 	<ul style="list-style-type: none"> • Knowledge of how diseases are spread will be developed. • Concept of personal hygiene and its importance will be developed. • Drugs and misuse will be administered.

MONTH - AUGUST		NO. OF WORKING DAYS- 23
CHAPTER	METHODOLOGY	LEARNING OUTCOMES
10-Microbes in Human Welfare	<ul style="list-style-type: none"> • Demonstration and Lecture method • Pupil centered method (inside the class) 	<ul style="list-style-type: none"> • Know the importance of microbes in day to day life. • Role of antibiotics, its use and its manufacture. • Role of microbes an biocontrol agents.
MONTH - SEPTEMBER		NO. OF WORKING DAYS- 25
CHAPTER	METHODOLOGY	LEARNING OUTCOMES
10- Microbes in Human Welfare (CONTD.) & Revision	<ul style="list-style-type: none"> • Demonstration and Lecture method • Pupil centered method (inside the class) 	<ul style="list-style-type: none"> • The learner will by now honed the skills and habit of recapitulation. • Plan a revision course for better implementation of lessons learnt • Develop a confidence in approaching Examination
MONTH - OCTOBER		NO. OF WORKING DAYS-17

CHAPTER	METHODOLOGY	LEARNING OUTCOMES
11-Biotechnology: Principles and Processes	<ul style="list-style-type: none"> • Demonstration and Lecture method • Pupil centered method (inside the class) 	<p>The students will be able to –</p> <ul style="list-style-type: none"> • Know the concept of biotechnology and its applications. • How this can be used in different methodologies • Formation and implications of rDNA
12-Biotechnology and Its Application	<ul style="list-style-type: none"> • Demonstration and Lecture method • Pupil centered method (inside the class) 	<p>The students will be able to understand the</p> <ul style="list-style-type: none"> • concept of gene therapy and its applications in various diseases • The use of various GMOs and their benefit to organisms.
13- Organisms and Populations.	<ul style="list-style-type: none"> • Demonstration and Lecture method • Pupil centered method (inside the class) 	<p>The students will be able to-</p> <ul style="list-style-type: none"> • Relate the various kinds of population interactions • Population characteristics and its estimation will be known. • Concept of habitat and niche will be broadened.
MONTH - NOVEMBER		NO. OF WORKING DAYS- 24
CHAPTER	METHODOLOGY	LEARNING OUTCOMES
15- Biodiversity and its Conservation	<ul style="list-style-type: none"> • Demonstration and Lecture method • Pupil centered method (inside the class) 	<p>The students will be able to-</p> <ul style="list-style-type: none"> • Differentiate between various conservation strategies. • Knowledge of red data book will be enhanced. • Identification of biodiversity hot spots
MONTH - DECEMBER		NO. OF WORKING DAYS- 26
REVISION and PERIODIC II		
MONTH-JANUARY (18)days	PRACTICE EXAM II	
MONTH- FEBRUARY (22)days	BOARD EXAMS	
MONTH-MARCH	BOARDEXAMS	

Subject: Business Studies (054)

Learning Objectives

1. To inculcate business attitude and develop skills among students to pursue higher education, world of work including self-employment.
2. To develop students with an understanding of the processes of business and its environment;
3. To acquaint students with the dynamic nature and inter-dependent aspects of business;
4. To develop an interest in the theory and practice of business, trade and industry;
5. To familiarize students with theoretical foundations of the process of organizing and managing the operations of a business firm;
6. To help students appreciate the economic and social significance of business activity and the social cost and benefits arising there from;
7. To acquaint students with the practice of managing the operations and resources of business;
8. To enable students to act more effectively and responsibly as consumers, employers, employees and citizens.

April

Chapter	Methodology	Learning
Part-B Unit-11- Marketing management	Mind Maps, storytelling, Case studies & Role Play	After going through this Unit, the students will be able to: <ul style="list-style-type: none">• Understand the concept of marketing.• Explain the features of marketing.• Discuss the functions of marketing.• Explain the marketing philosophies.• Understand the concept of marketing mix.• Describe the elements of marketing mix.• Understand the concept of product as an element of marketing mix.• Understand the concept of branding, labelling and packaging.• Understand the concept of price as an element of marketing mix.• Describe the factors determining price of a product.• Understand the concept of physical

		<p>distribution.</p> <ul style="list-style-type: none"> • Explain the components of physical distribution. • Describe the various channels of distribution. • Understand the concept of promotion as an element of marketing mix. • Describe the elements of promotion mix. • Understand the concept of advertising. • Understand the concept of sales promotion. • Discuss the concept of public relations.
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May

Chapter	Methodology	Learning
Unit-12- Consumer protection	Mind Maps, storytelling, Case studies & Role Play	<ul style="list-style-type: none"> • Understand the concept of consumer protection. • Describe the importance of consumer protection. • Discuss the scope of Consumer Protection Act, 2019 Understand the concept of a consumer according to the Consumer Protection Act, 2019. • Explain the consumer rights • Understand the responsibilities of consumers • Understand who can file a complaint and against whom? • Discuss the legal redressal machinery under Consumer Protection Act, 2019. • Examine the remedies available to the consumer under Consumer Protection Act, 2019 Describe the role of consumer organizations and NGOs in protecting consumers' interests.
Project Work for Summer Vacation		

July

Chapter	Methodology	Learning
Part-B Unit-9 Financial Management	Mind Maps, storytelling, Case studies & Role Play	After going through this Unit, the students will be able to: <ul style="list-style-type: none">• Understand the concept of financial management.• Explain the role of financial management in an organisation.• Discuss the objectives of financial management Discuss the three financial decisions and the factors affecting them. • Describe the concept of financial planning and its objectives.• Explain the importance of financial planning. Understand the concept of capital structure.• Describe the factors determining the choice of an appropriate capital structure of a company.• Understand the concept of fixed and working capital.• Describe the factors determining the requirements of fixed and working capital.
Unit-10 Financial Market	Mind Maps, storytelling, Case studies & Role Play	<ul style="list-style-type: none">• Understand the concept of financial market.• Explain the functions of financial market.• Understand capital market and money market as types of financial markets.• Understand the concept of money market.• Describe the various money market instruments.• Discuss the concept of capital market.• Explain primary and secondary markets as types of capital market.• Differentiate between capital market and money market.• Discuss the methods of floating new issues in the primary market.• Distinguish between primary and secondary markets Give the meaning of a stock exchange.• Explain the functions of a stock

		<p>exchange.</p> <ul style="list-style-type: none"> • Discuss the trading procedure in a stock exchange. • Give the meaning of depository services and demat account as used in the trading procedure of securities. State the objectives of SEBI. • Explain the functions of SEBI.
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August & September

Chapter	Methodology	Learning
Part-A Unit-1 Nature and significance of management	Mind Maps & Role Play	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of management. • Explain the meaning of 'Effectiveness and Efficiency. • Discuss the objectives of management. • Describe the importance of management. • Examine the nature of management as a science, art and profession. Understand the role of top, middle and lower levels of management • Explain the functions of management Discuss the concept and characteristics of coordination. • Explain the importance of coordination
Unit-2 Principles of management	Mind Maps & Role Play	<ul style="list-style-type: none"> • Understand the concept of principles of management. • Explain the significance of management principles. • Discuss the principles of management developed by Fayol. Explain the principles and techniques of 'Scientific Management'. • Compare the contributions of Fayol and Taylor.
Part-A Unit-3 Business Environment	Mind Maps, storytelling, Case studies	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of 'Business Environment'. • Describe the importance of Business Environment • Describe the various dimensions of

		<p>‘Business Environment’.</p> <ul style="list-style-type: none"> • Understand the concept of Demonetization Examine the impact of government policy changes on business in India with reference to liberalisation, privatization and globalisation since 1991. • Discuss the managerial response to changes in business environment.
Revision for I Term		

October

Chapter	Methodology	Learning
Unit-4 Planning	Mind Maps, Role Play, Case studies	<ul style="list-style-type: none"> • Understand the concept of planning. • Describe the importance of planning. • Understand the limitations of planning. • Describe the steps in the process of planning. • Develop an understanding of single use and standing plans. <ul style="list-style-type: none"> • Describe objectives, policies, strategy, procedure, method, rule, budget and programme as types of plans.

November

Chapter	Methodology	Learning
Part-A Unit 5- Organizing	Mind Maps, storytelling	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of organizing as a structure and as a process. <ul style="list-style-type: none"> • Explain the importance of organising. Describe the steps in the process of organising. • Describe functional and divisional structures of organisation. <ul style="list-style-type: none"> • Explain the advantages, disadvantages and suitability of functional and divisional structure. • Understand the concept of formal and informal organisation. • Discuss the advantages and

		<p>disadvantages of formal and informal organisation. Understand the concept of delegation.</p> <ul style="list-style-type: none"> • Describe the elements of delegation. • Appreciate the importance of delegation. Understand the concept of decentralisation. • Explain the importance of decentralisation. • Differentiate between delegation and decentralisation.
Part-A Unit 6- Staffing	Mind Maps, storytelling, Role Plays & Case studies	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of staffing. • Explain the importance of staffing • Understand the specialized duties and activities performed by Human Resource Management • Describe the steps in the process of staffing Understand the meaning of recruitment. • Discuss the sources of recruitment. Explain the merits and demerits of internal and external sources of recruitment. Understand the meaning of selection. • Describe the steps involved in the process of selection. Understand the concept of training and development. • Appreciate the importance of training to the organisation and to the employees. • Discuss the meaning of induction training, vestibule training, apprenticeship training and internship training. • Differentiate between training and development. • Discuss on the job and off the job methods of training.

December

Chapter	Methodology	Learning
Unit 7 Directing	Mind Maps, storytelling, Role	<ul style="list-style-type: none"> • Describe the concept of directing. • Discuss the importance of directing

	Plays & Case studies	<p>Describe the various elements of directing Understand the concept of motivation.</p> <ul style="list-style-type: none"> • Develop an understanding of Maslow's Hierarchy of needs. <ul style="list-style-type: none"> • Discuss the various financial and non-financial incentives. Understand the concept of leadership. • Discuss the various styles of leadership. Understand the concept of communication • Understand the elements of the communication process. <ul style="list-style-type: none"> • Discuss the concept of formal and informal communication. • Discuss the various barriers to effective communication. • Suggest measures to overcome barriers to communication.
Unit-8 Controlling	Mind Maps, storytelling, Role Plays & Case studies	<ul style="list-style-type: none"> • Understand the concept of controlling. • Explain the importance of controlling <p>-Describe the relationship between planning and controlling -Discuss the steps in the process of controlling</p>

January , February & March

- Revision of chapters and discussion on previous 5 years question papers (CBSE)

Subject: Accountancy (055)

Learning Objectives

1. To familiarize students with new and emerging areas in the preparation and presentation of financial statements.
2. To acquaint students with basic accounting concepts and accounting standards.
3. To develop the skills of designing need-based accounting database.
4. To appreciate the role of ICT in business operations.
5. To develop an understanding about recording of business transactions and preparation of financial statements.
6. To enable students with accounting for Not-for-Profit organizations, accounting for Partnership Firms and company accounts

April

Chapter	Methodology	Learning
Part-B Unit 4-Analysis of Financial Statement	Mind Maps Story Telling	After going through this Unit, the students will be able to: <ul style="list-style-type: none">• develop the understanding of major headings and sub-headings (as per Schedule III to the Companies Act, 2013) of balance sheet as per the prescribed norms / formats.• state the meaning, objectives and limitations of financial statement analysis.<ul style="list-style-type: none">• discuss the meaning of different tools of 'financial statements analysis'.• develop the understanding and skill of preparation of comparative and common size financial statements.• state the meaning, objectives and significance of different types of ratios.• develop the understanding of computation of current ratio and quick ratio.• develop the skill of computation of debt equity ratio, total asset to debt

		<p>ratio, proprietary ratio and interest coverage ratio.</p> <p>develop the skill of computation of inventory turnover ratio, trade receivables and trade payables ratio and working capital turnover ratio.</p> <ul style="list-style-type: none"> • develop the skill of computation of gross profit ratio, operating ratio, operating profit ratio, net profit ratio and return on investment.
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May

Chapter	Methodology	Learning
Unit 5- Cash Flow Statement	Mind Maps Story Telling	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning and objectives of cash flow statement. • develop the understanding of preparation of Cash Flow Statement using indirect method as per AS 3 with given adjustments.
Project Work for Summer Vacation		

July

Chapter	Methodology	Learning
Part-A Unit 3- Accounting for Companies	Mind maps Story telling Role Play	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of share and share capital and differentiate between equity shares and preference shares and different types of share capital. • understand the meaning of private placement of shares and Employee

		<p>Stock Option Plan.</p> <ul style="list-style-type: none"> • explain the accounting treatment of share capital transactions regarding issue of shares. • develop the understanding of accounting treatment of forfeiture and re-issue of forfeited shares. • describe the presentation of share capital in the balance sheet of the company as per schedule III part I of the Companies Act 2013. • explain the accounting treatment of different categories of transactions related to issue of debentures. • develop the understanding and skill of writing of discount / loss on issue of debentures. • understand the concept of collateral security and its presentation in balance sheet. • develop the skill of calculating interest on debentures and its accounting treatment. <p>state the meaning of redemption of debentures.</p> <ul style="list-style-type: none"> • develop the understanding of accounting treatment of transactions related to redemption of debentures by lump sum, draw of lots and Creation of Debenture Redemption Reserve.
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August & September

Chapter	Methodology	Learning
Part-A Unit 1- Financial Statement of Not-for-Profit Organizations	Mind maps Story telling	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of a Not-for-profit organisation and its distinction from a profit-making entity. • state the meaning of receipts and payments account and understanding its features. • develop the understanding and skill of preparing receipts and payments account. • state the meaning of income and expenditure account and understand its features.

		<ul style="list-style-type: none"> • develop the understanding and skill of preparing income and expenditure account and balance sheet of a not-for-profit organisation with the help of given receipts and payments account and additional information.
Revision for I Term		

October, November & December

Chapter	Methodology	Learning
Part-A Unit 2- Accounting for Partnership Firms	Mind maps Story telling Role play	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of partnership, partnership firm and partnership deed. • describe the characteristic features of partnership and the contents of partnership deed. • discuss the significance of provision of Partnership Act in the absence of partnership deed. • differentiate between fixed and fluctuating capital, outline the process and develop the understanding and skill of preparation of Profit and Loss Appropriation Account. • develop the understanding and skill of preparation profit and loss appropriation account involving guarantee of profits. • develop the understanding and skill of making past adjustments. • state the meaning, nature and factors affecting goodwill • develop the understanding and skill of valuation of goodwill using different methods. • state the meaning of sacrificing ratio, gaining ratio and the change in profit sharing ratio among existing partners. • develop the understanding of accounting treatment of revaluation assets and reassessment of liabilities

		<p>and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet.</p> <ul style="list-style-type: none"> • explain the effect of change in profit sharing ratio on admission of a new partner. • develop the understanding and skill of treatment of goodwill, treatment of revaluation of assets and re-assessment of liabilities, treatment of reserves and accumulated profits, adjustment of capital accounts and preparation of balance sheet of the new firm. • explain the effect of retirement / death of a partner on change in profit sharing ratio. • develop the understanding of accounting treatment of goodwill, revaluation of assets and re-assessment of liabilities and adjustment of accumulated profits and reserves on retirement / death of a partner and capital adjustment. • develop the skill of calculation of deceased partner's share till the time of his death and prepare deceased partner's executor's account. • discuss the preparation of the capital accounts of the remaining partners and the balance sheet of the firm after retirement / death of a partner. • understand the situations under which a partnership firm can be dissolved. • develop the understanding of preparation of realisation account and other related accounts.
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January, February & March

- Revision of chapters and discussion on previous 5 years question papers (CBSE)

ECONOMICS (030)

LEARNING OBJECTIVES:

Understanding of some basic economic concepts and development of economic reasoning which learners can apply in day-to-day life.

Realisation of learners' role in Nation building.

Equipment with basic tools of economics to analyse economic issues.

Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning.

Understand the components which are used in measuring National Income.

Understanding how the Macro model works in the economy and is helpful in achieving the objectives of macro economy.

MONTH: APRIL,2022

NO OF WORKING DAYS:23

TOPIC	METHODOLOGY	LEARNING OUTCOMES
Development Policies and Experience (1947-1990) Indian Economy on The Eve of Independence	Familiarise the students about the state of the Indian Economy in 1947 Write the bullet points on the black board and discuss all the points in class (INFOGRAPHICS) Factors that led to the underdevelopment and stagnation of the Indian Economy will be asked from students and they will be asked to make a flow chart of it	Understanding the economy independence. British policies were more w protection and promotion of economic interests. The rule of British India govt collapse of Indian agriculture, indu At the time of independence, the and Economic challenges befo country were large.

<p>Indian Economy (1950-1990)</p>	<p>Economic system that the Indian Economy adopted will be discussed in class.</p> <p>Economic planning and its objectives Economic system that will be explained using blackboard.</p> <p>Goals of five-year planning will be explained using flow charts.</p> <p>The Green Revolution in the agriculture sector will be discussed and how it helped India to become self-sufficient in food grain production.</p> <p>Various policies will be explained which raised the contribution of the industrial sector in GDP.</p> <p>Concept of inward looking trade policy will be discussed and the strategy of import substitution and export promotion will be explained.</p>	<p>All economic planning is done five-year plans.</p> <p>After Independence India adopted Economic system</p> <p>The Dependence on agriculture was large.</p> <p>Main policy measures in Agriculture the green revolution and land reform</p> <p>The Main drawback in industrial was insufficient functioning of the sector</p> <p>Our policies were inward oriented we failed to develop a strong sector.</p>
<p>Economic Reforms Since 1991</p>	<p>Relating previous chapters with this chapter discussing the condition of the Indian Economy due to which economic reforms were introduced</p> <p>The mechanism will be discussed through reforms will be introduced Elements of NEP will be explained through flowcharts.</p> <p>Real life Indian economic e.g. will be taken to explain the reforms introduced during 1991, liberalisation, Globalisation, Demonetisation and GST</p>	<p>India was facing an economic crisis to which NEP was adopted</p> <p>Many domestic reforms were introduced in industrial and financial sector</p> <p>Role of Public sector was reduced many private sector companies given chance</p> <p>Outsourcing emerged as a business activity.</p> <p>Reasons for demonetization and how far it impacted Economic</p>

MONTH: MAY,2022

NO OF WORKING DAYS:16

TOPIC	METHODOLOGY	LEARNING OUTCOMES
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<p>Current challenges facing Indian Economy Poverty</p>	<p>Meaning of Poverty will be explained connecting it with unemployment.</p> <p>Students will be asked various reasons for poverty and a flow diagram will be made to chalk out all reasons.</p> <p>Various reasons for rural poverty and urban poverty will be taken up by Connecting them to real life situations faced by our economy.</p> <p>Students will be asked to find out various initiatives taken by the Govt to reduce poverty and they will be discussed in class.</p> <p>Impact of covid19 on poverty will also be taken up in class and students will be asked to share real life impacts of covid.</p>	<p>Major challenge faced by Indian economy is poverty</p> <p>Differentiate between Absolute and Relative poverty</p> <p>Comprehend the diverse dimensions related to the concept of poverty</p> <p>To assess how far the poverty alleviation programs have been able to solve the problem of poverty</p> <p>Need to create more employment in our country to reduce poverty.</p> <p>How covid took a toll on poverty.</p>
<p>Human Capital</p>	<p>Meaning of Human Capital will be explained by discussing role of factors of production</p> <p>Discussion on similarities between physical capital and human capital will be discussed in the class</p> <p>Students will be asked how human capital formation takes place Flow charts on sources of Human Capital will be made on the back Board and students will be asked to talk about them.</p> <p>A relationship of Human capital with Human</p>	<p>Understand the meaning of Human Capital and Physical Capital.</p> <p>Differentiate between Human capital and Physical Capital.</p> <p>How Human Capital formation can be improved in India.</p> <p>What are the steps taken by the Government to Improve human capital formation</p>

	<p>Development and Economic growth will be explained by taking examples</p> <p>A discussion on what needs to be done by Govt to Improve Human capital formation will be done with students and suggestions will be asked from them.</p>	
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NOTE:

Instructions for the Project work will be given in the class and the guidelines will be given to students to complete the project work during summer vacations.

MONTH: JULY,2022

NO OF WORKING DAYS:24

TOPIC	METHODOLOGY	LEARNING OUTCOMES
Rural Development	<p>Initially the condition of the rural sector will be discussed with the students</p> <p>A flow chart will be made on the important features of rural sector in our country as suggested by students</p> <p>Rural Development in India Infrastructure Rural credit Agriculture Marketing Warehousing facilities Insurance and risk management All these will be taken up by help of case studies Students will be asked about new development avenues in rural areas</p>	<p>Will be able to explain the term rural development</p> <p>Chalk out the features of rural development in India</p> <p>Suggest measures to Improve condition of rural sector through infrastructure development</p> <p>Improving rural credit, marketing facilities and warehousing facilities</p> <p>The students will be able to suggest avenues to improve condition of rural sector</p>

Money and Banking	<p>Starting the chapter by discussing about medium of exchange during historical time till British period</p> <p>Asking students about drawbacks of barter system over money system</p> <p>Prompting students to talk about functions of money</p> <p>Asking students what the components of Money Supply are</p> <p>Taking numerical example, the concept of credit creation by commercial banks will be explained</p> <p>Functions of central banks will be taken up and day to day examples will be taken up to explain the concept.</p> <p>Taking live examples explaining the measures adopted by the central bank to control credit.</p>	<p>Chalk out drawbacks of barter system</p> <p>Explain functions of money</p> <p>Name the components of money supply</p> <p>Enable them, to numerically explain creation by commercial banks</p> <p>Enable the students to chalk out steps taken by the central banks to control the situation of money supply in the economy.</p>

MONTH: AUGUST,2022

NO OF WORKING DAYS:23

TOPIC	METHODOLOGY	LEARNING OUTCOMES
Government Budget	Meaning of govt budget	Student will be able to understand why bu

	<p>will be explained in line with budget made by a family</p> <p>Objectives of budget will be explained with lecture method</p> <p>Flow chart will be used for explaining components of budget</p> <p>Various examples will be given to students to classify them into various categories</p> <p>Types of budgets will be taken up and various types of deficits in the budget will be discussed.</p> <p>Union Budget 2022 will be discussed with the students.</p> <p>Numerical examples will be taken up to explain how to calculate different types of deficits in the budget.</p>	<p>for a govt is important</p> <p>Enable them to classify various budget receipts and expenditures into budget receipts and expenditures</p> <p>Enable students to calculate Different types of deficits in the economy.</p>
Balance of Payment	<p>Taking example of goods traded outside and purchased will be used to explain concept of BOP</p> <p>Flow chart will be used to explain components of BOP</p> <p>Using components BOP current A/C and capital A/C will be explained.</p> <p>Accommodating and autonomous items in BOP A/C.</p>	<p>Define meaning of BOP</p> <p>Chalk out the components of BOP</p> <p>Differentiate the concept of current and capital A/C with examples.</p> <p>Establish differences between accommodating and autonomous items.</p> <p>Give reasons for disequilibrium in BOP.</p>

	Students will be prompted to give reasons for disequilibrium in BOP and measures will be discussed.	
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MONTH: SEPTEMBER,2022

NO OF WORKING DAYS:25

TOPIC	METHODOLOGY	LEARNING OUTCOMES
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<p>Foreign Exchange Rate</p>	<p>Students will be given a situation where they had to purchase goods from abroad taking this as a base foreign exchange rate will be explained.</p> <p>Using diagram determination of foreign exchange rate will be explained.</p> <p>Comparative study of various exchange rates will be done using tables on the blackboard.</p> <p>Taking examples, the spot market and forward market will be explained.</p>	<p>Draw diagram how exchange rate is determined by DD and SS factors.</p> <p>Differentiate between fixed and flexible exchange rate</p> <p>Enable the students to understand the difference between spot and forward market.</p>
<p>Employment -growth, informalisation and other issues.</p>	<p>Explain the basic concept related to unemployment.</p> <p>Students will be given examples to differentiate between worker, workforce and unemployment.</p> <p>Different types of unemployment will be explained by citing</p>	<p>Enable the students to know basic concept related to unemployment.</p> <p>Students will be able to differentiate between worker, workforce and unemployment</p> <p>Differences between types of unemployment will be explained by students by giving examples</p> <p>Students will be able to give answers based on case studies.</p>

	<p>various examples to students.</p> <p>Case studies will be taken up on govt initiative on generating employment</p> <p>Initiative taken by the Govt during the situation of covid19 to generate employment will also be discussed</p>	<p>Will be able to discuss how Govt during the situation of covid19 generate employment help people come out this situation</p>
Revision for Pre- Board Term I	Sample papers will be discussed and done in class.	Students will be able to practice questions

MONTH: OCTOBER,2022

NO OF WORKING DAYS:17

TOPIC	METHODOLOGY	LEARNING OUTCOMES
Infrastructure	<p>Few examples will be taken up in class to explain the concept of economic and social infrastructure.</p> <p>Flow charts will be used to explain the relevance of infrastructure.</p> <p>Various sources of energy will be discussed in class and students will be asked to showcase the sources of energy through Art Integration.</p> <p>Problems faced by the health sector will be taken up and will be discussed with students.</p> <p>Solutions to the Problems faced by the health sector will be asked from the students.</p>	<p>Differentiate between economic and social infrastructure</p> <p>Understand the main challenges India face in the area of social and economic infrastructure</p> <p>Interconnect the role of infrastructure with economic development</p> <p>Understand the role of energy and health as a critical component of infrastructure</p> <p>Chalk out the problems faced by energy and health sector</p> <p>Critically appraise the problems of health and energy in India</p>

<p>Environment and Sustainable Development</p>	<p>Topic will be started with e.g., of Biotic and Abiotic elements of environment</p> <p>Students will be asked examples for the same</p> <p>Flow chart will be used to relate growth with degradation of Environment</p> <p>Strategy of sustainable development will be discussed, and student's views will be asked on the issue</p>	<p>Understand the concept of Environment</p> <p>Chalk out the causes and effect of environment degradation and resource depletion</p> <p>Understand the Environmental challenges by India</p> <p>Enable to relate environmental issues to the larger context of sustainable development</p>
<p>Mock conduction of viva of project work for internal assessment.</p>	<p>Seeing the content written by students in their projects.</p>	

MONTH: NOVEMBER,2022

NO OF WORKING DAYS:24

TOPIC	METHODOLOGY	LEARNING OUTCOMES
<p>India and its Neighbour: Development Experience</p>	<p>Discussing the latest scenario with students about the relation of India with China and Pakistan.</p> <p>Students will be told how, not only India struggled in its journey of independence but also China and Pakistan also did the same.</p> <p>Historical paths of all 3 countries will be taught with the help of tables mentioning various indicators of</p>	<p>Enable students to comprehend the history and development of 3 nations</p> <p>Chalk out the struggles faced by the 3 countries in their path of development</p> <p>Enable them to compare the development indicators of the 3 countries and conclude which country is in the best position.</p>

	<p>development.</p> <p>Comparative study of all 3 countries will be done With the help of case study and data.</p>	
Conduction of Internal Assessment for Term I for CBSE.		

MONTH: DECEMBER,2022

NO OF WORKING DAYS:26

TOPIC	METHODOLOGY	LEARNING OUTCOMES
Conduction of Board Exams Term I by CBSE		
Macro Economics: National Income and related Aggregates.	<p>Starting by relating micro with macro-Economics.</p> <p>Taking examples to explain the concept of macroeconomics.</p> <p>Using black board to differentiate between micro and macroeconomics in tabular form.</p> <p>Meaning of various NI concepts will be explained with help of examples.</p> <p>Diagrams will be used to explain the topic of real flow and money flow.</p>	<p>Differentiate between micro macroeconomics</p> <p>Site examples on micro and macroeconomics</p> <p>Understand the various concepts of National income and their relevance in measuring National Income</p> <p>Enable them to draw circular flow of national income</p> <p>Chalk out the components of the Output Method</p>

	<p>Methods of measuring NI will be done Output method, Income and expenditure method numerical examples on black board will be explained.</p> <p>Concept of real and nominal GDP will be explained relating it to NI At constant and current price.</p>	<p>and will enable them to formulate formulas</p> <p>Enable them to calculate NI by all the three methods.</p> <p>Differentiate between nominal and real GDP</p>
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MONTH: JANUARY,2023

NO OF WORKING DAYS:18

TOPIC	METHODOLOGY	LEARNING OUTCOMES
Determination of Income and Employment	<p>Students will be familiarised with concepts of AD and AS relating to demand and supply.</p> <p>Components of AD will be taken up using equations and diagrams (consumption function, saving function and Investment function).</p> <p>Derivation of consumption curve from saving curve will be explained by drawing it on black board</p> <p>National Income level and Equilibrium level of income through saving and Invt and AD and AS approach will be explained using schedule and diagram</p> <p>Investment Multiplier will be explained by taking</p>	<p>Understand the meaning of AD and AS.</p> <p>Students will be able to write equations of AD and AS and draw the curves for consumption and investment.</p> <p>Students will be able to do numerical based on APC, APS, MPC, MPS.</p> <p>Students will be able to locate an equilibrium level of income by the S and I approach and the AD and AS approach.</p> <p>Numerically calculate Y, C, I, S Multiplier and all on the diagram also.</p> <p>Enable the students to locate inflationary and</p>

	<p>numerical example and diagram</p> <p>Excess Demand/Inflationary gap and Deficient Demand/Deflationary gap will be explained using diagram</p> <p>Numerical on equilibrium level of Income consumption, saving and investment will be explained on the black board</p>	<p>deflationary gap in the diagram.</p> <p>Chalk out the measures to rectify the situa inflationary and deflationary gap.</p> <p>Calculate mathematically Equilibrium level income, consumption and Invt and saving.</p>
<p>Revision for Term II. Final Mock viva on Project for IA.</p>	<p>Sample papers will be taken in revision.</p>	

MONTH: FEBRUARY,2023

NO OF WORKING DAYS:22

Sample papers will be discussed, and practice will be given for numerical questions.

Subject- Physical Education (048)

Learning Objectives-

To develop a comprehensive outlook of an individual with a strong civic position, moral qualities, sense of responsibility, an independent, initiative, tolerant person who is able to successfully socialize and to use different forms of physical education and sports in daily life to protect his or her own health and promote effective professional activities.

TERM I (THEORY)

(35 MARKS)

April to May

S No.	Chapter	Methodology	Learning Outcomes
1	Planning in sports	<ul style="list-style-type: none">• Lecture method• Chalk & Board• Instructional method• Discussion method	Planning is important to conduct a successful competition.
2	Children and women in sports	<ul style="list-style-type: none">• Lecture method	Motor development and factors affecting it.

July to August

S No.	Chapter	Methodology	Learning Outcomes
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3	Sports and nutrition	<ul style="list-style-type: none"> • Lecture method • Discussion method 	Importance of balanced diet and nutrition for body.
4	Test and measurement in sports	<ul style="list-style-type: none"> • Lecture method • Demonstration method 	Need and importance of test and measurement in sports.
5	Biomechanics and sports	<ul style="list-style-type: none"> • Lecture method • Instructional method 	Importance of biomechanics in sports.

Term I (Practical)

Project File (About one sport/game of choice)	05 Marks
Demonstration of Fitness Activity	05 Marks
Viva Voce (From Project file: Fitness)	05 Marks

TERM II (THEORY)

(35 MARKS)

September to November

S No.	Chapter	Methodology	Learning Outcomes
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1	Yoga and lifestyle	<ul style="list-style-type: none"> • Lecture method • Instructional method • Discussion method 	Asanas as preventive measures.
2	Physical education and sports for CWSN	<ul style="list-style-type: none"> • Lecture method • Discussion method 	To understand the concept of disability and disorder.
3	Physiology and injuries in sports	<ul style="list-style-type: none"> • Lecture method • Discussion method 	Physiological factors determining components of physical fitness.
4	Psychology in sports	<ul style="list-style-type: none"> • Lecture method • Discussion method 	Role of psychology in sports performance.
5	Training in sports	<ul style="list-style-type: none"> • Lecture method • Discussion method 	Different training programmes for physical fitness.

TERM II (Practical)

Project File (Yoga and General Motor fitness test)	05 Marks
Demonstration of Fitness Activity/Yoga	05 Marks
Viva Voce (From Project file: General Motor fitness; Yoga)	05 Marks

Subject: Music Vocal

Learning Objectives:-

- 1) Learn Vocal Music
- 2) Short and Long Definitions in Hindi and English

CONTENT	METHODOLOGY	LEARNING OUTCOME
April:- 28 Periods; Brief study of the following definitions. Alankar, Kan, Meend, Khatka, etc. Practical:- Raag Bharav Dhruv Khyal	Lecture Method and given some short questions. Memorizing the Raag.	Students learned short definitions. Developing singing skills
May:- 26 Periods; Long definitions and introduction to Raag Bharav, Malkauns, Raag Bageshri. Practical:- Aalap and Taan in Raag Bharav	Lecture Method and write Raag Bharav notation. Aalap and Taan in Raag Bharav.	Students know how to write notation of Raag. Honing the singing skills.
July:- 25 Period; Historical development of Time theory of Raagas Practical:- Rupak Taal with hand beats.	Lecture Method. All Taalas with hand beats – Thah, Dugun, Chaugun.	Students learned how to divide time of Raagas Honing the Taal skills.
August:- 22 Periods; Detail study of Sangeet Ratnakar and Sangeet Parijaat Practical:- Raag Malkauns and Raag Bageshri.	Lecture Method. Write complete descriptions and their importance. Taan and Aalap.	Students came to know the importance of these books. Developing rhythmic sense.

September:- 14 Periods; Life sketch and contribution of musicians. Practical:- Tarana or Dhamaar	Lecture Method. Students wrote life sketches of vocalists and their works. Laykari – Thah, Dugun and Chaugun.	Students collected their photographs and learned to improve classical music. Developing the sense of Taal.
October:- 21 Periods; Taalas along with Taal notations. Practical:- Dhamaar Taal with Laykari.	Lecture Method. Write Taala notations. Learn Taal with hand beats.	Students will know how to play Laykari. Developing the sense of Taal Beats.
November:- 20 Periods; Tuning of Tanpura. Practical:- Playing of Tanpura.	Lecture and Demo Method.	Students learned the basic knowledge of Classical Music by Tanpura.
December:- 25 Periods; Recognizing of Raagas. Practical: Identification of Raagas.	Lecture and Demo Method.	Students will be able to recognize the Raaga and their Swar.
January:- 16 Periods; Revision of full syllabus	More practise for perfection.	Students prepared themselves for theory and practical examination.
February:- 15 Periods; Preparations for Practical and Theory Examination.	More practise for perfection.	Garnished the Vocal Music subject.

Painting (049)

Learning objectives

The objective is to familiarise the students with the various styles of modes of art expressions from different parts of India. This would enrich their vision and enable them to appreciate and develop an aesthetic sensibility to enjoy the beauty of nature and life. The students will also have an opportunity to observe and study the evolution of its mutations and synthesis with other style and rise altogether new style.

I Term

April

Theory Introduction, Six limbs of Indian Painting and fundamental of Visual arts. Rajasthani School of miniature paintings	Practical Still life in shading
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May

Theory Pahari School of miniature painting	Practical Different textures and still life in water colours and oil pastels.
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July

Theory The Mughal School of miniature paintings	Practical Fluid art Spray Painting Clay Making
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August

Theory Deccan school of miniature paintings	Practical Collage Festival Painting
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September

Theory Revision Sample papers Human Values of all the Paintings	Practical Completion of Portfolio
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II Term

October

Theory Bengal School of Miniature Painting	Practical Poster Making Illustration
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November

Theory Modern and Contemporary Art	Practical Completion of portfolio
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December

Theory Sample Paper discussion	Practical -
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January

Revision

POLITICAL SCIENCE (028)

LEARNING OBJECTIVES

- Understand the contemporary world.
- Understand the key political events and processes in the post-cold war era.
- Analyze various global institutions, processes and events shaping their lives.
- Understand and analyze constitutional institutions, figures and their working in the post- independence period; political events, trends, other facts and figures and contribution of eminent personalities from the post-independence to contemporary India.
- Develop their capacity to link political policies and processes with contemporary realities.
- Encourage the students to understand and analyse the challenges for contemporary India.

Internal/ External Assessment

1. File
2. portfolio

MONTH AND NO.OF WORKING DAYS (APRIL 27 DAYS)

SR. NO.	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
1.	COLD WAR ERA AND NAM	Explanation Method	<ul style="list-style-type: none">• The chapter views the NAM as a challenge to the dominance of the two Superpower.
2.	THE END OF BIPOLARITY	Explanation Methods	<ul style="list-style-type: none">• This chapter discusses the meaning, the causes and the consequences of the disintegration of the Second World War.

MONTH AND NO. OF WORKING DAYS (MAY 16 DAYS)

SR. NO.	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
3.	UNITED NATIONS AND ITS ORGANIZATION	Explanation Method; Interactive Method	<ul style="list-style-type: none"> This chapter discusses about the international organization after the collapse of the Soviet Union.
4.	CHALLENGES OF NATION BUILDING	Explanation Method	<ul style="list-style-type: none"> Freedom came with partition, which resulted in large scale violence and displacement and challenged the idea of secular India.

MONTH AND NO.OF WORKING DAYS (JULY 24 DAYS)

SR. NO.	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
5.	PLANNING AND DEVELOPMENT	Explanation Method; Interactive Method	<ul style="list-style-type: none"> What were the key choices and debates about development? Which strategy was adopted by our leaders in the first two decades? And Why?
6.	INDIA'S FOREIGN POLICY	Explanation Method; Interactive Method	<ul style="list-style-type: none"> The international context that shaped India's external relations. The evolution of India's nuclear policy.

AUGUST AND SEPTEMBER REVISION OF TERM I

MONTH AND NO.OF WORKING DAYS (OCTOBER 17 DAYS)

SR. NO.	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
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1.	CONTEMPORARY SOUTH ASIA	Explanation Method	<ul style="list-style-type: none"> In this chapter we try to understand the nature of conflict and cooperation among different countries of South Asia region.
2.	GLOBALIZATION	Explanation Method; Interactive Method	<ul style="list-style-type: none"> We begin by analyzing the concept of Globalization and then examine its causes and its political, cultural and economic consequences of Globalisation.

MONTH AND NO. WORKING DAYS (NOVEMBER 24 DAYS)

SR. NO.	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
3.	NEW CENTRES OF POWER	Explanation Method; Interactive Method	<ul style="list-style-type: none"> In this chapter, we take a look at some of these emerging alternative centres of power and assess their possible role in the future
4	PARTIES AND PARTY SYSTEM	Explanation Method	<ul style="list-style-type: none"> The dominance of the Congress party in the years immediately after Independence. Explain how a new Congress party led by Indira Gandhi split posed a challenge to Congress dominance.

MONTH AND NO. OF WORKING DAYS (DECEMBER 26 DAYS)

SR. NO.	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
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5.	DEMOCRATIC RESURGENCE	Explanation Method; Interactive Method	<ul style="list-style-type: none"> ● Why was Emergency imposed? necessary? ● What were the consequences of Emergency on party politics?
6.	INDIAN POLITICS : TREND AND DEVELOPMENT	Interactive Method	<ul style="list-style-type: none"> ● What are the implications of the coalition politics for our democracy? ● What is Mandalization all about? which ways will it change the national political representation?

JANUARY AND FEBRUARY FOR REVISION OF TERM II

हिंदी पाठ्यक्रम 2022-23
कक्षा - XII

हिंदी शिक्षण के सामान्य उद्देश्य -

- ❖ शुद्ध बोलने और लिखने के लिए प्रेरित करना
- ❖ सरल और प्रभावपूर्ण भाषा में अपने विचार, भाव और अनुभूति को व्यक्त करना
- ❖ विद्यार्थियों के ज्ञान, विवेक एवं चरित्र का विकास करना
- ❖ पठन-पाठन के प्रति रुचि उत्पन्न करना
- ❖ सत साहित्य की रचना के योग्य बनाना
- ❖ जीवन की विभिन्न परिस्थितियों का अध्ययन करा उन्हें भावी जीवन के लिए तैयार करना
- ❖ ज्ञानार्जन के प्रति गहरी रुचि उत्पन्न करने का प्रयास करना
- ❖ पुस्तकों में निहित ज्ञान भंडार का अवलोकन कर स्वाध्याय के प्रति रुचि उत्पन्न करना
- ❖ विद्यार्थियों में उत्तम गुणों का विकास करना

सी बी एस ई द्वारा निर्धारित पाठ्य पुस्तकें -

आरोह भाग - 2
वितान भाग - 2
अभिव्यक्ति और माध्यम

एन सी ई आर टी

पाठ्यक्रम (मई - सितंबर) 2022 -23

	माह	विषय	शिक्षण प्रक्रिया	शिक्षण अधिगम उद्देश्य (Learning Outcomes)
1.	अप्रैल कार्य दिवस 23 दिन	आरोह भाग - 2 गद्य खंड भक्तिन पद्य खंड एक गीत	लेखिका व पाठ परिचय देते हुए छात्रों के सहयोग से पाठ का वाचन, कठिन शब्दों के अर्थ, आशय स्पष्ट किए जाएंगे। कवि और कविता का परिचय देते हुए कविता का भाव-सौंदर्य, काव्य- सौंदर्य करवाया जाएगा।	भक्तिन के चरित्र के माध्यम से भारतीय ग्रामीण समाज में स्त्रियों की स्थिति से परिचित होंगे। समय की परिवर्तनशीलता और उपयोगिता को समझेंगे।
	माह	विषय	शिक्षण प्रक्रिया	शिक्षण अधिगम उद्देश्य (Learning Outcomes)
		अनुपूरक पाठ्यपुस्तक सित्वर वेडिंग अभिव्यक्ति और	आधुनिक समाज में बुजुर्गों की स्थिति पर चर्चा करते हुए पाठ का प्रारंभ किया जाएगा। छात्रों के सहयोग से पाठ का वाचन और अर्थ स्पष्ट किया जाएगा। जनसंचार का अर्थ, उसके	समाज और घर में बुजुर्गों के महत्व को समझते हुए उनके प्रति आदर का भाव रखेंगे। नई उपलब्धियों के साथ-साथ जीवन मूल्यों की उपयोगिता को समझेंगे।

		माध्यम विभिन्न माध्यमों के लिए लेखन	विभिन्न प्रकारों का उल्लेख करते हुए, मुद्रित और इलेक्ट्रॉनिक माध्यमों के लेखन की प्रक्रिया को स्पष्ट किया जाएगा।	जनसंचार माध्यमों के विभिन्न प्रकारों को समझते हुए, उनके लेखन की प्रक्रिया (समाचार लेखन) से परिचित होंगे।
2.	मई कार्य दिवस 16 दिन	प्रथम आवधिक परीक्षा आरोह - 2 <u>गद्य खंड</u> बाजार दर्शन	(8 दिन) 6.5.22 - 13.5.22 लेखक व पाठ का परिचय देते हुए छात्रों से बाजार के विभिन्न प्रकारों के विषय में चर्चा करते हुए पाठ का वाचन, शब्दों के अर्थ, आशय स्पष्टीकरण करवाया जाएगा।	बाजार के विभिन्न प्रकार यथा थोक बाजार, खुदरा बाजार, हाट के साथ-साथ आधुनिक बाजार यथा मॉल से परिचित होंगे। आवश्यकता अनुसार खरीदारी के महत्व को समझेंगे।
3.	जुलाई कार्य दिवस 24 दिन	आरोह - 2 <u>काव्य खंड</u> कविता के बहाने, कैमरे में बंद अपाहिज <u>गद्य खंड</u> काले मेघा पानी दे	कवि व कविता का परिचय देते हुए कविता का भाव और काव्य- सौंदर्य करवाया जाएगा। वर्षा का महत्व, महीने आदि की चर्चा करते हुए भारतीय कृषि समाज में इसकी आवश्यकता पर जानकारी दी जाएगी। पाठ का वाचन, शब्दार्थ और आशय स्पष्टीकरण किया जाएगा।	कविता की व्यापकता (समय और काल की सीमा से परे) से परिचित होंगे। अपंग व्यक्ति की पीड़ा को समझ उनके साथ समानता का व्यवहार रखेंगे। वर्षा के जल के संरक्षण के लिए और जल के दुरुपयोग को रोकने के लिए प्रेरित होंगे। त्याग की महत्ता से परिचित होंगे। भारतीय समाज में व्याप्त अंधविश्वासों से परिचित होंगे।
	माह	विषय	शिक्षण प्रक्रिया	शिक्षण अधिगम उद्देश्य (Learning Outcomes)
4.	अगस्त कार्य दिवस 23 दिन	द्वितीय आवधिक परीक्षा आरोह - 2 <u>काव्य खंड</u> सहर्ष स्वीकारा है अपठित गद्यांश	10 दिन (3.8.22 - 12.8.22) कवि और कविता का परिचय देते हुए कविता का भाव सौंदर्य व काव्य सौंदर्य करवाया जाएगा। कक्षा में छात्रों को अपठित गद्यांश देकर उसे समझने के लिए, पढ़ने के लिए कहा जाएगा। संबंधित प्रश्नों के उत्तर की चर्चा की जाएगी।	जीवन की समस्त कमजोरियों - उपलब्धियों, सुख-दुख उतार-चढ़ाव को सहर्ष भाव से स्वीकार करने के लिए प्रेरित होंगे। एकाग्रता, अर्थग्रहण क्षमता, भावबोध क्षमता का विकास होगा।
5.	सितंबर कार्य दिवस 25 दिन	अनुपूरक पुस्तक वितान - 2 <u>जूझ</u>	15 दिन (17.9.22 - 1.10.22) + 1 दिन (अक्टूबर)	जीवन में संघर्ष और शिक्षा के महत्व से परिचित होंगे।

	<p><u>अभिव्यक्ति और माध्यम</u> पत्रकारीय लेखन के विभिन्न रूप और लेखन प्रक्रिया</p> <p><u>अपठित पद्यांश</u></p>	<p>जूझ शब्द के अर्थ स्पष्टीकरण के साथ जीवन में संघर्ष की महत्ता दर्शाते हुए पाठ को छात्रों के सहयोग से पढ़ाया जाएगा।</p> <p>पत्रकारीय लेखन का अर्थ, पत्रकारों के प्रकार, समाचार लेखन, फीचर, रिपोर्ट, संपादकीय, स्तंभ लेखन आदि की चर्चा करते हुए समाचार पत्र में इनके महत्व को बताया जाएगा।</p> <p>छात्रों को अपठित कविता देकर, उसे पढ़ने के बाद उसके अर्थ और भाव को समझने के लिए कहा जाएगा। संबंधित प्रश्न पूछे जाएंगे।</p>	<p>समाचार पत्र में खबरों के अतिरिक्त प्रकाशित सामग्री के विभिन्न रूपों से परिचित होंगे।</p> <p>एकाग्रता, अर्थग्रहण क्षमता, भावबोध क्षमता का विकास होगा। कविता पाठ में रुचि बढ़ेगी।</p>
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सत्रीय पाठ्यक्रम अक्टूबर - मार्च 2022-23

	माह	विषय	शिक्षण प्रक्रिया	शिक्षण अधिगम उद्देश्य (Learning Outcomes)
6.	अक्टूबर कार्य दिवस 17 दिन	<p>आरोह भाग 2 <u>काव्य खंड</u> उषा, कवितावली और लक्ष्मण मूर्छा और राम का विलाप</p> <p><u>गद्य खंड</u> पहलवान की ढोलक</p>	<p>कवि व कविता का परिचय देते हुए कठिन शब्दों के अर्थ, भाव सौंदर्य व काव्य सौंदर्य करवाया जाएगा।</p> <p>खेलों की चर्चा करते हुए, पारंपरिक खेल और कलाओं पर चर्चा की जाएगी। पाठ का परिचय देते हुए कठिन शब्दों के अर्थ, आशय स्पष्टीकरण करवाया जाएगा।</p>	<p>प्राकृतिक सुंदरता के प्रति जागरूक होंगे।</p> <p>तुलसी के समय की सामाजिक, आर्थिक परिस्थितियों को वर्तमान समय से जोड़ सकेंगे।</p> <p>जीवन मूल्यों के महत्व से परिचित होंगे।</p> <p>पारंपरिक खेलों और कलाओं के सांस्कृतिक महत्व से परिचित होंगे।</p> <p>भारतीय गांवों की सामाजिक स्थिति से परिचित होंगे।</p>
7.	नवंबर कार्य दिवस 24 दिन	<p>आरोह भाग 2 <u>गद्य खंड</u> नमक श्रम विभाजन और जाति प्रथा</p> <p><u>काव्य खंड</u></p>	<p>भारतीय स्वतंत्रता संग्राम और स्वतंत्रता के प्रारूप की चर्चा करते हुए पाठ का पाठन करवाया जाएगा। अंबेडकर जी की चर्चा करते हुए भारत में विद्यमान जाति प्रथा का प्राचीन और वर्तमान स्वरूप की बात करते हुए पाठ का पाठन, शब्दार्थ, आशय स्पष्टीकरण</p>	<p>विभाजन के उपरांत भी भारतीय और पाकिस्तानी लोगों के हृदय में विद्यमान प्रेम भावना से परिचित होंगे। विभाजन की त्रासदी को समझेंगे।</p> <p>जाति प्रथा के दुष्परिणामों को समझ जातिगत भेदभाव को दूर करने में सहयोग देंगे।</p>

		रुबाइयां और गज़ल <u>अभिव्यक्ति और माध्यम</u> विशेष लेखन और प्रकार	करवाया जाएगा। कवि और कविता का परिचय देते हुए कठिन शब्दों के अर्थ, भाव सौंदर्य और काव्य सौंदर्य करवाया जाएगा। विशेष लेखन का अर्थ क्षेत्र भाषा शैली की जानकारी	उर्दू शायरी की विद्या रुबाइयां और गज़ल से परिचित होंगे। शब्द भंडार में वृद्धि होगी। समाचार पत्रों में विभिन्न प्रकार की खबरों के लेखन से परिचित होंगे।
	माह	विषय	शिक्षण प्रक्रिया	शिक्षण अधिगम उद्देश्य (Learning Outcomes)
8.	दिसंबर कार्य दिवस 26 दिन	तृतीय आवधिक परीक्षा वितान -2 अतीत के दबे पांव डायरी के पन्ने	1.12.22-9.12.22 हड़प्पा और मोहनजोदड़ो सभ्यता के विषय में छात्रों से चर्चा करते हुए पाठ को पढ़ाया जाएगा। द्वितीय विश्व युद्ध, हिटलर की चर्चा करते हुए, ऐन फ्रेंक और उसके परिवार द्वारा किस प्रकार नाजियों के अत्याचारों का सामना करना पड़ा, ऐन के साथ हजारों- लाखों लोगों को युद्ध की विभीषिका झेलनी पड़ी आदि प्रसंगों को छात्रों को पढ़ाया जाएगा।	भारतीय स्वर्णिम इतिहास, विशेषकर तत्कालीन जल संस्कृति, नगर नियोजन कला, सादगी पूर्ण जीवन की जानकारी हासिल कर पाएंगे। द्वितीय विश्व युद्ध के दौरान हिटलर द्वारा जर्मनी में यहूदियों पर किए गए अत्याचारों से परिचित होंगे। युद्ध की विभीषिका को समझेंगे। डायरी लेखन की कला से परिचित होंगे।
9.	जनवरी कार्य दिवस 18 दिन	<u>अभिव्यक्ति और माध्यम</u> कैसे करें कहानी का नाट्य रूपांतरण कैसे बनता है रेडियो नाटक नए और अप्रत्याशित विषयों पर लेखन पत्र लेखन (औपचारिक)	कहानी को नाटक के लिए रूपांतरित करने के नियमों का उल्लेख कहानी को रेडियो नाटक के लिए रूपांतरित करने के लिए आवश्यक निर्देश। नए और अप्रत्याशित विषयों का अर्थ, आवश्यकता। पत्र लेखन का प्रारूप और अभ्यास।	लेखन क्षमता का विकास होगा रचनात्मक लेखन लेखन की ओर प्रेरित होंगे नाट्यकला को समझेंगे पत्र लेखन के प्रारूप को समझ लेखन की ओर अग्रसर होंगे।
10.	फरवरी कार्य दिवस 22 दिन	वार्षिक परीक्षा हेतु द्वितीय सत्रीय पाठ्यक्रम की पुनरावृत्ति		प्रत्यास्मरण क्षमता, लेखन क्षमता बोध और तार्किक क्षमता में अभिवृद्धि होगी।
11.	मार्च	वार्षिक परीक्षा		