

Sarla Chopra DAV Public School
Curriculum Plan 2026-27
CLASS XI

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SarlaChopraDAVPublicSchool,Sector56,Noida CurriculumPlan(2026-2027)
ENGLISHCORE(301)CLASSXI

LearningObjectives:

- ❧ *Identify The Central/Main Point And Supporting Details, Etc., To Build Communicative Competence In Various Lexicons Of English*
- ❧ *Promote Advanced Language Skills With An Aim To Develop The Skills Of Reasoning, Drawing Inferences, Etc. Through Meaningful Activities*
- ❧ *Read And Comprehend Extended Texts (Prescribed And Non-Prescribed) In The Following Genres: Science Fiction, Drama, Poetry, Biography, Autobiography, Travel And Sports Literature, Etc.*
- ❧ *Text-Based Writing (I.E., Writing In Response To Questions Or Tasks Based On Prescribed Or Unseen Texts), Understanding And Responding To Lectures, Speeches, Etc.*
- ❧ *Write Expository/Argumentative Essays, Explaining Or Developing A Topic, Arguing A Case, Etc, Write Formal/Informal Letters And Applications For Different Purposes*
- ❧ *The Use Of Passive Forms In Scientific And Innovative Writings.*
- ❧ *Convert One Kind Of Sentence/Clause Into A Different Kind Of Structure As Well As Other Items To Exemplify Stylistic Variations In Different Discourses Modal Auxiliaries Uses Based On Semantic Considerations.*

Month/days	Topic	Methodology	Learning Outcomes
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<p>APRIL 2026 (22Days)</p>	<p>1. The Portrait of a lady (Prose)</p> <p>Skills →Empathy and emotional bonding →Respect for elders →Value-based decision making →Interpersonal relationship skills</p>	<p>2. Class Discussion on Role models and does the image of the role models change as life progresses? 3. Loud reading by the students 4. Understanding the story through discussion 5. Discussion on Generation Gap – what is it and why is it important to address it? 6. A wide variety of Questions and Answers – some to be discussed, others as home assignment. 7. Discussion on changing family dynamics and values across generations. Activity: Interview an elderly family/community member and present a comparative reflection (oral + written) linking their life with the grandmother's character.</p>	<p>1. Understanding and appreciating the theme of the prose 2. Empathizing with the grandmother's condition while also understanding the narrator's point of view 3. Enhancing the vocabulary bank with new words from the story 4. Critically analyzing each and every aspect of the story 5. Ability to answer any question asked, fluently and coherently. Develop empathy, real-life connection, speaking and reflective writing skills.</p>
	<p>2. A Photograph (Poem)</p> <p>→Emotional understanding →Reflection and memory awareness →Appreciation of relationships</p>	<p>Class Discussion on the Importance of taking pictures and their effectiveness in keeping memories 2. Silent reading of the poem by the students 3. Loud Recitation and Explanation of each line of the poem 4. Explanation of the significance of the poetic devices used in the poem 5. Analysis of nostalgia, loss and poetic devices. Activity: Create a 'Memory archive' (photo/drawing + 150-word reflection) exploring how memories shape identity.</p>	<p>1. Understanding and appreciating the theme of the poem 2. Critically analyzing each line and stanza as a whole to understand the poet's tone and mood 3. Ability to answer any question asked, fluently and coherently. Skills ✓ Critical Thinking ✓ Emotional Intelligence & Empathy ✓ Communication Skills ✓ Social Awareness ✓ Reflective Thinking Strengthen personal interpretation and emotional articulation.</p>

	<p>The Summer of the beautiful whitehorse (Fiction)</p> <p>→Honesty and integrity →Moral reasoning →Decision making</p>	<ol style="list-style-type: none"> 1. Class discussion on the difference between a hobby and a passion 2. Is it necessary to be passionate about something in life? Why? 3. Loud reading of the lesson by the students with teacher explaining in between 4. Critically analyzing each and every aspect of the plot and the characters. <p>Theme and character analysis. <i>Activity: Simulate a moral dilemma panel where students justify the boys' actions from ethical, cultural and personal perspectives.</i></p>	<ol style="list-style-type: none"> 1. Understanding and appreciating the theme of the prose 2. Enhancing the vocabulary bank with new words from the story 3. Critically analyzing each and every aspect of the story 4. Ability to answer any question asked, fluently and coherently. 5. Strengthen personal interpretation and emotional articulation. <i>Enhance ethical reasoning and argumentative speaking.</i>
	<p>Reading Comprehension Passage</p>	<ol style="list-style-type: none"> 1. Class discussion on the purpose of this section 2. Loud reading of the passage to identify the difficult words and meaning of the sentence 3. Attempt to guess the meaning of the difficult words through the meaning of the sentence where they appear. 4. Critically analyzing what has been said in the passage – reflective 	<ol style="list-style-type: none"> 1. Reading well together information given in the passage 2. To learn to ask questions, make connections between what they are reading and previous experiences 3. To make connections among multiple texts, and self-check their comprehension when confusion arises.
Month/Days	Topic	Methodology	Learning Outcomes

<p>MAY2026 (15Days)</p>	<p>We're not afraid to die...if we are all together (Prose) →Teamwork and collaboration →Problem solving under pressure →Resilience and perseverance →Leadership skills</p>	<ol style="list-style-type: none"> 1. Class Discussion on the need to make life adventurous and ways of making it so. 2. Loud reading by the students 3. Understanding the story through discussion 4. Discussion on— do you think the narrator was right in involving his family in such a dangerous expedition? 5. A wide variety of Questions and Answers—some to be discussed, others as home assignment <p>Discussion on resilience and crisis management. Activity: Design a real-life emergency response plan (family/school) and present survival priorities.</p>	<ol style="list-style-type: none"> 1. Understanding and appreciating the prose 2. Enhancing the vocabulary bank with new words from the story 3. Critically analyzing each and every aspect of the story 4. Ability to answer any question asked, fluently and coherently <p>Build problem-solving and real-world application skills.</p>
	<p>The Address (Prose) →Empathy →Historical awareness →Emotional resilience</p>	<ol style="list-style-type: none"> 1. Class Discussion on what students know about Holocaust and its effect on the survivors. 2. Loud reading by the students 3. Understanding the story through discussion 4. Discussion on— do you think the narrator was insensitive to her mother's memory? 5. A wide variety of Questions and Answers—some to be discussed, others as home assignment <p>Theme of memory, trauma and identity. Activity: Write a letter to a lost object/place/person reflecting emotional attachment and closure.</p>	<ol style="list-style-type: none"> 1. Understanding and appreciating the theme of the prose 2. Enhancing the vocabulary bank with new words from the story 3. Critically analyzing each and every aspect of the story 4. Ability to answer any question asked, fluently and coherently. <p>Encourage introspection and expressive writing.</p>

	Grammar– Transformation of Sentences →Logical sequencing →Clarity in communication →Accuracy in expression	1. Familiar sentences based on direct and indirect or active and passive or types of sentences will be given 2. Using the whiteboard, transformation of sentences will be explained 3. Many more sentences will be given as class work as practice– to be discussed in class	1. Understanding the concept of transformation of sentences 2. To take care that the meaning is to be unaltered while transforming the sentences 3. To recall and apply the various parts of speech and types of sentences in solving exercises given 4. To construct sentences that include greater elaboration and depth of meaning.
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JUNE–SUMMER BREAK: English Project Work To Be Completed
 INTERNAL ASSESSMENT

Project work and Assessment of Speaking and Listening Task (ASL) as per CBSE guidelines

Month/Days	Topic	Methodology	Learning Outcomes
JULY 2026 (25 Days)	Note-Making (Reading section) →Critical thinking, →analytical skills organization of ideas →decision making →clarity in communication.	1. Class discussion on what the students understand by the term 2. Explain the purpose of learning to make notes and its utility even in other subjects 3. Using the white board, explanation of the format and style of making notes will be given 4. Minute details like the number of sub-title, sub-topics, abbreviations/signs/symbols will be given 5. Details about Summary writing also to be given Format and purpose explanation. Activity: Watch short TED-style talk and prepare structured notes+summary.	1. Understand and appreciate the need to learn note-making 2. Use their understanding of the topic in making notes in other subjects too 3. Enhance their speed of reading and grasping so as to make effective notes faster 4. Understand the purpose of the format and follow it diligently. Develop listening, processing and summarization skills.

	<p>Speech Writing</p> <p>→Publicspeaking skills</p> <p>→Confidence building</p> <p>→Logical structuringof ideas</p> <p>→Persuasive communication</p>	<p>1. Brainstormthetopic, and research it before writing.</p> <p>2. Write out a list of key componentsforbothsidesof the issue.</p> <p>3. Arrangetheissuestobe discussed systematically, giving solutions too.</p> <p>4. Structureandpersuasive techniques.</p> <p>Activity:Deliveraspeech on a current social issue (e.g., social media impact) followedbypeerfeedback.</p>	<p>1. To foster critical thinking, communication, collaboration, creativity,andcivicengagement skills that are essential for the 21st century.</p> <p>2. Identifyingandanswering opposing arguments</p> <p>3. Develop excellent oral andwrittencommunication skills.</p> <p>Enhancepublicspeaking and critical awareness.</p>
	<p>Discovering Tut- TheSagacontinues (Prose)</p> <p>→Scientific temperament</p> <p>→Criticalthinking</p> <p>→Analytical reasoning</p> <p>→Researchand inquiryskills</p>	<p>1. Class Discussion on what students know about Mummies and if they have seenanymovies/videosonit.</p> <p>2. AshortvideoonKing Tut</p> <p>3. Loudreadingbythe students</p> <p>4. Understandingthefacts as revealed, through discussion</p> <p>5. Discussion on— do you think the Egyptians’ belief on the Curse of Pharaoh is real or superstitious.</p> <p>6. A wide variety of QuestionsandAnswers—some to be discussed, othersashomeassignment. Historical and scientific inquiry.</p> <p>Activity: Create a podcast scriptdiscussing‘mythsvs facts’ about historical discoveries.</p>	<p>1. Understandingand appreciatingtheprose</p> <p>2. Enhancingthevocabulary bank with new words from the story</p> <p>3. Criticallyanalyzingeach and every aspect of the facts</p> <p>4. Ability to answer any question asked, fluently and coherently.</p> <p>Promoteresearchandmedia literacy.</p>

	Reading Comprehension Passage	<ol style="list-style-type: none"> 1. Class discussion on the purpose of this section 2. Loud reading of the passage to identify the difficult words and meaning of the sentence 3. Attempt to guess the meaning of the difficult words through the meaning of the sentence where they appear. 4. Critically analyzing what has been said in the passage – reflective 	<ol style="list-style-type: none"> 1. Reading well together information given in the passage 2. To learn to ask questions, make connections between what they are reading and previous experiences 3. To make connections among multiple texts, and self-check their comprehension when confusion arises.
	The Laburnum Top (Poem) → Observation skills → Nature appreciation Mindfulness	<ol style="list-style-type: none"> 1. Class Discussion on the Importance of nature in our life and what we would miss in its absence. 2. Silent reading of the poem by the students 3. Loud Recitation and Explanation of each line of the poem 4. Explanation of the significance of the poetic devices used in the poem 	<ol style="list-style-type: none"> 1. Understanding and appreciating the theme of the poem 2. 3. Ability to answer any question asked, fluently and coherently <p>Critically analyzing each line and stanza as a whole to understand the poet's tone and mood</p>

Month/Days	Topic	Methodology	Learning Outcomes
AUGUST 2026 (19 Days)	Classified Advertisements – Situation Wanted, Situation Vacant, Sale and Purchase → Analytical thinking → Practical life application → Precision in language → Decision-making skills	<ol style="list-style-type: none"> 1. The newspaper advertisements will be discussed 2. Students will be asked to pick up and write about what kind of information is included in the advertisement 3. Using the white board, the formats of these advertisements and style of writing will be explained 4. Sample questions will be solved as examples and others given as class work for self-evaluation. <p>Analysis of persuasive techniques. Activity: Design a real-life classified ad (internship, service, or product) targeting a specific audience.</p>	<ol style="list-style-type: none"> 1. Discover the potential of classified advertising with real-life examples and expert insights. 2. Enhance marketing strategy in today's scenario. 3. To frame effective advertisements so as to convince the customers. <p>Apply functional writing in real-world contexts.</p>

	<p>Poster making</p>	<ol style="list-style-type: none"> 1. Purpose of posters will be discussed 2. Students will be asked to share a few common posters that they must have seen in their neighbourhood 3. Using the whiteboard, the kinds of posters, their formats, value points and do's and don't's will be given. 4. Sample questions will be solved and given as future help and some will be given to them to do on their own. <p>Visual communication strategies.</p> <p>Activity: Create a campaign poster on a current issue (mental health, climate change) with slogan and justification.</p>	<ol style="list-style-type: none"> 1. Discover the potential of posters with real-life examples and expert insights. 2. Enhance strategies of spreading awareness in today's scenario. 3. To frame effective posters so as to aware people. <p>Enhances creativity and awareness.</p>
	<p>Grammar– Transformation of Sentences</p> <p>→ Precision in language use</p> <p>→ Attention to detail</p> <p>→ Contextual understanding</p>	<ol style="list-style-type: none"> 1. Familiar sentences based on direct and indirect or active and passive or types of sentences will be given 2. Using the white board, transformation of sentences will be explained 3. Many more sentences will be given as class work as practice– to be discussed in class 	<ol style="list-style-type: none"> 1. Understanding the concept of transformation of sentences 2. To take care that the meaning is to be unaltered while transforming the sentences 3. To recall and apply the various parts of speech and types of sentences in solving exercises given 4. To construct sentences that include greater elaboration and depth of meaning

	<p>Debate Writing</p> <p>→Critical thinking</p> <p>→Argumentation skills</p> <p>→Respect for diverse opinions</p> <p>→Problemsolving and reasoning</p>	<p>1. Brainstorm the topic, and research it before writing.</p> <p>2. Write out a list of key components for both sides of the issue.</p> <p>3. Arrange the issues to be discussed systematically, giving solutions too.</p> <p>.Argument structuring and rebuttal.</p> <p>Activity: Participate in a formal debate on a school-relevant issue (uniforms, exams, AI use).</p>	<p>1. To foster critical thinking, communication, collaboration, creativity, and civic engagement skills that are essential for the 21st century.</p> <p>2. Identifying and answering opposing arguments</p> <p>3. Develop excellent oral and written communication skills</p> <p>Develop reasoning and articulation.</p>
	<p>Voice of the Rain (Poem)</p> <p>→Environmental sensitivity</p> <p>→Creative thinking</p> <p>→Conceptual understanding</p>	<p>1. Class Discussion on the Importance of nature in our life and what we would miss in its absence.</p> <p>2. Silent reading of the poem by the students</p> <p>3. Loud Recitation and Explanation of each line of the poem</p> <p>4. Explanation of the significance of the poetic devices used in the poem</p>	<p>1. Understanding and appreciating the theme of the poem</p> <p>2. Critically analyzing each line and stanza as a whole to understand the poet's tone and mood</p> <p>3. Ability to answer any question asked, fluently and coherently</p>
Month/Days	Topic	Methodology	Learning Outcomes
SEPTEMBER 2026(11Days)	Revision(Reading, writing, grammar and literature)	<p>1. Short assignments/ worksheets based on the topic assigned for revision</p> <p>2. Oral quiz on literature lessons</p> <p>3. Group discussions on topics to write speech or debate on.</p>	<p>1. Enable the learner to recollect</p> <p>2. Apply their understanding to answer the questions put</p> <p>3. Use critical and analytical thinking for literature lessons, speech and debate topic</p>

	<p>Grammar (Clauses)</p> <p>→Analytical thinking</p> <p>→Sentence structuring skills</p> <p>→Language organization</p>	<p>1. Various examples will be given to bring out the different kinds of clauses– Noun clause, Adjective Clause, Adverb clause</p> <p>2. Questions based on dialogues will be given as practice.</p> <p>Grammar concept application. Activity: Write a short blog-style piece incorporating different clause types naturally.</p>	<p>1. To be able to identify the different kinds of clauses</p> <p>2. To be able to use logic in applying the kind of clause asked</p> <p>3. To be able to solve any question given without any confusions.</p> <p>Apply grammar in authentic contexts.</p>
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Month/Days	Topic	Methodology	Learning Outcomes
OCTOBER 2026(20days)	<p>The Adventure (Fiction)</p> <p>→Critical thinking</p> <p>→Imagination and divergent thinking</p> <p>→Logical reasoning</p> <p>→Inquiry-based learning</p>	<p>1. A discussion on what students understand about Time travel and Multiverse</p> <p>2. How are the two terms different (Time travel and Multiverse)</p> <p>3. Connecting the theme of the lesson with the concept of Multiverse</p> <p>4. Loud reading of the lesson by the students with intermittent discussion and explanation</p> <p>5. A short story to be written beginning with 'If I have the option to live a different life..... Concept of alternate realities Activity: Create a 'What if India had a different history?' narrative connecting fiction with real events.</p>	<p>1. Understanding and appreciating the prose</p> <p>2. Enhancing the vocabulary bank with new words from the story</p> <p>3. Critically analyzing each and every aspect of the facts</p> <p>4. Ability to answer any question asked, fluently and coherently.</p> <p>Foster imagination and critical thinking</p>

	<p>Childhood(Poem)</p> <p>→Self-awareness</p> <p>→Identityformation</p> <p>→Reflective thinking</p>	<ol style="list-style-type: none"> 1. Introducingthe poet 2. Recitingthepoetic lines 3. Explanationofeachlinein detail including the poeticdevicesused,toneand mood 4. End the poem by asking the students how they felt after reading the poem. <p>Theme of growing up.</p> <p>Activity: Record a podcast reflectingonamomentthat marked personal growth.</p>	<ol style="list-style-type: none"> 1. Understanding and appreciatingthethemeofthe poem 2. Critically analyzing each line and stanza as a whole to understandthepoet'stoneand mood 3. Ability to answer any questionasked,fluentlyand coherently. <p>Develop self-expression anddigitalcommunication.</p>
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Month/Days	Topic	Methodology	Learning outcomes
<p>November 2026</p> <p>(18 days)</p>	<p>FathertoSon (Poem)</p> <p>→Communication skills</p> <p>→Conflict resolution</p> <p>→Emotional maturity</p> <p>→Familyvalues</p>	<ol style="list-style-type: none"> 1. Introducingthe poetess 2. Recitingthepoetic lines 3. Explanationofeachlinein detail including the poeticdevicesused,toneand mood 4. Endthepoembyasking the students how they felt after reading the poem. <p>Theme of generational conflict.</p> <p>Activity: Writeandenacta counselling session resolving parent-child conflict.</p>	<ol style="list-style-type: none"> 1. Understanding and appreciatingthethemeofthe poem 2. Criticallyanalyzingeachline and stanza as a whole to understandthepoet'stoneand mood 3. Ability to answer any question asked, fluently and coherently. <p>Promoteempathyandconflict resolution.</p>
	<p>Mother'sDay(Play)</p>	<ol style="list-style-type: none"> 1. Groupdiscussiononthe relevance and craze of various days celebrated now-a-day 2. Charactersintheplay will be introduced 3. Roleswillbeassigned to different students 4. Studentswillreadtheir part with intonation and expression 5. Explanationwillbe carriedonsidebyside. <p>Dramatic techniques.</p> <p>Activity: Perform a scene with a modern adaptation (set in present-daycontext).</p>	<ol style="list-style-type: none"> 1. Understandingand appreciatingtheprose 2. Enhancingthevocabulary bank with new words from the story 3. Criticallyanalyzingeachand every aspect of the facts 4. Ability to answer any question asked, fluently and coherently. <p>Encouragecreativityand collaboration</p>

	Classified Advertisements– To Let, For Accommodation, Travel and Tourism	<ol style="list-style-type: none"> 1. The newspaper advertisements will be discussed. 2. Students will be asked to pick up and write about what kind of information is included in the advertisement 3. Using the whiteboard, the formats of these advertisements and style of writing will be explained 4. Sample questions will be solved as examples and others given as class work for self-evaluation 	<ol style="list-style-type: none"> 1. Discover the potential of classified advertising with real-life examples and expert insights. 2. Enhance marketing strategy in today's scenario to frame effective advertisements so as to convince the customers.
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Month/Days	Topic	Methodology	Learning Outcomes
December 2026 (23 days)	The tale of Melon City (Poem) → Critical thinking → Understanding governance → Analytical reasoning	<ol style="list-style-type: none"> 1. Introducing the poet 2. Reciting the poetic lines 3. Explanation of each line in detail including the poetic devices used, tone and mood 4. End the poem by asking the students how they felt after reading the poem. <p>Understanding satire. Activity: Create a satirical news report video/script based on a current issue.</p>	<ol style="list-style-type: none"> 1. Understanding and appreciating the theme of the poem 2. Critically analyzing each line and stanza as a whole to understand the poet's tone and mood 3. Ability to answer any question asked, fluently and coherently. <p>Develop critical awareness and humor analysis.</p>
	Birth (Prose) → Compassion and empathy → Professional ethics → Decision making under pressure	<ol style="list-style-type: none"> 1. The background of the author will be given 2. Students will read the prose aloud turnwise 3. Explanation will be provided as the lesson progresses 4. Important elements will be discussed. <p>Theme of ethics and responsibility. Activity: Case-study discussion on real-life medical dilemmas followed by opinion writing.</p>	<ol style="list-style-type: none"> 1. Understanding and appreciating the prose 2. Enhancing the vocabulary bank with new words from the story 3. Critically analyzing each and every aspect of the facts 4. Ability to answer any question asked, fluently and coherently. <p>Strengthen ethical reasoning and writing. Strengthen ethical reasoning and writing.</p>

	Classified Advertisements–On Education, Lost and Found, Missing	<ol style="list-style-type: none"> 1. The newspaper advertisements will be discussed 2. Students will be asked to pick up and write about 	<ol style="list-style-type: none"> 1. Discover the potential of classified advertising with real-life examples and expert insights.
	person/Pet, Miscellaneous	<p>what kind of information is included in the advertisement</p> <ol style="list-style-type: none"> 3. Using the white board, the formats of these advertisements and style of writing will be explained 4. Sample questions will be solved as examples and others given as class work for self-evaluation 	<ol style="list-style-type: none"> 2. Enhance marketing strategy in today's scenario. 3. To frame effective advertisements so as to convince the customers.

Month/Days	Topic	Methodology	Learning outcomes
January 2025 (16 days)	Silk Road (Prose) → Cultural sensitivity → Adaptability → Curiosity and exploration → Global awareness	<ol style="list-style-type: none"> 1. A history of Silk Road will be given 2. Class discussion on what students know about barter system and why was it so popular 3. A short video on Silk Route 4. Lesson will be read aloud by the students 5. Difficult parts of the lesson will be discussed and explained 6. Major themes will be discussed. <p>Historical and cultural context.</p> <p>Activity: Design a travel vlog/blog tracing a modern journey along Silk Route with cultural insights.</p>	<ol style="list-style-type: none"> 1. Understanding and appreciating the prose 2. Enhancing the vocabulary bank with new words from the story 3. Critically analyzing each and every aspect of the facts 4. Ability to answer any question asked, fluently and coherently. <p>Integrate creativity with contextual learning.</p>

Month/Days	Topic	Methodology	Learning Outcomes
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February	Revision(Reading, writing, grammar and literature)	<ol style="list-style-type: none">1. Short assignments/ worksheets based on the topic assigned for revision2. Oral quiz on literature lessons3. Group discussions on topics to write speech or debate on.	<ol style="list-style-type: none">1. Enable the learner to recollect2. Apply their understanding to answer the questions put3. Use critical and analytical thinking for literature lessons, speech and debate topic
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S C DAV CENT. PUBLIC SCHOOL,

NOIDA ACADEMIC PLAN CHEM

ISTRY (043)

CLASS : XI

SESSION : 2026-2027

RATIONALE

Higher Secondary is the most crucial stage of school education because at this juncture specialized discipline based, content-oriented courses are introduced. Students reach this stage after 10 years of general education and opt for Chemistry with a purpose of pursuing their career in basic sciences or professional courses like medicine, engineering, technology and study courses in applied areas of science and technology at tertiary level. Therefore, there is a need to provide learners with sufficient conceptual background of Chemistry, which will make them competent to meet the challenges of academic and professional courses after the senior secondary stage.

OBJECTIVES

The study of Chemistry at Senior Secondary Stage aims to:

- promote understanding of basic facts and concepts in chemistry while retaining the excitement of chemistry.
- make students capable of studying chemistry in academic and professional courses (such as medicine, engineering, technology) at tertiary level.
- expose the student to various emerging new areas of chemistry and apprise them with their relevance in future studies and their application in various spheres of chemical sciences and technology.
- equip students to face various challenges related to health, nutrition, environment, population, weather, industries and agriculture.
- develop problem-solving skills in students.

- expose the student to different processes used in industries and their technological applications.
- apprise students with interface of chemistry with other disciplines of sciences such as physics, biology, geology, engineering etc.
- acquaint students with different aspects of chemistry used in daily life.
- develop an interest in students to study chemistry as a discipline.
- integrate life skills and values in the context of chemistry.

COURSE STRUCTURE (THEORY):

Time: 3 Hours

Total Marks 70

S.NO	UNIT	PERIODS	MARKS
1	Some Basic Concepts of Chemistry	18	7
2	Structure of Atom	20	9
3	Classification of Elements and Periodicity in Properties	12	6
4	Chemical Bonding and Molecular Structure	20	7
5	Chemical Thermodynamics	23	9
6	Equilibrium	20	7
7	Redox Reactions	9	4
8	Organic Chemistry: Some basic Principles and Techniques	20	11
9	Hydrocarbons	18	10
	TOTAL	160	70

Note: The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

1. s & p Block Elements

Electronic configuration, atomic & ionic radii, ionization enthalpy, hydration enthalpy and general trends in physical and chemical properties of s and p block elements across the periods and down the groups; unique behavior of the first element in each group.

2. The Gaseous State

Qualitative treatment of gas laws, ideal gas equation and deviations from it.

PRACTICALS

3 HOURS/ 30 Marks

Evaluation Scheme for Examination	Marks
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
Total	30

RECOMMENDED BOOKS:

1. Chemistry Text Books for Class XI: Part 1 and Part 2 : Published by NCERT.
2. Chemistry Practical Manual for Class XI - Published by NCERT.
3. Chemistry Exemplar for Class XI - Published by NCERT.

LINKS FOR NCERT TEXTBOOKS:

1. <https://ncert.nic.in/textbook.php?kech1=0-6>
2. <https://ncert.nic.in/textbook.php?kech2=0-3>
3. https://ncert.nic.in/division/dek/pdf/Manual_01.pdf

MONTHWISE DISTRIBUTION OF LESSONS/CHAPTERS

MONTH/ T.D.	UNIT/TOPICS	METHODOLOGY/ ACTIVITIES	LEARNING OUTCOMES
April, 2026 22	Unit 1: Some Basic Concepts of Chemistry: General introduction, importance of chemistry- molar mass, mole concept, empirical formula, stoichiometry, numericals. Unit 2: Structure of Atom: Introduction to subatomic particles, concept nucleus, orbit, very brief idea about	Lecture method, Q/A Method Self-made PPTs used, Various online learning resources to be used. Lecture method, Q/A Method. Various online learning resources to be used. Specially made 'Structure of Atom'	Students would develop very clear concepts regarding atomic mass, molecular mass, mole, various SI units, stoichiometric calculations. Students will develop a fair understanding of various subatomic particles, they would realize the concepts of orbits, orbitals, capacity of various orbits, various quantum numbers and their significances. Wave-particle duality will also be understood.

<p>May,2026</p> <p>15</p>	<p>Rutherford's Model, Bohr's Model- limitations of it, De-Broglie's Wave-Particle Dualism, Heisenberg's uncertainty principle and its significance, Very basic idea of Quantum Mechanics, concept of orbitals, quantum numbers.</p> <p>Unit 2: Contd. Aufbau Principle, Arrangement of electrons in different orbitals, Screening Effect, Effective Nuclear Charge, Pauli's Principle, Hund's Rule.</p> <p>Unit 3: Classification of Elements. Very short history of classification, Modern Periodic Law and its form, IUPAC naming of $Z > 100$. Periodic Trends- Atomic radius,</p>	<p>ppt will also be utilized.</p> <p>Lecture method, Q/A Method. Self made PPTs, Various online learning resources to be used.</p> <p>Lecture method, Q/A method Video presentation on Periodic Classification will be done. Link of it https://www.youtube.com/watch?v=ZQnmzQ8PuJg&list=PLNz32RYOjBeoySiHE6MTZO</p>	<p>Students will be able to write correct electronic configuration of various atoms. They would have clear ideas about Screening effect, Z_{eff}, nodes, half filled and full filled orbital stabilities.</p> <p>Students will realize the utilities of Periodic Table in understanding chemistry. They would develop very good ideas about different groups, positions of metals and nonmetals, some periodic trends and their uses.</p>
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	<p>ionic radius, Ionization Enthalpy, Electron Gain Enthalpy, Electronegativity. Diagonal relationship, Trends in chemical properties- valences, basic/acidic nature of oxides, oxidation/reducti on properties.</p>	<p>WQGPehD5tnR&index=17</p> <p>Video link for cutting/bending of glass tube-</p> <p>https://www.youtube.com/watch?v= AkCHj7SHs4&t=150s</p>	
<p>July, 2026 25</p>	<p>Periodic Examination</p> <p>Unit 4: Chemical Bonding and Molecular Structures. Types of bonds, Lewis structures, Fajan's rules, VBT, VSEPR theory, resonance, Hybridisation, Shapes of molecules, MOT, Hydrogen bonding.</p>	<p>Lecture method, Q/A method Various online learning resources. to be shared. Video links for chemical bonding:</p> <p>https://www.youtube.com/watch?v=jWZKZojacPY&list=PLNz32RYOjBeoySiHE6MTZOWQGPehD5tnR&index=16</p> <p>Volumetric Analysis, General concepts, IGNOU-</p> <p>https://www.youtube.com/watch?v=x8rAlp5IFcQ</p>	<p>Students will be able to draw Lewis structures of different molecules. They will have a nice command on VBT and VSEPR theories and their applications. The concepts of Hybridization and its applications will be realized. Resonance—definition, applications will be understood. The students will have fair ideas about MOT and Hydrogen bonds.</p>
<p>August, 2026</p>	<p>Unit 5: Chemical Thermodynamics</p>	<p>Lecture Method, Q/A Method.</p>	<p>Students will develop very good concepts on various thermodynamic</p>

<p>19</p>	<p>• Concepts of – Systems, Surroundings, Work, Heat, Energy, Extensive and Intensive Properties, State Functions. First Law-Internal energy, Enthalpy, Hess's Law. Second Law-Entropy, Free energy Third Law.</p>	<p>Specially designed PPTs titled- 'THERMODYNAMICS' will be used.</p> <p>Link to 'preparation of standard Na_2CO_3 solution'- https://www.youtube.com/watch?v=MeOAPbMvubE&t=267s Link to watch estimation of strength of HCl solution using standard Na_2CO_3: https://www.youtube.com/watch?v=F7GUiB2OteQ</p>	<p>parameters, laws, mathematical relationships and their applications. They will be able to state all three thermodynamic laws and their implications.</p>
<p>September, 2026</p> <p>11</p>	<p>Half Yearly Examination</p> <p>Unit 6: Chemical Equilibrium. Introduction to the concept of equilibrium, Law of mass action, Equilibrium constants- K_c, K_p, Relationship between them, factors affecting equilibrium, Le Chatelier's Principle</p>	<p>Lecture Method, Q/A Method</p> <p>Salt Analysis Preliminary Tests- https://www.youtube.com/watch?v=gyxgVsXMYq0&t=580s</p>	<p>Students will develop the concepts of equilibrium and its dynamic nature. They will understand the factors affecting the equilibrium constant, application of Le Chatelier's Principle, degree of dissociation, pH, solubility product.</p>
<p>October, 2026</p>	<p>Unit 6: Chemical Equilibrium.</p>	<p>Lecture Method, Q/A Method</p>	<p>Students will develop the concepts of degree of dissociation, $\text{p}K_a$, pH, $\text{p}K_b$,</p>

20	<p>Contd Ionic equilibrium, Acid-Base concept, Ionisation constant, pK_a, pH, solubility product, common ion effect.</p> <p>Unit 7: Redox Reactions. Concept of Oxidation and Reduction, Oxidation number, balancing chemical equations.</p>	<p>Acid Radicals: https://www.youtube.com/watch?v=lrMLXTw0528</p> <p>Acid Radicals confirmation: https://www.youtube.com/watch?v=9bWISGydyFQ</p> <p>Lecture Method and Q/A Method</p>	<p>Buffer solution, Hydrolysis of salts, solubility product.</p> <p>Students would develop clear concepts about oxidation/reduction reactions in terms of oxidation number and electron shift. They will realize oxidation and reduction reactions go on simultaneously. They could balance the chemical equation</p>
November ,2026 18	<p>Unit 8: Organic Chemistry- Some Basic Principles and Techniques. Definition of organic chemistry, bonding, nomenclature, Inductive Effect, Resonance, Hyperconjugation , bond fissions, electrophiles, Nucleophiles.</p>	<p>Lecture method and Q/A method.</p> <p>Cation Identification- https://www.youtube.com/watch?v=kCKUZdgo600&t=7s</p> <p>Cation Confirmation- https://www.youtube.com/watch?v=hBkP4A_OhFg</p>	<p>Students will know the modern definition of Organic Chemistry and the contribution of various properties of Carbon atom towards organic chemistry. They will understand the rules of naming organic compounds by IUPAC system. They will realize the values of basic electronic effects on the course of organic reactions. They will understand the various types of organic reactions.</p>
December ,2026	<p>Unit 9: Hydrocarbons.</p>	<p>Lecture method, Q/A method</p>	<p>Students will develop very good concepts about various types of aliphatic</p>

<p>23</p>	<p>Aliphatic Hydrocarbons: Alkanes, Alkenes, Alkynes- nomenclature, preparations, Isomerism, Conformations, properties, Markownikoff's Rule.</p> <p>Aromatic Hydrocarbons: Nomenclature, Benzene, resonance, aromaticity, Chemical reactions- Friedel-Craft, Nitration, Halogenation reactions.</p>	<p>Hydrocarbons, Link 1- https://www.youtube.com/watch?v=rN42U9qFj2c&list=PLNz32RYOjBeoySiHE6MTZOWQGPehD5tnR&index=3</p> <p>Hydrocarbons, Link 2- https://www.youtube.com/watch?v=2OJ2eBziEr0&list=PLNz32RYOjBeoySiHE6MTZOWQGPehD5tnR&index=2</p>	<p>hydrocarbons, their preparation methods, properties, applications. They would realize what makes benzene so stable and aromatic too? Students will understand the conditions of aromaticity, electrophilic substitution reactions etc.</p>
<p>January, 2027</p> <p>16</p>	<p>Unit 9: Hydrocarbons. CONCLUDES Examination</p>		
<p>February, 2027</p>	<p>Revision for ANNUAL EXAMINATION.</p> <p>ANNUAL PRACTICAL EXMINATIONS.</p> <p>ANNUAL THEORY EXAMINATIONS</p>		

March, 2027	Annual Examination to be concluded. Result of the Annual Examination will be declared.		
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SUMMER VACATION HOMEWORK:

Students would solve all questions of Chapter 1 and 2, 3 of Text Book (NCERT) in their notebook.

WINTER BREAK HOMEWORK:

Students would work on Investigatory Projects and make individual project reports.

**ANNUAL ACADEMIC PLANNER
BIOLOGY-XI (2026-27)**

Specific Objectives:

The objectives of teaching Biology at this level are:

1. To develop conceptual understanding of fundamental topics such as cell structure, biomolecules, plant and animal physiology.
2. To explain the structure and function of cells and organelles with appropriate diagrams.
3. To understand the classification and diversity of living organisms based on taxonomic principles.
4. To analyze physiological processes in plants including photosynthesis, respiration, and transpiration.
5. To explain human physiological systems such as digestion, respiration, circulation, and excretion.
6. To perform laboratory experiments and develop skills in microscopy, slide preparation, and observation.
7. To interpret biological data, diagrams, and experimental results with accuracy.
8. To develop scientific reasoning, analytical thinking, and problem-solving abilities.
9. To understand the relationship between structure and function in living organisms.
10. To apply biological knowledge in real-life situations and environmental awareness.

Month/No of Days	Chapter Name	Methodology	Learning Objectives
<p>MARCH+ APRIL (08+22 DAYS)</p>	<ul style="list-style-type: none"> • Living World • Biological Classification • Plant Kingdom 	<ul style="list-style-type: none"> • To make students understand and differentiate between Living and Non-living organisms. • To classify different Living organisms on the basis of hierarchy. • To familiarize with different Taxonomical Aids like • Herbarium, botanical garden, Zoological museum and facilitate, identify and classify • different organisms • Understand and describe two, three, four, and five kingdom classifications. • Understand and explain systematics under four heads- • Identification, • classification • Nomenclature, Taxonomy • Explain and comprehend the characteristic features of different kingdoms (monera, protista, fungi) with examples, their physiology and their connectivity to different kingdom • Classify and describe plant kingdom under different division. 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Develop mental ability, reasoning & logical thinking in the field of biological segregation. • Represent hierarchy of organism • The learners have learnt and understood about the structure, habitat, physiology, life cycle and economic importance of different organisms of Kingdom- Monera, Protista, Fungi, Plant kingdom. • Learners have comprehended that the basis of diversity is the adaptation evolved by organisms to survive in diverse environments in the face of competition for limited resources.

	<ul style="list-style-type: none"> • Animal kingdom • Morphology of Flowering Plants 	<ul style="list-style-type: none"> • To study different parts of a microscope and its working • To observe different slides of the kingdom monera and protista and comment on it • To observe different specimens and slides of kingdom Fungi and comment on it • To observe the different specimens of the plant kingdom and comment on it. • Botanical garden visit to study about plant morphology. 	<p>Analyse and evaluate the role of various microbes in the different products of our daily life.</p> <p>They were able to explore their critical thinking on systematics and were able to justify classifying different organisms on the basis of evolutionary and other relationships</p> <p>The students are able to understand morphological differences of diverse plants.</p>
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<p>MAY (15DAYS)</p>	<ul style="list-style-type: none"> • Anatomy of Flowering Plants • Structural Organisation in Animals (Frog) 	<p>Field or botanical garden visit to understand morphology of parts of plant.</p> <p>Explanation of Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of frogs. Permanent slide observation to understand anatomy of different organ of frog.</p>	<p>Students will be able to develop teamwork, cooperation, concern, and empathy by studying diversity in living organisms.</p> <p>Spotting Unit Test Assignment.</p> <p>Develop sensitivity, concern and empathy towards nature by studying flora and fauna.</p>
<p>JUNE</p>	<p><u>SUMMER BREAK</u> <u>HOLIDAY HOME</u> <u>WORK</u></p> <ol style="list-style-type: none"> 1. ART INTEGRATION: 2. Worksheets 3. Model 4. Investigatory project 		

<p>JULY (25DAYS)</p>	<ul style="list-style-type: none"> • Biomolecules • Cell cycle and Cell division • Breathing and exchange of gases • Body fluids and circulation 	<p>Effectively and clearly communicate scientific information in written and oral form.</p> <p>To help them understand primary and secondary metabolites.</p> <p>To make them understand about the structure and function of different Bio macromolecules and enzymes</p> <p>To relate the function of biomolecules and enzymes in day to day life</p> <ul style="list-style-type: none"> • Collect, present and analyze scientific data gathered in the laboratory. • To explain the importance of cell division <p>To make them comprehend and connect with the earlier understanding of the breathing mechanism</p> <p>To make them understand respiratory volumes and capacity.</p> <p>To make them differentiate between breathing and respiration.</p> <ul style="list-style-type: none"> • To make the students able to understand about oxygen dissociation curve. 	<p>The students are able to understand:</p> <p>Structure of different types of proteins, Molecular structure of fats, sugars and Nucleic Acids.</p> <p>Primary and Secondary metabolites.</p> <p>able to describe the basic properties of enzymes.</p> <p>To observe the structure of the diaphragm while inhalation and exhalation.</p> <p>The human heart and comparative anatomical study of other chordates heart.</p> <p>Study of blood groups and donor compatibility.</p> <p>Rh antigen and its effects.</p> <p>Compare and contrast an animal cell and a plant cell – Relate the density of certain organelles with the functions of specific cells.</p> <p>The functions of organelles control all the activities in a cell.</p>
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<p>AUGUST (19DAYS)</p>	<ul style="list-style-type: none"> • Cellstheunit oflife. • Excretoryproductsand their elimination <p>Locomotionand movement</p>	<p>Study mitochondria, ribosomes, plastids, microbodies; cytoskeleton, cilia,flagella,centrioles (ultrastructureandfunction); nucleus,nuclearmembrane, chromatin, nucleolus.</p> <p>Explanation of types of movement - ciliary, flagellar, muscular; skeletal muscle-contractileproteinsandmuscle contraction; skeletal system and its functions; joints; disorders of the muscular and skeletal system - myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout.</p> <p>Explanationandpresentationof the human excretory system with the help of diagrams and models.</p>	<p>Studentswillbeableto</p> <p>Study & identify human bones&jointswiththehelp of virtual image models</p> <ul style="list-style-type: none"> • demonstrateosmosis by a potato osmometer. • Modes of excretion - ammoniotelic, ureotelism, uricotelism; human excretory system - structure and function; urine formation, osmoregulation; regulation of kidney function - renin-angiotensin, atrial natriuretic factor, ADH and diabetes insipidus; role of other organs in excretion; disorders - uremia, renal failure, renal calculi, nephritis;dialysisand artificial kidney, kidneytransplant
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<p>SEPTEMBER (11 DAYS)</p>	<p>Revision for Mid Term Examination</p>		
<p>OCTOBER (20 DAYS)</p>	<ul style="list-style-type: none"> • Photosynthesis in Higher plants • Respiration in plants 	<p>Activity-based learning on the scheme of light and dark reactions. Law of limiting factor. Explain and comprehend the characteristic features of C₃ and C₄ cycle, phosphorylation, and photooxidation. Describe the role of chloroplast pigments in light absorption in thylakoids. Explanation of Glycolysis, fermentation, amphibolic pathway, respiratory quotient, and respiratory balance sheet with the help of a flow chart and graphical presentation.</p>	<ul style="list-style-type: none"> • students understand that blue and red regions of the light spectrum are the most effective in photosynthesis. Be able to recognize • oxidation/reduction reactions. Lab activity to show • different pigments present in • chloroplast (leaf) • Paper chromatography to find R_F of a given plant pigment.

<p>NOVEMBER (18DAYS)</p>	<ul style="list-style-type: none"> • Plant growth and development • Neural control and coordination 	<p>Description of PGR, photoperiodism, Stages of plant cell division their location and functions. Seed germination; phases of plant growth and plant growth rate; conditions of growth; differentiation, dedifferentiation and redifferentiation; Sequence of developmental processes in a plant cell; growth regulators - auxin, gibberellin, cytokinin, ethylene, ABA.</p> <p>Explanation of Neurons and nerves; Nervous system in humans - central nervous system; peripheral nervous system and visceral nervous system; generation and conduction of nerve impulse.</p>	<ul style="list-style-type: none"> • Students can understand plant hormones their chemistry and their effects with examples. • Extrinsic and intrinsic factors in plant growth and development. • Classifies the human neural system into central (CNS) and peripheral neural system (PNS) based on information processing and control.
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<p>DECEMBER (23DAYS)</p>	<ul style="list-style-type: none"> • Chemical coordination and • Integration. • (Revision) of plant physiology and • unit-1 • Diversity in the living organism 	<p>Explanation and presentation of Endocrine glands and hormones; human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads; mechanism of hormone action (elementary idea); the role of hormones as messengers and regulators, hypo - and hyperactivity and related disorders; dwarfism, acromegaly, cretinism, goitre, exophthalmic goitre, diabetes, Addison's disease. Note: Diseases related to all the human physiological systems are to be taught in brief.</p>	<ul style="list-style-type: none"> • Students will be able to • Know how the neural system and the endocrine system coordinate together to function. • Identify the position of endocrine glands, illustrate their structure and enumerate their features
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WINTER HOLIDAY HOMEWORK • Worksheet related to chapters done in October, November and December.

JANUARY (16DAYS)	<ul style="list-style-type: none">• Revisionforannual examination.• Blockteaching• Practicequestions	Studentspresentation for difficult topics	Studentswillbeableto perform Lab activitybased onCBSE.
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FEBRUARY:annualexamination.

CURRICULUM PLAN
SUBJECT:–MATHEMATICS(041)
CLASS XI
SESSION2026-2027

Learning Objectives:

The broad objectives of teaching Mathematics at senior school stage intend to help the students:

- 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 or 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, analyse and articulate logically.
- To develop interest in the subject by participating in related competitions.
- To acquaint students with different aspects of Mathematics used in daily life.
- To develop an interest in students to study Mathematics as a discipline.
- To develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases.
- To develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.

COURSE STRUCTURE
CLASS XI (2026-27)

Time:3Hours

MaxMark:80

No.	Units	Marks
I	Sets and functions	23
II	Algebra	25
III	Coordinate Geometry	12
IV	Calculus	8
V	Statistics and Probabilities	12
	Total	80
	Internal Assessment	20

Books:

Mathematics Textbook for Class XI, NCERT Publication.
Mathematics Exemplar Problem for Class XI, Published by NCERT
Mathematics Lab Manual class XI, published by NCERT

MONTH / NO.OFDAYS	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOMES
March(08days) 08days	Unit-I.SetsandFunctions Sets: Setsandtheirrepresentations. Empty set. Finite and Infinite sets. Equal sets. Subsets. Subsets of a set of real numbers, especially intervals (with notations). Power set. Universalset.Venn diagrams. Union and Intersection of sets.	Inquiry - Based Learning (Introductionthroughreal -lifeexamplesof collections) VennDiagramActivity Worksheet1 CaseBasedProblems	Thestudentswillbeableto: <ul style="list-style-type: none"> ● Identify and understanddifferent types of symbols related to sets ● ToSolveproblems based on the sets
April(22days) 10days	Relations&Functions: Ordered pairs. Cartesian product of sets. Number of elements in the Cartesian product of two finite sets. Cartesianproductofthesetof realswithitself(RxR only). Definition of relation, pictorial diagrams, domain, co-domain and range of a relation.Functionasaspecial type of relation. Pictorial representation of a function, domain, co-domain and range of a function. Real valued functions, domain and range of these functions, constant,identity,polynomial, rational, modulus, signum, exponential, logarithmic and greatest integer functions, with their graphs.	GeoGebraVisualization for functions Think - Pair - Share RangoliGraphActivity CompetencyBased Problems Worksheet2	Thestudentswillbeableto: <ul style="list-style-type: none"> ● Identify and understanddifferent types of functions ● ToSolveproblems based on the functions

<p>12days</p>	<p>Trigonometric Functions:</p> <p>Positive and negative angles. Measuring angles in radians and in degrees and conversion from one measure to another.</p> <p>Definition of trigonometric functions with the help of unit circle. Truth of the identity $\sin^2x + \cos^2x = 1$, for all x.</p> <p>Signs of trigonometric functions. Domain and range of trigonometric functions and their graphs.</p> <p>Expressing $\sin(x \pm y)$ and $\cos(x \pm y)$ in terms of $\sin x$, $\sin y$, $\cos x$ & $\cos y$ and their simple applications. Deducing various identities.</p>	<p>Unit Circle Activity (Learning by doing)</p> <p>Geogebra Visualization of trigonometric graphs</p> <p>Inquiry-Based Learning (angle measurement concepts)</p> <p>Worksheet 3</p> <p>Assertion-Reasoning and HOTS Questions</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> To identify and to understand the difference between degree and radian and students can use different types of formulas Logical Thinking, Problem Solving, analytical skills developed
<p>May (15 days)</p> <p>10 days</p>	<p>Unit-II: Algebra</p> <p>Complex Numbers and Quadratic Equations:</p> <p>Need for complex numbers, especially $\sqrt{-1}$, to be motivated by inability to solve some of the quadratic equations. Algebraic properties of complex numbers.</p> <p>Argand plane.</p>	<p>Inquiry-Based Learning (need of $\sqrt{-1}$ through problem situations)</p> <p>Worksheet 4</p> <p>Argand Plane Activity (graphical representation)</p> <p>Peer Teaching</p> <p>Competency based problems</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Identify and understand different types of complex numbers To Solve problems based on the complex numbers

<p>5days</p>	<p>Unit-III:Coordinate geometry</p> <p>Introduction to Three-dimensional Geometry</p> <p>Coordinate axes and coordinate planes in three dimensions.Coordinates of a point. Distance between two points and section formula.</p>	<p>Worksheet5</p> <p>learning by doing method (distance formula derivation)</p> <p>Activity -Based Visualization of Octants</p> <p>Multiple choice questions</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● To identify and to understand the concept of three dimensional coordinate geometry ● to use the concept to solve various problems based on sections formulas
<p>July(25days) 10 days</p>	<p>Unit-II: Algebra</p> <p>Linear inequalities:</p> <p>Linear inequalities. Algebraic solutions of linear inequalities in one variable and their representation on the number line.</p>	<p>Worksheet6</p> <p>Graphical Representation Activity</p> <p>Inquiry-Based Learning</p> <p>Error Analysis</p> <p>Case Based Problems</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Identify and understand different types of linear inequalities ● To Solve problems based on the various types of inequalities
<p>15days</p>	<p>Permutations and Combinations:</p> <p>Fundamental principle of counting. Factorial n. (n!) Permutations and combinations, formula for nPr and nCr, simple applications.</p>	<p>Worksheet7</p> <p>Fundamental Counting Principle Activity</p> <p>Multiple Solution Approach Task</p> <p>Competency Based Problems</p>	<p>The students will be able to:</p> <p>To identify and to understand FPC and to understand the permutation and combination</p> <ul style="list-style-type: none"> ● Logical Thinking, Problem Solving, analytical skills developed based on permutation and combination problems

<p>August(19days)</p> <p>09days</p>	<p>SequenceandSeries:</p> <p>Sequence and Series. Arithmetic Progression (A.P.). Arithmetic Mean (A.M.) GeometricProgression(G.P.), generaltermofaG.P.,sumof ntermsofaG.P.,infiniteG.P. and its sum, geometric mean (G.M.), relation between A.M.andG.M.</p>	<p>Worksheet8</p> <p>PatternRecognition activity</p> <p>Think - Pair - Share</p> <p>Concept Mapping</p> <p>CaseBasedProblems</p>	<p>Thestudentswillbeableto:</p> <ul style="list-style-type: none"> To identify and to understand the general form of A.P. andG.P.alsofindthe sumofA.P.andG.P. up to nth term LogicalThinking, Problem Solving, analytical skills developed
<p>10days</p>	<p>Unit-III:Coordinate Geometry</p> <p>StraightLines:</p> <p>Brief recall of two dimensional geometry from earlierclasses.Slopeofaline and angle between two lines. Various forms of equationsofaline:parallelt axis, point -slope form, slope-intercept form, two-point form, intercept form and normal form.Generalequationofa line. Distance of a point from a line.</p>	<p>Worksheet9</p> <p>GraphplottingActivity</p> <p>Peer Teaching</p> <p>InquiryBasedLearning</p> <p>CompetencyBased Problem</p>	<p>Thestudentswillbeableto:</p> <ul style="list-style-type: none"> Identify and understand different typesofequationsof straight lines ToSolveproblems based on different types of equations
<p>September(11days)</p>	<p>REVISION</p>	<p>Group Discussion and DoubtClearing,Practice through Sample Papers, Peer Assessment.</p>	
<p>October(20days)</p> <p>10days</p>	<p>Unit-IV:Calculus</p> <p>Limits:</p> <p>Intuitiveideaoflimit.Limits of polynomials and rational functions trigonometric, exponential and logarithmic functions</p>	<p>Worksheet10</p> <p>Inquiry-BasedLearning (approaching value concept)</p> <p>Competencybased problems</p> <p>AssertionandReasoning</p>	<p>Thestudentswillbeableto:</p> <ul style="list-style-type: none"> Identify and understand the derivatives of differenttypesof functions ToSolveproblemsby using different methodslikeproduct ruleandquotientrule

<p>10days</p>	<p>Derivatives:</p> <p>Derivative introduced as rate of change both as that of distance function and geometrically. Definition of derivative relates it to slope of tangent of the curve, derivative of sum, difference, product and quotient of functions. Derivatives of polynomial and trigonometric functions.</p>	<p>Worksheet11</p> <p>Graphical Interpretation (tangent concept)</p> <p>Peer Teaching</p> <p>Competency Based Problems</p> <p>Error Analysis</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Identify and understand the derivatives of different types of functions ● To solve problems by using different methods like product rule and quotient rule
<p>November(18days)</p> <p>10days</p>	<p>Unit-III: Coordinate geometry</p> <p>Conic Sections:</p> <p>Sections of a cone: circles, ellipse, parabola, hyperbola. Standard equations and simple properties of parabola, ellipse and hyperbola. Standard equation of a circle.</p>	<p>Worksheet12</p> <p>Paper Folding Activity</p> <p>GeoGebra Visualization</p> <p>Inquiry-Based Learning</p> <p>Indo-deductive method</p> <p>Competency Based Problems</p> <p>Assertion-Reasoning</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● To identify and to understand equation of circle and various forms of parabolas, ellipse and hyperbolas ● Logical Thinking, Problem Solving, analytical skills developed

8days	Unit-V:Statisticsand probability Statistics: MeasuresofDispersion: Range, Mean deviation, variance and standard deviation of ungrouped/ grouped data	Worksheet13 Data Collection Activity(ClassSurvey) Real-LifeData Analysis GroupWorkand Presentation ProblemSolving Sessions	Thestudentswillbeable to: <ul style="list-style-type: none"> ● Identify and understanddifferent types of data ● To Solve problems basedonthedifferent types of data like individual series ● discrete series and continuousseries to solve various problem based on mean , mean deviations and variance
December(23days) 10days	Probability: Random experiments; outcomes,samplespaces(set representation). Events; occurrence of events, ‘not’, ‘and’ and ‘or’ events, exhaustive events, mutually exclusive events, Probability of an event, probability of ‘not’, ‘and’ and ‘or’ events.	Worksheet14 Activity Based Learning (Coin,Diceexperiments) Group Discussions ReallifeCaseStudies	Thestudentswillbeableto: <ul style="list-style-type: none"> ● To identify and to understand the conceptofprobability and apply the knowledge in solving real life problems. ● LogicalThinking, Problem Solving, analytical skills developed
Januaryand February	Revision	Concept Reinforcement usingNCERTE Exemplar problems, Mock Tests , Error Analysis and sample papers practice.	

PROJECT WORK (TERM – I) (20 marks)

- Outof20marks,5marksaretobeallottedtoviva,5forpracticalrecordfileand10marksforprojectwork.
- Theprojectcanbepreparedindividually/pair/group4-5each.
- Theprojectcanbeonanyofthetopicgiveninthesyllabusofaparticularclass.

ARTINTEGRATION(TERM–II)

Makeanartintegrationprojectonanytopicrelatedtosyllabus.Studentscanusepowerpointpresentationoranyother method to explain their views.

Academic planner 2026-27

SUBJECT NAME: PHYSICS CLASS

: XI

Learning Objectives

1. To foster problem-solving abilities and encourage creative thinking among students.
2. To reinforce concepts developed at the secondary stage and provide a strong foundation for advanced learning in the subject.
3. To expose learners to various processes involved in physics-related industrial and technological applications.
4. To develop a deep conceptual understanding and competence in learners.
5. To enhance students' experimental, observational, manipulative, decision-making, and investigative skill

Evaluation Scheme

Max. Marks: 30

Time 3 hours

Two experiments one from each section	7+7 Marks
Practical record [experiments and activities]	5 Marks
One activity from any section	3 Marks
Investigatory Project	3 Marks
Viva on experiments, activities and project	5 Marks
Total	30 marks

MONTH NO. OF WORKING DAYS	TOPIC	ASSESSMENT/ ACTIVITIES	LEARNING OBJECTIVE
MARCH \$APRIL 8+22	CH 1 UNITS AND MEASUREMENTS Need for measurement: Units of measurement;	(1) To measure diameter of a small spherical/cylindrical body using Vernier callipers.	Learners will be able to understand the Need of measurement along with basics of fundamental and derived units. Learners will be able to understand the significance and importance of dimensional analysis of any physical quantity.

<p>MAY</p>	<p>systems of units; SI units, fundamental and derived units. Length, mass and time measurements; accuracy and precision of measuring instruments; errors in measurement; significant figures. (3) Dimensions of physical quantities, dimensional analysis and its applications.</p> <p>CH2 -MOTION IN A STRAIGHT LINE</p> <p>2) Uniform and non-uniform motion, average speed and instantaneous velocity. Uniformly accelerated motion, velocity-time and position-time graphs. (3) Relations for uniformly accelerated motion (graphical treatment)</p> <p>CH3 –MOTION IN A PLANE Elementary concepts of differentiation and integration for describing motion. Scalar and vector quantities: Position and displacement vectors, general vectors and notation, equality of vectors, multiplication of vectors by a real number; addition and subtraction of vectors. Relative velocity. Unit vectors. Resolution of a vector</p>	<p>(2) To measure internal diameter and depth of a given beaker/calorimeter using Vernier callipers and hence find its volume. (3) To measure diameter of a given wire using screw gauge. (4) To measure thickness of a given sheet using screw gauge. (5) To measure volume of an irregular lamina using screw gauge.</p> <p>work sheets • CBSE Sample papers</p>	<p>Learners will be able to understand the term motion as a relative term and classification of motion. Learners will be able to understand the significance of three equations of motion in our daily life along with its mathematical calculus analysis.</p>
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NO. OF WORKING DAYS	TOPIC	ASSESSMENT/ ACTIVITIES	LEARNING OBJECTIVE
MAY	3) Scalar and Vector products of Vectors. Motion in a plane. Cases of uniform velocity and uniform acceleration – projectile motion. Uniform circular motion.	(6) To find the weight of a given body using parallelogram law of vectors.	Learners will be able to understand basics of Scalar and Vector quantities along with its Mathematical analysis (Addition, subtraction, Product, Resolution, Projection) Learners will be able to understand the concept of Projectile and its mathematical analysis (Parabolic path, Maximum height attained, Range, Time of flight, Resultant velocity)
JULY 25	Laws of Motion 1) Intuitive concept of force. Inertia, Newton's first law of motion; momentum and Newton's second law of motion; impulse; Newton's third law of motion. Law of conservation of linear momentum and its applications. (2) Equilibrium of concurrent forces. Static and kinetic friction, laws of friction, rolling friction, lubrication. (3) Dynamics of uniform circular motion: Centripetal force, examples of circular motion (vehicle on level circular road, vehicle on banked road).	7) To study the relationship between force of limiting friction and normal reaction and to find the coefficient of friction between a block and a horizontal surface.	

MONTH NO. OF WORKING DAYS	SUB-TOPIC	ASSESSMENT/ ACTIVITIES	LEARNING OUTCOMES
AUG 19	<p>WORK POWER ENERGY</p> <p>(1) Work done by a constant force and a variable force; kinetic energy, work-energy theorem, power.</p> <p>(2) Notion of potential energy, potential energy of a spring, conservative forces; conservation of mechanical energy (kinetic and potential energies); non-conservative forces; motion in a vertical circle, elastic and inelastic collisions in one and two dimensions.</p>	<p>work sheets</p> <ul style="list-style-type: none"> ● CBSE Sample papers <p>(8) To find the force constant of a helical spring by plotting a graph between load and extension.</p> <p>(9) To find the force constant of a rubber band by plotting a graph between load and extension.</p>	<p>Learners will be able to understand the Concept of force along all the three Newton's laws of motion. Learners will be able to understand the Concept of concurrent forces and dynamics of circular motion</p> <p>Learners will be able to understand the Basic concept of work done along with its mathematical analysis and Classification of work. Learners will be able to understand the Concept of mechanical energy, different forms energy and its conservation with necessary mathematical analysis. Learners will be able to understand the Mechanical power along with its Practical and SI units</p>
SEPT 11		HALF YEARLY EXAM	PREPARING STUDENTS FOR EXAM

NO. OF WORKING DAYS		TOPICS	ASSESSMENT /ACTIVITIES	LEARNING OBJECTIVE
NOVEMBER 18		<p>Properties of Bulk Matter Mechanical Properties of Solids Elastic behaviour, Stress-strain relationship, Hooke's law, Young's modulus, bulk modulus</p> <p>Mechanical Properties of Fluids)Pressure due to a fluid column; Pascal's law and its applications (hydraulic lift and hydraulic brakes). Effect of gravity on fluid pressure. Viscosity, Stokes' law, terminal velocity, streamline and turbulent flow Bernoulli's theorem and its applications. Surface energy and surface tension, angle of contact, excess of pressure, application of surface tension ideas to drops, bubbles and capillary rise</p> <p>KINETIC THEORY OF GASES Qualitative ideas of Black Body Radiation, Wein's displacement law, and Green</p>	(11) To determine the coefficient of viscosity of a given viscous liquid by measuring the terminal velocity of a given spherical body.	<p>Learners will be able to understand Practicality of different types of Elastic moduli and Relation between stress and strain.</p> <p>Learners will be able to understand Practicality of Fluid dynamics in real life (Pascal's Law, Bernoulli's theorem, Magnus Effect)</p> <p>Learners will be able to understand Concept of surface Tension and Surface energy and will be able to relate it with a daily life.</p>

	Unit 10 Oscillations and waves Ch 14 Oscillations	Periodic motion – period, frequency, displacement as a function of time. Periodic functions. Simple harmonic motion (SHM) and its equation; phase; oscillations of a spring – restoring force and force constant; energy in SHM – kinetic and potential energies; simple pendulum – derivation of expression for its time period; free, forced and damped oscillations (qualitative ideas only), resonance.		
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NO. OF WORKING DAYS	TOPIC	SUB-TOPIC	ASSESSMENT /ACTIVITIES	LEARNING OUTCOMES
JAN 16		Wave motion. Longitudinal and transverse waves, speed of wave motion. Displacement relation for a progressive wave. Principle of superposition of waves, reflection of waves, standing waves in strings and organ pipes	(15) To find the speed of sound in air at room temperature using a resonance tube by two resonance positions.	Learners will be able to understand the basic concept of generation of waves along with its Classification and Mathematical analysis and SHM. Learners will be able to understand the Concept of Different forms of energy possessed by a body executing SHM with its mathematical analysis. Learners will be able to understand the Concept of Resonance, free oscillations

HOLIDAYHOMEWORK

Summerbreak: 1. Prepare a survey report on angle of projection, orbital velocities of communication satellites launch by NASA in 2025- 2026.

2. Winterbreak:

1. Revision for final exams.
2. Practice previous year papers and sample papers.

SARLACHOPRADEV PUBLIC SCHOOL, NOIDA 2026

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SUBJECT: PHYSICAL EDUCATION

CLASS: XI

ACADEMIC PLAN

MONTH: APRIL

CONTENT/TOPIC	UNIT: Changing Trends & Career in Physical Education
PRACTICAL WORK	Fitness Test-administration for all items.
LEARNING OBJECTIVES	<ul style="list-style-type: none">• To know about the way to develop positive sports environment through planning, various career options
EXPECTED LEARNING OUTCOME	<ul style="list-style-type: none">• recognize the concept of Physical Education.• identify the aims and objectives of Physical Education.• explore different career options in the field of Physical Education.• classify various sports competitions at National and International level.• understand Khelo India Program.
TEACHING AIDS	<ul style="list-style-type: none">• Discussion Method, Dictation Method, Reading Method, PPT, video And Practical.
ASSESSMENT	<ul style="list-style-type: none">• Reflective Questions, Quiz, Pen-paper test, Practical.
ART INTEGRATION-ROLE PLAY	<ul style="list-style-type: none">• Working in groups, conduct an interview for anyone of the above-mentioned jobs. You will play the roles of• Three/Four panelists who interview the candidate to determine how suitable the candidate is for a particular role.• Two/three candidates.

MONTH:MAY

CONTENT/TOPIC	UNITII:OlympicValueEducation
LEARNINGOBJECTIVES	<ul style="list-style-type: none">• differentiatebetweenModernandAncientOlympicGames,ParalympicsandSpecial Olympic games• identifytheOlympicSymbolsandIdeals• IncorporatevaluesofOlympisminyourlife.• describethetherole,responsibilitiesandfunctioningofIOCandIOA
EXPECTEDLEARNING OUTCOME	<ul style="list-style-type: none">• Studentswillbeabletogetfamiliarwithsports/gamesprogram,(ModernandAncient).
TEACHING AIDS	<ul style="list-style-type: none">• DiscussionMethod,DictationMethod,PPT,videoPractical(oneskillofthegame)
ASSESSMENT	<ul style="list-style-type: none">• ReflectiveQuestions,Quiz,Exam,worksheetExcursiontrips,practical.
ARTINTEGRATION–RECREATINGTHE ANCIENT OLYMPICS	<ul style="list-style-type: none">• EachgroupmustrepresentaTeamfromanancientOlympicandmodernOlympic

MONTH:JULY

CONTENT/TOPIC	UNIT-V:PHYSICALFITNESS,WELLNESS&LIFESTYLE UNIT-IV:PHYSICALEDUCATION&SPORTSFORCWSN(CHILDRENWITHSPECIALNEEDS-DIVYANG)
LEARNINGOBJECTIVES	<ul style="list-style-type: none"> • AftercompletingthestudyofthisUnit,youwillbeableto: • Describeconceptofahealthylifestyle. • Explainwellnessanditsimportanceanddefinethecomponentsofwellness. • ClassifyPhysicalFitnessandrecognizeits importanceinlife. • Distinguishbetweenskill-relatedandhealth-relatedcomponentsofphysicalfitness.
EXPECTED LEARNING OUTCOME	<ul style="list-style-type: none"> • IdentifythefactorsthataffectaccesstophysicalactivityforCWSN. • RecognizetheneedofPhysicalEducationandsportsforCWSN. • Outlineanddescribethe aimandobjectivesofAdaptedPhysicalEducation. • DistinguishtheroleofParalympics,SpecialOlympicsandDeaflympics. • Describeconceptofinclusion,needofinclusionanditsimplementation. • Explainstrategiesforincreasingaccessandparticipationinsports. • Identifydifferentprofessionals,theirroleandservicesforCWSN.
TEACHINGAIDS	<ul style="list-style-type: none"> • DiscussionMethod,DictationMethod,ReadingMethod
ASSESSMENT	<ul style="list-style-type: none"> • ReflectiveQuestions,Quiz,Exam,practical
ART INTEGRATION – CREATINGZEROCOST MATERIALFORCWSN	<ul style="list-style-type: none"> • CWSNareattimes excludedfromPEactivities.Asareult,theyarelikelytohavepoorerhealth,lesseducation,and must deal with greater inequalities than their peers. • Oneofyourclassmatesisachildwithspecialneeds.Youwouldliketoincludeher/himinyourSports/Games.

MONTH:AUGUST

CONTENT/TOPIC	UNIT-III:YOGA
LEARNINGOBJECTIVES	<ul style="list-style-type: none">• ToknowthevalueofYOGAforSportsperson.
EXPECTEDLEARNING OUTCOME	<ul style="list-style-type: none">• Attheendofthisunitstudentswillbeableto:• Recognizetheconceptofyogaandawarewiththeimportanceofit• Identifytheelementsofyoga• IdentifytheAsanas,Pranayamas,meditationandyogickriyas• Classifyvariousyogicactivitiesforenhancementofconcentration• Knowaboutrelaxationtechniquesforimprovingconcentration
TEACHING AIDS	<ul style="list-style-type: none">• Discussionmethod,dictationmethod,readingmethod
ASSESSMENT	<ul style="list-style-type: none">• ReflectiveQuestions,Quiz,pen-papertest,practical
ARTINTEGRATION–MAKING YOUR OWN YOUTUBE/TV SHOW	<ul style="list-style-type: none">• The first stepis,ofcourse,the format oftheshow.Youmustsetyourselfapartfromtheothers. So, decide on your target audience. You could focus on teaching seniors only, or you could combineyourclasseswithhip-hopmusic.

MONTH:SEPTEMBER

CONTENT/TOPIC	UNITVI:TEST,MEASUREMENT&EVALUATION
LEARNING OBJECTIVES	<ul style="list-style-type: none">• Toknowbiomechanicsofthejointsandpsychologyofsportsmen,differenttypesoftraining
EXPECTED LEARNING OUTCOME	<ul style="list-style-type: none">• Awarenessofbiomechanicalfunction ofthejointsandimportanceofpsychology duringtraining& How training can develop various components of the sportsmen andtheir effects on sportsperson
TEACHING AIDS	<ul style="list-style-type: none">• Discussionmethod,dictationmethod,readingmethod,practicalmethod
ASSESSMENT	<ul style="list-style-type: none">• Reflectivequestions,Quiz,Exam,practicalmethods,practical

MONTH:OCTOBER

CONTENT/TOPIC	UNITVIIFUNDAMENTALSOFANATOMY,PHYSIOLOGY UNITVIII:FINDAMENTALSOFKINESIOLOGYANDBIOMECHANICSINSPORTS
LEARNINGOBJECTIVES	<ul style="list-style-type: none">• Awarenessofdifferentssystemsofthehumanbody(muscular,skeletal,circulatory,respiratory)• Understandinghowexerciseimprovestheefficiencyofbodysystems• Tolearnbasicconceptsofmovement,joints,andmuscles• Tounderstandtheroleofbiomechanicsinsportsperformance• Todevelopknowledgeofcorrectbodypostureandmovementtechniques
EXPECTEDLEARNING OUTCOME	<ul style="list-style-type: none">• Studentswillbeabletoidentifymajorbodysystemsandtheir functions• Studentswillunderstandtheeffectsofexerciseondifferentbodysystems• Studentswillexplainbasicconceptsofkinesiologyandbiomechanics• Studentswilldemonstratecorrectpostureandmovementinsportsactivities• Studentswillapplybasicbiomechanicalprinciplestoimproveperformanceandpreventinjuries
TEACHING AIDS	<ul style="list-style-type: none">• Discussion
ASSESSMENT	<ul style="list-style-type: none">• Reflectivequestions,Quiz,Exam,practicaldemonstration

MONTH:NOVEMBER

CONTENT/TOPIC	UNIT-IX PSYCHOLOGY&SPORTS
LEARNINGOBJECTIVES	<ul style="list-style-type: none">• Tounderstandtheroleofpsychologyinsportsperformance• Tolearnaboutmotivation,confidence,andmentalpreparation• Toidentifypsychologicalfactorsaffectingperformance(stress,anxiety,aggression)• Tounderstandtechniquesforimprovingmentalskills(goalsetting,visualization,relaxation)• Topromotepositiveattitudeandsportsmanship
EXPECTEDLEARNING OUTCOME	<ul style="list-style-type: none">• Studentswillbeabletoexplaintheimportanceofsportpsychology• Studentswillidentifykeypsychologicalfactorsinfluencingperformance• Studentswillapplybasicmentaltrainingtechniques• Studentswilldemonstrateimprovedfocus,confidence,andemotionalcontrol• Studentswilldeveloppositivesportsbehaviourandteamsprit
TEACHING AIDS	<ul style="list-style-type: none">• Discussion
ASSESSMENT	<ul style="list-style-type: none">• Reflectivequestions,Quiz,Exam,practical

MONTH:DECEMBER

CONTENT/TOPIC	UNIT-X:TRAININGANDDOPINGINSPORTS
LEARNINGOBJECTIVES	<ul style="list-style-type: none">• Tounderstandtheconceptandimportanceofsportstraining• Tolearndifferentmethodsandprinciplesoftraining• Toidentifytypesofdopingandbannedsubstances• Tounderstandtheharmfuleffectsofdopingonhealthandperformance• Tocreatawarenessaboutfairplayandethicalssportspractices
EXPECTEDLEARNING OUTCOME	<ul style="list-style-type: none">• Studentswillbeabletoexplainthemeaningandimportanceoftraininginsports• Studentswillidentifyvariousstrainingmethodsandapplybasicprinciples• Studentswillunderstanddoping,itsypes,anditsconsequences• Studentswilldevelopawarenessaboutanti-dopingrulesandethicsinsports• Studentswillpromotefairplayandhealthysportingbehaviour
TEACHING AIDS	<ul style="list-style-type: none">• Discussion
ASSESSMENT	<ul style="list-style-type: none">• Reflectivequestions,Quiz,Exam,practical

- **Holidayhomeworkinsummerbreak:revisionofChapter1&2.Specificationofgames&sports**
- **Holidayhomeworkinwinterbreak:revisionofChapter3-10.Yoga**

Mr. Amita Joshi
PHYSICALEDUCATIONHOD

SARLACHOPRA DAVSCHOOL ACADEMIC
PLAN
SESSION 2026-2027
CLASS 11
FINEART (PAINTING) 049

Introduction

The Art Portfolio will consist of a compilation of all art works, from sketch to finished product. The submission would include both the original and improved versions of assigned tasks reflective of gradual improvement. Step by step development of the work will be assessed in all units. Components of a Portfolio: • Schedule of work • Research Skills • Resources and materials • Study of connections with artists / art movements • Art making skills • Personal artist statement • Studies (e.g., composition/techniques-medium) • Picture of the final work (reflective skills) • Evaluation of final work (affective skills) • Any kind of personalized notes in relation to artwork.

Profile of Learners Growth Values and Attitudes Rubric.

The learner develops the ability to: • Respect, appreciate and demonstrate an open mind towards the artistic expression of others • Appears enthusiastic and willing to study artistic expressions from other cultures or regions of the world that are very different from own. • Accept different forms and styles and tries to explore their meaning. • Be sensitive towards other's creations • Be ready to research and transfer his/her learning to his / her own art • Take initiative • Be responsible for his/her own learning and progress • Apply theoretical knowledge in practical contexts • Possess information and communication technology skills • Be resourceful and organize information effectively • Listen attentively

PORTFOLIO ASSESSMENT FOR FINE ARTS MAY BE DONE ON THE BASIS OF FOLLOWING CRITERIA

Creativity: Candidates are required to produce evidence that demonstrates a creative approach to problem-solving. Evidence should also include the ability to interpret a given brief and original approaches to produce a solution. Sketchbooks, notebooks and relevant support material should form part of this evidence. 1. Drawing 2. Detailed Study - observation, record, analysis, interpreting a variety of subject 3. Mood reflected 4. Follow-up of the Fundamentals of Visual Arts (Elements and Principles) 5. Message the artist wants to convey
Innovation: The knowledge gained with the help of case study (historical importance, great artist). How has the above been understood in relation to the topic or the theme taken up by the student?
Technique: To foster creativity and self-expression (basic understanding of colour concept and application in relation to colour and texture of the material used by the student). Size, details, proportion required according to the base used for the painting medium chosen according to their art stream. Techniques studied from folk style, contemporary art or traditional art should be used while creating a new concept. The learners: • Discover their potential for creativity, self-expression and visual awareness through painting. • Feel confident with the chosen medium as a means of communicating and generating ideas. • Develop observation, recording, manipulation and application skills. • Experiment with a

range of media and techniques. • Relate their work to other artists work and understand the historical context of this work. • Understand the basic principles of colour. • Develop critical awareness.

Execution of Work

• Highlight the method of work giving a historical study of the work. • Originality in the presentation (paintings, sketches, etc.) • Demonstrate an understanding of basic colour principles, colour mixing and representation. • Employ a variety of traditional and experimental techniques and processes • Use a variety of media and materials • Observe, record, analyse, interpret a variety of subjects, including: – the manufactured environment – the natural environment – the human figure • Present evidence of personal enquiry and self-expression • Discuss and relate own work to recognize artists work • Observe colour in other craft and design areas • Make informed critical judgment on work in progress

Experimentation

A. Progressive Work: Candidates are required to show evidence of research carried out. It is expected that their skills will demonstrate evidence of process and the exploration of a wide range of subjects. An accepted standard of achievement using a range of media and material should be an integral part of the candidate's development.

B. Skills: Sound aesthetic judgment and organizational skills should be demonstrated in the process of presented by a candidate.

C. Logical organization and collection of creations.

D. Critical evaluation and aesthetic judgment applied

Learning Objectives

1. To promote problem solving abilities and creative thinking in students.
2. To strengthen the concepts developed at the secondary stage, to provide firm foundation for further learning in the subject.
3. To expose the learner to different processes used in Physics related industrial and technological applications
4. To develop conceptual competence in the learners.
5. To develop experimental, observational, manipulative, decision making and investigatory skills in students

The following art terminologies for all the four subjects are prescribed only for reference and general enrichment.

1	Six limbs of Indian Painting	Sadangas
2	Fundamentals of Visual Arts	
	Elements	Point, line, colour, tone, texture and space.
	Principles	Unity, harmony, balance, rhythm, emphasis and proportion,
3	Drawing & Painting and materials	Abstraction and stylization, Foreshortening, perspective, eye level, fixed point of view, Vanishing point, ratio-proportion, sketching, drawing light and shade, still- life, land-scape, anatomy, vertical, horizontal, two and three dimensional, transparent and opaque Paper (Cartridge, handmade canvas and Hard-board Handmade, ect.), Pencil, water colour, acrylic colour, transparent
4	Media of Composition	Collage, Mosaic, Painting, Mural, Fresco, Batik Tie and Dye.
5	Sculpture	Relief and round sculpture, modeling with clay, terra-cotta, carving in wood, stone, bronze casting, plaster of Paris and metal welding.
6	Graphics	Linocut, relief printing, etching, Lithography, silkscreen printing,.
7	Applied Art – Commercial Art	Book cover design and illustration, cartoon, poster, Advertisements, newspaper and magazine, animation and printing processes, photography, computer-graphic, hoarding and T.V, letter press and offset printing
8	Portfolio Assessment Method	

THEORY PAPER
MAXIMUM MARKS-30

One Theory Paper
Unit wise Weightage

30 Marks
Time: 2 Hours

Units		Periods	Marks
History of Indian Art			
1	Pre-Historic rock paintings and art of Indus Valley	24	10
2	Buddhist, Jain and Hindu Art	24	10
3	Temple Sculptures, Bronzes and Artistic aspects of Indo-Islamic architecture	24	10
		72	30

Unit	Content	24 Periods
1.	<p>A. Pre-Historic Rock-Paintings Introduction</p> <ol style="list-style-type: none"> 1) Period and Location 2) Study and appreciation of following Pre-historic paintings: <ol style="list-style-type: none"> i. Wizard's Dance, Bhimbethaka <p>B. Introduction</p> <ol style="list-style-type: none"> 1) Period and Location. 2) Extension: In about 1500 miles. <ol style="list-style-type: none"> i. Harappa & Mohenjo-daro (Now in Pakistan) ii. Ropar, Lothal, Rangpur, Alamgirpur, Kali Bangan, Banawali and Dholavira (in India) 	
2	<p>Study and appreciation of following: Sculptures and Terra cottas:</p> <ol style="list-style-type: none"> i. Dancing girl (Mohenjo-daro) Bronze, 10.5 x 5 x 2.5 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi). ii. Male Torso (Harappa) Red lime Stone, 9.2 x 5.8 x 3 cms. Circa 2500 B.C. (Collection: National Museum, New Delhi) iii. Mother Goddess (Mohenjo-daro) terracotta, 22 x 8 x 5 cm Circa 2500 B.C. (Collection: National Museum, New Delhi). 	

3	Study and appreciation of following Seal:	
	i. Bull (Mohenjo-daro) Stone (Steatite), 2.5 x 2.5 x 1.4 cm. Circa 2500 B.C.(Collection: National Museum, New Delhi). Decoration on earthen wares: Painted earthen-ware (Jar)Mohenjo-daro (Collection: National Museum, New Delhi).	
Unit 2	Buddhist, Jain and Hindu Art (3rd century B.C. to 8th century A.D.)	24 Periods
1.	General Introduction to Art during Mauryan, Shunga, Kushana(Gandhara and Mathura styles) and Gupta period:	
2.	Study and appreciation of following Sculptures:	
	i. Lion Capital from Sarnath (Mauryan period) Polished sandstone, Circa 3rd Century B.C. (Collection: Sarnath Museum, U.P.)	
	ii. Chauri Bearer from Didar Ganj (Yakshi) (Mauryan period) Polished sandstone Circa 3rd Century B.C.(Collection: Patna Museum, Bihar)	
	iii. Seated Buddha from Katra Mound, Mathura-(Kushan Period-Mathura Style) Red-spotted Sand Stone, Circa 3rd Century AD. (Collection: Govt. Museum, Mathura)	
	iv. Jain Tirathankara (Gupta period) Stone Circa 5th Century A.D. (Collection: State Museum, Lucknow U.P.)	
3.	Introduction to Ajanta Location Period, No of caves, Chaitya and Vihara, paintings and sculptures,subject matter and technique etc.	
Unit 3	Temple Sculpture, Bronzes and artistic aspects of Indo-IslamicArchitecture	24 Periods
(A)	Artistic aspects of Indian Temple sculpture (6 th Century A.D. to 13 th Century A.D.)	
	1) Introduction to Temple Sculpture (6 th Century A.D. to 13 th Century A.D.)	
	2) Study and appreciation of following Temple-Sculptures:	
	i. Descent of Ganga (Pallava period, Mahabalipuram, Tamil Nadu), granite rock Circa 7 th Century A.D.	
	ii. Trimuti (Elephanta, Maharashtra) Stone Circa 9 th Century A.D.	
	iii. Lakshmi Narayana (Kandariya Mahadev Temple)(Chandela period, Khajuraho, Madhya Pradesh) Stone Circa 10 th Century A.D.	
	iv. Cymbal Player, Sun Temple (Ganga Dynasty, Konark, Orrisa) Stone Circa 13 th	

	Century A.D.	
	v. Mother and Child (Vimal-Shah Temple, Solanki Dynasty, Dilwara, Mount Abu; Rajasthan) whitemarble, Circa 13 th Century A.D.	
(B)	Bronzes :	
	1. Introduction to Indian Bronzes.	
	2. Method of casting (solid and hollow)	
	3. Study and appreciation of following South Indian Bronze:	
	i. Nataraj (Chola period Thanjavur Distt., Tamil Nadu) 12th Century A.D. (Collection : National Museum, New Delhi)	
(C)	Artistic aspects of the indo-Islamic architecture:	
	1. Introduction	
	2. Study and appreciation of following architecture:	
	i. Qutub Minar, Delhi	
	ii. Gol Gumbad of Bijapur	

<u>Month /No ofwork in gdays</u>	<u>Topic to be covered Theory</u>	<u>PAINTING /DRAWING /Activity</u>	<u>Methodology</u>	<u>Learning Objectives</u>
APRIL 22	<p>Six limbs of Indian Painting/Sadanga</p> <p>Fundamentals of Visual Arts Elements (Point, line, colour, tone, texture and space.)</p> <p>Principles (Unity, harmony, balance, rhythm, emphasis and proportion,)</p>	<p>Abstraction and stylization, Foreshortening, perspective, eye level, fixed point of view, Vanishing point, ratio-proportion, sketching, drawing light and shade, still- life, land-scape, anatomy, vertical, horizontal, two and three dimensional, transparent and opaque Paper (Cartridge, hand made canvas and Hardboard Handmade, etc.),</p>	<p>Practical Skills Development: Drawing and Painting: Students learn to use various drawing and painting materials effectively, including surfaces, tools, and equipment. They develop their observational skills through studying objects and forms, and learn to translate these observations into drawings and paintings.</p>	<p>Technical Skills: Media and Materials: Understanding and utilizing various painting mediums (oil, acrylic, watercolour, etc.) and their properties. Techniques: Mastering brushwork, colour mixing, layering, and other painting techniques. Composition: Understanding and applying principles of composition like balance, perspective, and focal point. Art History and Theory: Art Movements: Identifying and analysing key art movements and their characteristics. Art History: Understanding the historical context of art and its influence on contemporary art. Aesthetics: Developing an understanding of aesthetic principles and their application in art. Critical Thinking and Analysis:</p>

		Pencil, water colour, acrylic colour, Transparent	<p>Media and Techniques: Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences.</p> <p>Composition: Understanding the principles of composition, including elements like line, shape, colour, and form, is crucial.</p>	<p>Art Criticism: Developing skills in analysing and critiquing artworks, both their own and others.</p> <p>Interpretation: Understanding how artists use visual language to communicate ideas and emotions.</p> <p>Creativity and Expression: Originality: Developing the ability to create original and expressive artworks.</p> <p>Personal Style: Encouraging students to develop their own unique artistic voice.</p>
MAY 16	Pre-Historic rock paintings and art of Indus Valley	Nature and Object Study, Study still life from found objects, study of fruits and vegetables, Outdoor study of flowers and leaves etc	<p>Practical Skills Development: Drawing and Painting: Students learn to use various drawing and painting materials effectively, including surfaces, tools, and equipment. They develop their observational skills through studying objects and forms, and learn to translate these observations into drawings and paintings.</p>	<p>Technical Skills:</p> <p>"Students will be able to demonstrate proficiency in water colour painting techniques, including layering, glazing, and brushwork, by creating a landscape painting." "Students will be able to identify and apply the principles of colour theory, such as complementary colours and analogous colours, in their paintings."</p> <p>"Students will be able to create a still-life painting using a variety of brushstrokes and textures."</p> <p>Critical Thinking and Analysis:</p> <p>"Students will be able to analyse the composition of a painting, identifying the focal point, lines, and shapes." "Students will be able to interpret the meaning and message of a painting, considering its historical and cultural context."</p> <p>"Students will be able to critique their own artwork, identifying strengths and areas for improvement."</p> <p>Creativity and Expression:</p> <p>"Students will be able to develop their own unique artistic style"</p>

				through experimentation with different techniques and materials." "Students will be able to express their emotions and ideas through their artwork." "Students will be able to create a series of paintings that explore a specific theme or concept."
JULY 25	<p>A. Pre-Historic Rock-Paintings Introduction 1) Period and Location 2) Study and appreciation of following Pre-historic paintings: i. Wizar's Dance, Bhimbethaka</p> <p>B. B. Introduction 1) Period and Location. 2) Extension: In about 1500 miles. i. Harappa & Mohenjo-Daro (Now in Pakistan) ii. Ropar, Lothal, Rangpur, Alamgirpur, Kali Bangan, Banawali and Dholavira (in India)</p>	<p>Painting Composition</p> <p>Human composition like markets, birthday party, capture the action from the playground ,</p>	<p>2. Theoretical Understanding: Art History: Students gain an understanding of the history of art, including different periods, movements, and artists. Art Theory: They learn about the elements and principles of art, and how these elements can be used to create visual art. Critical Thinking: Students develop their ability to analyse and critique art, both their own and that of others. Media and Techniques: Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences. Composition: Understanding the principles of composition, including elements like line,</p>	

			shape, colour, and form, is crucial.	
AUGUST 19	<p>Study and appreciation of following: Sculptures and Terra cottas: i. Dancing girl (Mohenjodaro) Bronze, 10.5 x 5 x 2.5 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi). ii. Male Torso (Harappa) Red lime Stone, 9.2 x 5.8 x 3 cms. Circa 2500 B.C. (Collection: National Museum, New Delhi) iii. Mother Goddess (Mohenjo-Daro) terracotta, 22 x 8 x 5 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi).</p>	<p>Painting composition from Indian traditional painting like Paharipainting of miniature, Kalighat painting, Pota Chitra, fresco painting, lippan art</p>	<p>Practical Skills Development: Drawing and Painting: Students learn to use various drawing and painting materials effectively, including surfaces, tools, and equipment. They develop their observational skills through studying objects and forms, and learnt to translate these observations into drawings and paintings.</p>	<p>Identify Key Areas of Painting Theory: Historical Context: Understand different periods, movements, and artists in painting history. Art Elements and Principles: Comprehend and apply elements like line, shape, color, texture, and principles like balance, contrast, and rhythm. Techniques and Media: Learn about various painting techniques and media (e.g., watercolor, oil, acrylic) and their properties. Composition: Develop understanding of composition, perspective, and visual organization in painting. Art Criticism and Analysis: Develop skills to analyse and critique artworks.</p>
SEPT EMBE R 11	<p>Study and appreciation of following Seal: i. Bull (Mohenjo-Daro) Stone (Steatite), 2.5 x 2.5 x 1.4 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi). Decorations on earthen wares: Painted earthen-ware (Jar) Mohenjo-daro (Collection: National Museum, New Delhi).</p>	<p>Painting and Drawing Portrait study / human anatomy / animal study / bird study / Insect study</p>	<p>Media and Techniques: Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences. Composition: Understanding the principles of composition, including elements like line, shape, colour, and form, is crucial.</p>	

OCTOBER 20				
NOVEMBER 18	<p>Buddhist, Jain and Hindu Art (3rd century B.C. to 8th century A.D.) 24 Periods 1. General Introduction to Art during Mauryan, Shunga, Kushans (Gandharan and Mathura styles) and Gupta period: 2. Study and appreciation of following Sculptures: i. Lion Capital from Sarnath (Mauryan period) Polished sandstone, Circa 3rd Century B.C. (Collection: Sarnath Museum, U.P.) ii. Chauri Bearer from Didar Ganj (Yakshi) (Mauryan period) Polished sandstone Circa 3rd Century B.C. (Collection: Patna Museum, Bihar) iii. Seated Buddha from Katra Mound, Mathura- (Kushan Period Mathura Style) Red-spotted Sand Stone, Circa 3rd Century AD. (Collection: Govt. Museum, Mathura) iv. Jain Tirathankara (Gupta period) Stone Circa 5th Century A.D. (Collection: State Museum, Lucknow U.P.)</p>	<p>Drawing and Painting from contemporary art</p>	<p>Practical Skills Development: Drawing and Painting: Students learn to use various drawing and painting materials effectively, including surfaces, tools, and equipment. They develop their observational skills through studying objects and forms, and learn to translate these observations into drawings and paintings.</p> <p>Media and Techniques: Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences. Composition: Understanding the principles of composition, including elements like line, shape, colour, and form, is crucial.</p>	<p>Technical Skills: Media and Materials: Understanding and utilizing various painting mediums (oil, acrylic, watercolour, etc.) and their properties. Techniques: Mastering brushwork, colour mixing, layering, and other painting techniques. Composition: Understanding and applying principles of composition like balance, perspective, and focal point. Art History and Theory: Art Movements: Identifying and analysing key art movements and their characteristics. Art History: Understanding the historical context of art and its influence on contemporary art. Aesthetics: Developing an understanding of aesthetic principles and their application in art. Critical Thinking and Analysis: Art Criticism: Developing skills in analysing and critiquing artworks, both their own and others. Interpretation: Understanding how artists use visual language to communicate ideas and emotions. Creativity and Expression: Originality: Developing the ability to create original and expressive artworks. Personal Style: Encouraging students to develop their own unique artistic voice.</p>

	Introduction to Ajanta Location Period, Noofcaves, Chaitya and Vihara, paintings and sculptures, subject matter and technique etc.			
DECEMBER 23	<p>Temple Sculpture, Bronzes and artistic aspects of Indo-Islamic Architecture 24 Periods (A) Artistic aspects of Indian Temple sculpture (6th Century A.D. to 13th Century A.D.) 1) Introduction to Temple Sculpture (6th Century A.D. to 13th Century A.D.) 2) Study and appreciation of following Temple-Sculptures: i. Descent of Ganga (Pallava period, Mahabalipuram, Tamil Nadu), granite rock Circa 7th Century A.D. ii. Trimuti (Elephanta, Maharashtra) Stone Circa 9th Century A.D. iii. Lakshmi Narayana (Kandariya Mahadev Temple) (Chandela period, Khajuraho, Madhya Pradesh) Stone Circa 10th Century A.D. iv. Cymbal Player, Sun Temple (Ganga Dynasty, Konark,</p>	<p>Portfolio Assessment</p> <p>Minimum 20 number of drawings and paintings preparation</p>	<p>Practical Skills Development: Drawing and Painting: Students learn to use various drawing and painting materials effectively, including surfaces, tools, and equipment. They develop their observational skills through studying objects and forms, and learn to translate these observations into drawings and paintings.</p> <p>Media and Techniques: Experimentation with different media and techniques is encouraged, allowing students to discover their strengths and preferences. Composition: Understanding the principles of composition, including elements like line,</p>	<p>Identify Key Areas of Painting Theory: Historical Context: Understand different periods, movements, and artists in painting history. Art Elements and Principles: Comprehend and apply elements like line, shape, colour, texture, and principles like balance, contrast, and rhythm. Techniques and Media: Learn about various painting techniques and media (e.g., watercolour, oil, acrylic) and their properties. Composition: Develop understanding of composition, perspective, and visual organization in painting. Art Criticism and Analysis: Develop skills to analyse and critique artworks.</p>

	<p>Orrisa) Stone Circa 13th Century A.D. v. Mother and Child (Vimal-Shah Temple, Solanki Dynasty, Dilwara, Mount Abu; Rajasthan) white marble, Circa 13th Century A.D.</p> <p>(B) Bronzes : 1. Introduction to Indian Bronzes. 2. Method of casting (solid and hollow) 3. Study and appreciation of following South Indian Bronze: i. Nataraj (Chola period Thanjavur Distt., Tamil Nadu) 12th Century A.D. (Collection: National Museum, New Delhi)</p> <p>(C) Artistic aspects of the Indo-Islamic architecture: 1. Introduction 2. Study and appreciation of following architecture: i. Qutub Minar, Delhi ii. Gol Gumbad of Bijapur</p>		<p>shape, colour, and form, is crucial.</p>	
JANUARY 07	<u>Revision for final examination</u>	Practice of DAV sample papers		
FEBRUARY	<u>Final practical & Theory paper</u>			

CLASS–XI(2024-25)(PRACTICAL)

One Practical Paper

70 Marks

Time: 6 Hours (3+3)

Unitwise Weightage Units Content Periods Marks

CLASS–XI (2024-25) (PRACTICAL)		70 Marks
One Practical Paper		Time: 6 Hours (3+3)
Unit wise Weightage		

Units	Content	Periods	Marks
1	Nature and Object Study	50	25
2	Painting Composition	50	25
3	Portfolio Assessment	48	20
		148	70

Unit

1: Nature and Object Study 25 Marks 50 Periods

Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc., are to be used. Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be used.

Unit 2: Painting Composition 25 Marks 50 Periods

- (i) Simple exercises of basic design in variation of geometric and rhythmic shapes using geometrical and decorative designs and colours to understand designs as organised visual arrangements. 10 Marks 25 Periods (ii) Sketches from life and nature 15 Marks 25 Periods

Unit 3: Portfolio Assessment 20 Marks 48 Periods

- (ii) (a) Record of the entire years' performance from sketch to finished product. 10Marks (b) Five selected nature and object study exercises in any media done during session including the minimum of two still life exercises. 05 Marks (c) One selected work of paintings composition done during the year 03 Marks (d) Two selected works of paintings done during the year 02 Marks

Note:

These selected works prepared during the course by the candidates and certified by the school authorities as the work done in the school will be placed before the examiners for assessment. 1. The candidates should be given one hour-break after first three hours

2. The time-table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

HOLIDAY HOMEWORK

SUMMER BREAK - 1 Practice NCERT questions

2. Prepare portfolio

WINTER BREAK - 1 Practice sample papers.

2. Practice painting/drawing

SARLACHOPRA DAVSCHOOL
ACADEMIC PLAN
SESSION 2026-27
CLASS 11
Economics

Learning Objectives

1. To promote problem solving abilities and creative thinking in students.
2. To strengthen the concepts developed at the secondary stage, to provide firm foundation for further learning in the subject.
3. To expose the learner to different processes used in economics related industrial and technological applications
4. To develop conceptual competence in the learners.
5. To develop experimental, observational, manipulative, decision making and investigatory skills in students.

**ECONOMIC THEORY PAPER MAXIMUM
MARKS -80**

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units		Marks	Periods
Part A	Statistics for Economics		
	Introduction	15	10
	Collection, Organisation and Presentation of Data		30
	Statistical Tools and Interpretation	25	50
		40	
Part B	Introductory Microeconomics		
	Introduction	04	10
	Consumer's Equilibrium and Demand	14	40
	Producer Behaviour and Supply	14	35
	Forms of Market and Price Determination under perfect competition with simple applications	08	25
		40	
			200
Part C	Project Work	20	20

APRIL

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
April	22	Statistics: meaning, scope, functions, importance; limitations of statistics; collection of data; primary vs secondary data; methods of data collection; census & sample; introduction to microeconomics; central problems; PPC; opportunity cost; marginal opportunity cost; economic activities; scarcity & choice	Poster making (economic future); survey using primary data; questionnaire preparation; assignment on microeconomics; smart class using NSO data; class discussion on scarcity; real-life case study; group work on PPC shifts; diagram practice; quiz on basic concepts	Understand statistical tools; apply data collection methods; differentiate primary & secondary data; analyze limitations of statistics; explain PPC and its shifts; understand opportunity cost; relate economics to daily life; develop analytical thinking; improve data interpretation skills; build concept clarity

☐ MAY

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
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May	15	Measures of central tendency (mean, median, mode); individual & discrete series; correlation meaning & types; scatter diagram; Karl Pearson method; Spearman rank; index numbers meaning; types (WPI, CPI); inflation meaning & types; uses of index numbers	Peer teaching sessions; numerical worksheets; quiz on formulas; case study on inflation; group discussion on price rise; practice of correlation problems; data interpretation exercises; graph plotting; ICT-based learning; assignment work	Calculate mean, median, mode; interpret correlation; apply formulas; analyze inflation; understand index numbers; develop numerical skills; interpret economic data; enhance peer learning; improve problem-solving ability; connect theory with real-life
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JULY

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
July	25	Micro vs macroeconomics; positive vs normative economics; central problems (what, how, for whom); production possibility curve; opportunity cost; shifts in PPC; production function; short run concepts; law of variable proportions (intro); economic systems	Graph assignments; COVID-19 impact analysis; debate on resource allocation; diagram practice; group discussion; real-life examples; project work; case study analysis; ICT presentation; worksheet solving	Differentiate micro & macro; understand central problems; analyze PPC; interpret graphs; understand production concepts; apply economic reasoning; develop analytical thinking; improve diagram skills; connect theory with real life; enhance discussion skills

AUGUST

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
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August 19 t	Utility approach; marginal utility; law of diminishing marginal utility; consumer equilibrium(1good&2 goods); indifference curves; budget line; demand; determinants of demand; demand schedule; elasticity of demand; methods of measurement	Smartclassmodule; wall magazine; role play (consumer decisions);elasticity numericals; case study; graph drawing; group discussion; assignment; quiz; real-life examples	Understand utility & equilibrium; analyze demand; interpret curves; calculate elasticity; apply concepts; improve diagramskills;develop reasoning; connect theory to daily life; enhance participation; buildconceptualclarity
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SEPTEMBER

Month	Working Days	TopicstobeCovered	Experiments/ Activities	LearningOutcomes
Septemb er	11	Perfect competition; features; market equilibrium;demand& supply interaction; shifts in curves; price determination; price ceiling; price floor; excess demand & supply;applicationsin real life	Assignment on equilibrium; smart class simulation; graphpractice;case study on MSP; group discussion; role play; quiz; worksheet; real-life examples; ICT-basedactivity	Explain equilibrium; analyze shifts; interpret graphs; understand price control; evaluate governmentpolicies; apply concepts; improve analytical thinking; enhance diagramskills;relate theory to real life; develop reasoning

OCTOBER

Month	Working Days	TopicstobeCovered	Experiments/ Activities	LearningOutcomes
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October r	20	Production function; law of variable proportions; cost concepts (TC, AC, MC); fixed & variable cost; revenue concepts (TR, AR, MR); producer equilibrium; supply; determinants of supply; elasticity of supply; measurement methods	Peer teaching; nukkad natak; numerical practice; graph drawing; case study; business examples; assignment; group discussion; ICT learning; quiz	Understand cost & revenue; analyze equilibrium; interpret curves; apply elasticity; improve numerical skills; connect theory with business; develop analytical ability; enhance participation; improve graph skills; build clarity
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NOVEMBER

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
November r	18	Index numbers detailed; CPI, WPI, IIP; uses; inflation causes & effects; simple aggregative method; weighted index (basic); price trends; cost of living index; limitations	Assignment; smart class; data analysis; group discussion; newspaper reading; case study; project work; quiz; ICT tools; graph plotting	Understand index numbers; analyze inflation; interpret data; apply formulas; connect to real economy; improve analytical skills; enhance awareness; develop critical thinking; improve data handling; build clarity

DECEMBER

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
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December r	23	Correlation detailed; scatter diagram; Karl Pearson; Spearman rank; interpretation; positive & negative correlation; real-life applications; statistical relationships	Data collection project; case studies; newspaper discussion; numerical practice; ICT tools; graph plotting; assignment; quiz; group discussion; presentation	Calculate correlation; interpret relationships; apply statistical tools; analyze data; improve numerical skills; enhance reasoning; connect theory with real data; develop analytical thinking; improve presentation; build clarity
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JANUARY

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
January	16	Presentation of data; tabular presentation; bar diagrams; pie charts; histogram; polygon; ogive; time series; graphical interpretation; data analysis	Project-based learning; chart making; graph practice; ICT presentation; exhibition; assignment; quiz; group work; case study; practical work	Present data effectively; draw diagrams; interpret graphs; apply statistical tools; improve visualization; enhance analytical skills; develop presentation skills; connect theory to practice; build confidence; improve clarity

Holiday Homework

Break	Work Assigned
Summer Break	NCERT questions; mind maps; diagrams; revision; worksheets
Winter Break	Sample papers; revision; numericals; case studies

Hindustani Vocal Music (034)

Class XI

(2026-2027)

- Every class will begin with the combination of chanting “OM” on “Sa” Note.

Theme/Content	Methodology/Activity	Learning Outcome	Days
<p>April Raga Bhairavi “Chota Khyal” and its progression.</p>	<ul style="list-style-type: none"> ➤ Practicing Alamkars of raga Bhairavi – for at least 3 days ➤ Explanation and practice of “Aroh, Avroh and Pakad of Raga Bhairavi for 2 days ➤ Discussion on “Raga Parichay – 2 days ➤ Explaining “Teental” and understanding the same by listening – 2 days ➤ Notation of Bandish-Chhota khyal - Practice – 2 days ➤ “Bandish ke bol” – explanation of Meaning – 1 day ➤ Fixation of “Bandish ke Bol” on notation of the same – 3 days ➤ “Alaap” of Bandish – 3 days ➤ “Tanas” of Bandish – 3 Days ➤ Assessment - Singing the Chhota Khayal of Raga Bhairavi with correct structure of the Raga along with the progression of the same. 	<ul style="list-style-type: none"> ➤ Students will be able to accurately practice and apply various alankars in Raga Bhairavi with proper swara placement and voice control. ➤ They will demonstrate the correct Aroh, Avroh, Pakad of Raga Bhairavi and Raga Features such as characteristics, mood etc. with clarity. ➤ They will develop the awareness of Teental structure and rhythm cycles. ➤ They will learn to read, write, and practice the notation of a Chhota Khayal in Raga Bhairavi with accuracy. ➤ Students will understand the meaning and expression 	22

		<p>of the bandish lyrics (bol) and relate them to the mood of the raga.</p> <ul style="list-style-type: none"> ➤ Students will develop the ability to perform alap and taans in Raga Bhairavi, showing gradual and structured raga development. 	
<p>May</p> <ul style="list-style-type: none"> ➤ Raga Bhairavi “Vilambit Khyal” and its progression ➤ Tanpura Structure- Theoretically and practically 	<ul style="list-style-type: none"> ➤ Explaining “ektal” vilambit and understanding the same by listening – 2 days ➤ Notation of Bandish- Vilambit Khyal- Practice – 2 days ➤ “Bandish ke bol” – explanation of Meaning – 1 day ➤ Fixation of “Bandish ke Bol” on notation of the same – 2 days ➤ “alaap” of bandish – 3 days ➤ “Tanas” of Bandish – 3 Days ➤ Tanpura-Parts-Concept- Explanation – 1 day ➤ Assessment – written test for the different parts of tanpura. - 1 day 	<ul style="list-style-type: none"> ➤ Students will understand and identify Vilambit Ektal through listening and practice. ➤ Students will be able to read and practice notation of Vilambit Khayal accurately. ➤ Students will understand and express the meaning of bandish bol clearly. ➤ Students will correctly align bandish bol with notation and maintain proper laya. ➤ Students will perform alap and taans with structured and gradual raga development. 	15

		<ul style="list-style-type: none"> ➤ Students will learn about the different parts of Tanpura with clarity. ➤ Students will identify and describe different parts of the tanpura in written assessment. 	
<p>July</p> <ul style="list-style-type: none"> ➤ Raga Bihag “Chota Khyal” ➤ Important Definitions-Theory ➤ Introduction of “natya-shastra” 	<ul style="list-style-type: none"> ➤ Practicing Alamkar of Raga Bihag – for at least 2 days ➤ Explanation and practice of “Aroh, Avroh and Pakad of Raga Bihag for 1 days ➤ Discussion on “Raga Parichay – 2 days ➤ Explaining “Teental” and understanding the same by listening – 2 days ➤ Notation of Bandish-Chhota khyal -Practice – 2 days ➤ “Bandish ke bol” – explanation of Meaning – 1 day ➤ Fixation of “Bandish ke Bol” on notation of the same – 3 days ➤ “alaap” of bandish – 2 days ➤ “Tanas” of Bandish – 2 Days ➤ Theoretical discussion on Important Definitions such as Nada, Shruti, Swar, 	<ul style="list-style-type: none"> ➤ Students will practice alankars in Raga Bihag with correct swara placement and control. ➤ Students will understand and demonstrate Aroh, Avroh, and Pakad of Raga Bihag. ➤ Students will develop understanding of Raga Parichay including its features and mood. ➤ Students will identify and maintain Teental through listening and practice. ➤ Students will read and practice notation of Chhota Khayal accurately. ➤ Students will understand and express the meaning of bandish bol clearly. 	25

	<p>Saptak, Thaat, Jati, Laya and Tala- 2 days</p> <ul style="list-style-type: none"> ➤ Introduction and Brief study of Musical Elements in “Natya- Shastra” – 3 days ➤ Assessment 1 - Singing the Chhota Khayal of Raga Bihag with correct structure of the Raga along with the progression of the same- 1 day ➤ Assessment 2 – MCQ based test on both the topics – a) Introduction and Brief study of Musical Elements in “Natya- Shastra” b) Important Definitions such as Nada, Shruti, Swar, Saptak, Thaat, Jati, Laya and Tala 	<ul style="list-style-type: none"> ➤ Students will align bandish bol with notation and maintain proper laya. ➤ Students will perform alap and taans with structured raga development. ➤ Students will understand key music terms such as Nada, Shruti, Swar, Saptak, Thaat, Jati, Laya, and Tala. ➤ Students will gain introductory knowledge of musical elements in the Natya Shastra. ➤ Students will demonstrate understanding through MCQ-based assessments. ➤ Students will apply theoretical knowledge accurately in objective tests. 	
<p>August</p> <ul style="list-style-type: none"> ➤ Raga Bihag “Tarana” ➤ 2 Biographies- Life sketch and contribution of Tansen, V.N. 	<ul style="list-style-type: none"> ➤ Notation of Bandish of “Tarana”- Practice – 2 days ➤ “Bandish ke bol” – Practice – 3 days ➤ Theoretical discussion on the biographies of the following musicians: ➤ Tansen – 2 days ➤ V.N. Bhatkhande – 2 days 	<ul style="list-style-type: none"> ➤ Students will be able to read and practice notation of Tarana accurately. ➤ Students will pronounce and perform Tarana bol with clarity and fluency. ➤ Students will gain knowledge about the lives 	19

<p>Bhatkhande and V.D.Paluskar</p> <ul style="list-style-type: none"> ➤ Brief History of the following Dhrupad, Khayal and Tarana 	<ul style="list-style-type: none"> ➤ V.D.Paluskar-2 days ➤ Theoretical discussion on Brief History of the following Dhrupad, Khayal and Tarana – 3 days ➤ Assessments: a) Practical test for the singing of Tarana – 1 day b) Theory test descriptive on biographies and topics: Dhrupad, Khayal and Tarana – 4 days 	<p>and contributions of Tansen, V.N. Bhatkhande, and V.D. Paluskar.</p> <ul style="list-style-type: none"> ➤ Students will understand the basic history and features of Dhrupad, Khayal, and Tarana. ➤ Students will develop the ability to write descriptive answers on given theoretical topics. ➤ Students will demonstrate singing skill through Tarana performance with accuracy and confidence. ➤ Students will apply theoretical knowledge effectively in written assessments. 	
<p>September</p> <ul style="list-style-type: none"> ➤ Raga Bhimpalasi “Chota Khyal” - bandish and progression ➤ Brief study of the following: Margi-Desi Sangeet and Raga 	<ul style="list-style-type: none"> ➤ Practicing Alamkar of Raga Bhimpalasi – for at least 3 days ➤ Explanation and practice of “Aroh, Avroh and Pakad of Raga Bhimpalasi for 1 day ➤ Discussion on “Raga Parichay – 1 day ➤ Notation of Bandish - Chhota khyal - Practice – 2 days 	<ul style="list-style-type: none"> ➤ Students will practice alankar in Raga Bhimpalasi with correct swara placement and control. ➤ Students will understand and demonstrate Aroh, Avroh, and Pakad of Raga Bhimpalasi. 	11

	<ul style="list-style-type: none"> ➤ “Bandish ke bol” – explanation of Meaning and Fixation of “Bandish ke Bol” on notation of the same – 2 days ➤ “alaap” of bandish – 1 day ➤ “Tanas” of Bandish – 1 day ➤ Assessment - Singing the Chhota Khayal of Raga Bhimpalasi with correct structure of the Raga along with the progression of the same. 	<ul style="list-style-type: none"> ➤ Students will develop understanding of Raga Parichay including its features and mood. ➤ Students will read and practice notation of Chhota Khayal accurately. ➤ Students will understand the meaning of bandish bol and fix them correctly on notation. ➤ Students will perform alap and taans with basic raga development and clarity. ➤ Students will present a complete Chhota Khayal with correct structure and progression. 	
<p><u>October</u></p> <ul style="list-style-type: none"> ➤ Raga Bhimpalasi - “Dhrupad with Dugun.” ➤ Description of prescribed Tala along with Tala Notation with Thah, Dugun and Chaugun 	<ul style="list-style-type: none"> ➤ Discussion on the history of Gayan Shaili - Dhrupad – 2 Days ➤ Notation of Bandish of Dhrupad - Practice – 2 days ➤ “Bandish ke bol” – explanation of Meaning – 1 day ➤ Fixation of “Bandish ke Bol” on notation of the same – 2 days 	<ul style="list-style-type: none"> ➤ Students will understand the history and features of Dhrupad Gayan Shaili. ➤ Students will read and practice notation of a Dhrupad bandish accurately. ➤ Students will understand and express the meaning of bandish bol clearly. 	20

<ul style="list-style-type: none"> ➤ Recognising and differentiate the Prescribed Ragas. ➤ 	<ul style="list-style-type: none"> ➤ “DugunLayakari” of bandish – 1 day ➤ Theoretical and practical discussion on the knowledge of prescribed talas- 6 days • Teental•Ektala•Chautala <ul style="list-style-type: none"> ➤ Revision for learnt topics. – 5 days ➤ Assessments: <ol style="list-style-type: none"> a) Assignment for the description of Dhrupad. b) Singing dhrupad bandish with clarity and in accordance to the raga. c) Practical and Theoretical test for the prescribed talas. – 1 day 	<ul style="list-style-type: none"> ➤ Students will correctly align bandish bol with notation and maintain proper laya. ➤ Students will perform DugunLayakari of Dhrupad with basic rhythmic accuracy. ➤ Students will gain theoretical and practical knowledge of Teental, Ektal, and Chautal. ➤ Students will describe Dhrupad in written assignments with clarity. ➤ Students will perform Dhrupad bandish with correct raga structure and expression. ➤ Students will demonstrate practical and theoretical understanding of prescribed talas. 	
<p><u>November</u></p> <ul style="list-style-type: none"> ➤ Notations in prescribed ragas ➤ Revision and reviews 	<ul style="list-style-type: none"> ➤ Written Notations and the methods related to the same will be taught to students one by one – 9 days ➤ Assessment – Written and practical tests for the clarity 	<ul style="list-style-type: none"> ➤ Students will understand the method and structure of written music notation. ➤ Students will develop the ability to write notations accurately. 	18

	on the topic Notation. – 9 days	<ul style="list-style-type: none"> ➤ Students will read and interpret notations correctly. ➤ Students will apply notation skills in practical singing. ➤ Students will demonstrate clarity in both written and practical tests on notation. 	
<u>December</u> <u>Revision and Review</u>	Theoretical Assessments – Both MCQs and Descriptive. – 11 days Practical Assessments for Vocal Music, Viva and Practical knowledge of Tals – 12 Days	<ul style="list-style-type: none"> ➤ Students will demonstrate understanding of music concepts through MCQ and descriptive assessments. ➤ They will apply theoretical knowledge accurately in written examinations. ➤ They will express clear and structured answers in descriptive formats. ➤ They will demonstrate vocal skills with correct raga structure and presentation. ➤ They will respond confidently in viva, showing conceptual clarity. ➤ They will exhibit practical knowledge of different tals 	23

		<p>with proper rhythm and layakari.</p> <ul style="list-style-type: none"> ➤ They will integrate theoretical and practical knowledge effectively. 	
<p><u>January</u> <u>Doubt clearance</u></p>	<p>As many days as we get prior to the scheduled practical and theory examination.</p>	<ul style="list-style-type: none"> ➤ Students will clarify doubts related to both theoretical and practical concepts. 	<p>16</p>

CURRICULUM PLAN 2026-2027

MARKETING (812)

CLASS XI

LEARNING OBJECTIVES

1. Understand the difference between **classical marketing** (focused on selling) and **modern marketing** (focused on customer relationships and services).
2. Analyze how **environmental factors** – social, economic, technological, legal, and competitive – influence marketing decisions.
3. Apply **STP (Segmentation, Targeting, Positioning)** to identify the right customers and position products effectively.
4. Demonstrate knowledge of the **marketing mix (Product, Price, Place, Promotion)** and understand **consumer behavior**.
5. Recognize the **role of marketing in society**, including meeting customer needs and supporting business growth.

Month/No of Days	ChapterName/Topic	Methodology/Activity	Learning Objectives
APRIL:22 DAYS	<p>UNIT TITLE: Introduction to Marketing</p> <p>Session 1: Introduction to Concept and Definition of Marketing</p> <ol style="list-style-type: none"> 1. Understanding of Marketing concept in day to day life. 2. Difference between manufacturer and marketer 3. Objectives of Marketing 	<p>Making students understand need, wants, demands, market offering and customer value along with customer satisfaction</p> <p>Activity: Visit in group to different marketing organisations in nearby localities and making a</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Understand marketing by understanding need, wants, demands, market offerings 2. Understand objectives of marketing 3. Understand customer value and customer satisfaction in marketing

	4. Detailed definition of marketing	report to find marketing activities performed by the wholesaler, producers retailers and distributors etc.	
	<p>Session 2: Scope and Importance of Marketing</p> <p>1. Describe the scope of marketing by marketing people, ideas, experience, events, places, properties, organisations and information</p> <p>2. What is a Market and Types of Markets</p> <p>3. Importance of marketing to marketers, customer and society</p>	<p>Interactive Lecture: Acquaint students with the scope and importance of marketing</p> <p>Activity: Collect 5–10 print advertisements from newspapers, magazines, or online. For each ad, write: What is being marketed? (product, service, idea,</p>	<p>1. Specify scope of marketing by supporting examples in each case mentioned</p> <p>2. Identify types of markets on the basis of level, customers and medium</p> <p>3. Specify the role of marketing in development of economy, in a company,</p>

		<p>event, place, etc.)</p> <p>Who is the target audience?</p> <p>What message is the ad trying to convey?</p>	<p>society and consumers</p>
	<p>Session 3: Journey of marketing through different Marketing Philosophies</p> <p>1. Understand the evolution of marketing through production concept, product concept, selling concept, Marketing concept and societal marketing concept</p> <p>Distinguish between marketing and selling</p>	<p>Discussion of different philosophies of marketing evolved over period of time.</p> <p>Activity: Divide students into small groups. -Give each group cards with the five concepts: Production, Product, Selling, Marketing, Societal Marketing. -Ask them to arrange the</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Identify the basic ideology behind each concept evolved 2. Enumerate supportive examples for each concept

		<p>concepts in the order they evolved.</p> <p>-Each group explains why each concept came into practice and its focus.</p>	
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	<p>Session 4: Difference between Marketing and Selling</p> <p>1. Explain marketing and selling as different concepts</p> <p>2. Understanding different ideologies behind the concepts</p>	<p>Interactive Lecture: Discussion on how marketing and selling are different</p> <p>Activity: 1. Visit in a group to different marketing organisations in your locality (distributors, wholesalers, retailers). Make a report to find</p>	<p>Students will be able to</p> <p>1. Identify the point of differences in the marketing and selling concepts</p> <p>2. List out the components essential for selling and marketing</p>
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		the marketing activities of each of them respectively. Also identify different activities followed in selling and marketing	
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MAY:15DAYS	<p>UNIT II: MARKETING ENVIRONMENT</p> <p>SESSION 1: MEANING AND IMPORTANCE OF ENVIRONMENT</p> <p>1. Explain the meaning and definition of Marketing environment</p> <p>2. Discuss static environment and dynamic environment in business.</p> <p>3. Study 'Internal environment factors' and 'External environment factors'</p>	<p>Interactive Lecture:</p> <p>1. Introduction of Marketing environment, static environment and dynamic environment; 'Internal environment factors' and 'External environment factors'</p> <p>Activity: Differentiate the role of 4 Ps in different industries</p>	<p>Students will be able to</p> <p>1. Understand the term Marketing environment, static environment and dynamic environment</p> <p>2. Distinguish between 'Internal environment factors' and 'External environment factors'</p> <p>3. Evaluate the impact of</p>
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			'Internal environment factors'(4Ps)
	4. Describe the meaning and steps in Environmental scanning (ETOP)	Interactive Lecture: Discussion of ETOP profile and its importance for a firm Activity: Make ETOP profile of an industry of your choice	
JULY:25DAYS	SESSION2:MACRO ENVIRONMENT FACTORS 1. Discuss the meaning of Macro Environment in business 2. Detailed discussion on Demographic forces and Politico-legal forces	Interactive Lecture: Explain Macro environment Demographic factors Political and legal factors for business activity Activity: Distinguish Demographic factors Political and legal factors for an industry	Students will be able to 1. Explicate various factors of macro environment, i.e. or physical forces, Technological forces and Socio-cultural forces

		<p>Activity Developing case studies of Growth of companies like Patanjali, Adani etc. Role of macro environmental factor in their growth. Listing of micro and macro environmental factor Affecting business. Role of political and regulatory environment</p>	
	<p>1. Acknowledge factors of macro environment</p> <p>2. Enumerate the impact of Economic forces, Natural or physical forces, Technological forces and Sociocultural forces</p>	<p>Clarification of physical forces, Technological forces and Sociocultural forces</p> <p>Activity: Enlist various physical forces, Technological forces and Socio-cultural forces in an industry</p>	

AUGUST :19days	UNIT III- SEGMENTATION, TARGETINGAND POSITIONING Session I: SEGMENTATION, MEANING &IMPORTANCE Prescribe the meaning of Segmentation	Interactive lecture discuss the concept & meaning of segmentation Interactive lecture: explain the importance of segmentation	Students will be able to Elucidate the implication of the word segmentation
	Describe the importance of segmentation	Interactive lecture explain the importance of segmentation	Describe the features of importance
	Session II SEGMENTATION:BASES, TYPES OF SEGMENTATION Identify different bases of segmentation	Interactive lectures discuss the different basis of segmentation	Students will be able to Understand different bases of segmentation

September: 11 days	Unit Code 3 UNIT TITLE: SEGMENTATION, TARGETING &POSITIONING Comprehend the concept of targeting	Interactive lectures: Explain the meaning and types of targeting	Students will be able to Identify the types of targeting
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	audit types		
	Define Positioning	Case study of NANO car by TATA and case study of Positioning of Wagon R by MARUTI in SUV market	Identifying features of positioning

October: 20 days	<p>UNIT - IV FUNDAMENTALS OF MARKETING MIX</p> <p>Session I: Concept, importance of Marketing Mix</p> <ol style="list-style-type: none"> 1. Understand concept and characteristics of marketing mix. 2. Identify the features of marketing mix 3. Steps in developing marketing 4. Significance of marketing mix 	<p>Interactive Lecture: Discussing the concept and importance of marketing mix</p> <p>Activity: Visit different organisations and find the stages involved in developing marketing mix</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Identify different marketing mix of products/services 2. Specify steps in developing marketing mix
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	<p>SessionII:</p> <p>Marketing mix components – ServiceSectorand Consumer Goods</p> <p>1. Identifythe various types of marketing mix.</p> <p>2. Marketing mix for consumer goods-4P’sand 4 C’s models</p> <p>3. Marketing Mix for Services 7P’s</p>	<p>Interactive Lecture:</p> <p>Discussingthe marketingmix componentsof service andconsumer goods</p> <p>Activity:</p> <p>Preparealist of4P’sand7P’s of prominent organizations</p>	<p>Studentswillbe able to</p> <p>1. Identify marketingmixof products/services</p> <p>2. Specify4P’s for consumer goods</p> <p>3. Listthe7P,s for services</p>
<p>November: 18 days</p>	<p>UNIT V: CONSUMER BEHAVIOUR</p> <p>SESSION 1: MEANINGAND IMPORTANCE OFCONSUMER BEHAVIOUR</p> <p>1. Explainthe meaning anddefinition of Consumer Behaviour</p> <p>2. Discuss the Constituentsof</p>	<p>Interactive Lecture:</p> <p>1. Explaining themeaning and definition of Consumer Behaviour and their components;the significance of Consumer behaviour</p> <p>Activity:</p> <p>Identify various types of consumers</p>	<p>Studentswillbe able to</p> <p>1. Understandthe term Consumer Behaviour in Marketing</p> <p>2. Identify consumerand buyerthetwo major components of buying behaviour</p>

	<p>consumer Behaviour and types of consumers and buyers</p> <p>3. Substantiate importance of Consumer behaviour</p>	<p>and buyers in the market</p>	<p>3. Distinguish between Consumer behaviour; Consumption Behaviour and Buyer Behaviour</p> <p>4. Explain the significance of Consumer behaviour</p>
	<p>SESSION 2 FACTORS AFFECTING CONSUMER BUYING BEHAVIOR</p> <p>Discuss various cultural factors, social factors and psychological factors influencing consumer behaviour</p>	<p>Interactive Lecture: Explanation of cultural factors, social factors and psychological factors with examples</p> <p>Activity: Collect Information regarding cultural factors, social factors and psychological factors influencing consumers in a Shopping Mall</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Determine cultural and sub cultural factors 2. Determine social factors 3. Determine psychological factors in consumer behaviour

	<p>SESSION3:ROLES OF BUYING BEHAVIOUR</p> <p>Identify and understand the various buying roles played by consumer in different kinds of purchases situations.</p>	<p>Interactive Lecture: Explain the roles with suitable examples.</p> <p>Activity: Undertake a role play of the different roles in the buying process.</p> <p>Discuss cultural social psychological influencing consumer</p>	<p>Students will be able to</p> <p>Understand the eight roles played by people in the consumer decision process</p>
		<p>Interactive Lecture: Explain the stages of consumer decision making process with suitable examples.</p> <p>Activity: Prepare a flowchart after of the stages involved in purchasing a high involvement and a low</p>	<p>Students will be able to</p> <p>Recognize the five stages involved in making a decision of purchase.</p>

<p>December :23 days</p>	<p>EMPLOYABILITY SKILLS Communication Skills- Self-Management Skills ICT Skills Entrepreneurial Green Skills</p>	<p>involvement product</p> <p>Activity: Students create a daily timetable for school, study, and leisure.</p> <p>Discuss how planning and prioritizing tasks helps manage time effectively.</p>	<p>Students will be able to</p> <p>To develop effective communication skills for expressing ideas clearly and interacting confidently.</p> <p>To build self-management skills such as time management, self-discipline, and goal setting.</p> <p>To gain basic ICT skills for using digital tools and technology efficiently.</p> <p>To encourage entrepreneurial thinking,</p>
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			including creativity, problem- solving,and decision- making.
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January:16days Revision

HOLIDAYHOMEWORK

SUMMER BREAK

Projectworktobeallotted

WINTER BREAK

Practicalfile/PowerPointPresentation

Curriculum Plan 2026-2027

Computer Science (083)

Class XI

Learning Objectives:

1. Develop basic computational thinking. Learn how to reason with variables, state transitions, conditionals, and iteration.
2. Understand the notion of data types, and higher order data structures such as lists, tuples, and dictionaries.
3. Appreciate the notion of an algorithm, and understand its structure, including how algorithms handle corner cases.
4. Develop a basic understanding of computer systems-architecture, OS, mobile and cloud computing.
5. Learn all about cyber safety.

Month/No. of dates	Chapter	Methodology	Learning Objectives
March (08 Days)	Unit-1. Computer Systems and Organisation Basic computer Organisation, Types of Software, Language of Bits	Demonstrate all the parts of computer system with the help of probs. <u>ACTIVITY</u> 1. Prepare the presentation on computer fundamentals . 2. Enlist all the softwares available in the market. 3. Make presentations showing the concept of different types of software including application & system s/w. 4. Make presentation based on a detailed study of an operating system which may include inventor's name with country, year of invention , social impact and uses. Case studies: (any one) the Windows family; DOS, Linux, unix	Students will be able to describe the architecture and major components of a general-purpose computer, compare types of software (system vs. application), explain the representation of data using the language of bits.

Month/No. of dates	Chapter	Methodology	Learning Objectives
APRIL (22 Days)	Unit-1. Computer Systems and Organisation Data Representation Boolean Algebra	Demonstrate various logic gates & logic circuit diagram. Also explain conversions among various number system. <u>ACTIVITY</u> 1. conversions of binary to decimal, Octal , hexadecimal to decimal, binary & vice versa	Students will be able to do various conversion system. Boolean algebra to simplify logical expressions and reason about digital logic.

		Prepare the presentation on computer fundamentals . 2. Explain various logic gates with symbol. 3. Draw logic circuit diagrams using universal gates.	
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Month/No. of dates	Chapter	Methodology	Learning Objectives
MAY (15 Days)	Unit-1. Computer Systems and Organisation Algorithms/Flowcharts	Explain algorithm concepts and flowchart symbols. - Use examples to illustrate algorithm design (e.g., adding two numbers, finding largest of three numbers). - Discuss flowchart creation and debugging. - Activities: <u>ACTIVITY</u> 1. Design flowcharts for: - Adding two numbers - Finding largest of three numbers - Printing numbers 1 to 100 2. Write algorithms for the above problems. 3. Identify errors in given flowcharts/algorithms.	Students will be able to solve the exercise based questions. Students will design algorithms to solve problems, create flowcharts to represent algorithms, understand algorithm debugging and testing.

Month/No. of dates	Chapter	Methodology	Learning Objectives
JULY (25 Days)	Unit-1. Computer Systems and Organisation Idea of debugging Iterative statements	Demonstrate modular approach, usage of proper names for identifiers, comments, indentation, running & debugging programs. Activity : Pair programming: one student writes code, another debugs. Demonstration of programs using range function, while loop, for loop, flowcharts, break and continue statements. Activity (suggested programs) 1. Generating various pattern 2. Summation of series 3. Finding the factorial of a positive number.	Understand the concept of idea of debugging, identify and fix errors in code. Students will be able to solve the exercise based questions. Students will be able to write programs using for loop.

Month/No.of dates	Chapter	Methodology	LearningObjectives
AUGUST (19 Days)	Unit- 2. Programmingand Computational Thinking (PCT-1) Strings	- Demonstrate string operations (concatenation, repetition, membership, string indexing and slicing, Show string traversal using loops and Introduce built-in string functions with examples. Activities: 1. Write Python programs to: - Extract substrings using slicing. - Concatenate and repeat strings. - Check membership (in, not in). 2. Use built-in functions: - len(), capitalize(), title(), lower(), upper(), count(), find(), index(), endswith(), startswith(), isalnum(), isalpha(), isdigit(), islower(), isupper() 3. Remove whitespace using lstrip(),rstrip(), strip(). 4. Replace substrings using replace(). 5. Split and join strings using split() and join().	Students will understand string indexing and slicing. They will use string operations and built-in functions and manipulate strings using Python programs.

Month/No.of dates	Chapter	Methodology	LearningObjectives
SEPT. (11 Days)	Unit- 2. Programmingand Computational Thinking (PCT-1) Functions	Explain function concepts (definition, call, return). - Demonstrate function creation and usage. - Discuss function arguments and return types. Activities: 1. Write Python functions to: - Calculate area and perimeter of shapes. - Perform simple calculations (e.g., factorial). 2. Use function arguments and return values. 3. Debug function-related errors in given code.	Students will create and use user-defined functions. They will understand function arguments and return types and reuse code using functions.

Month/No.of dates	Chapter	Methodology	LearningObjectives
OCTOBER (20Days)	Unit-2.Programming and Computational Thinking (PCT-1) Lists	Demonstrate list operations (concatenation, repetition, membership), list indexing and slicing, Show list traversal using loops, Introduce built-in list functions with examples. <u>Activity</u> 1. Write Python programs to: - Create and manipulate lists (indexing, slicing). - Concatenate and repeat lists. - Check membership (in, not in). 2. Use built-in functions: - len(), append(), extend(), insert(), count(), index(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum() 3. Work with nested lists: - Create and access nested lists. - Manipulate nested lists.	Students will understand list indexing and slicing, use list operations and built-in functions, work with nested lists in Python.

Month/No.of dates	Chapter	Methodology	LearningObjectives
JANURARY (16 Days)	Projectwork Invoice Generation system School software for disabled fellow Mobile applications Games Software	Demonstrate the ability to work as a team member on a programming assignment that includes the analysis, design, development, documentation, debugging, and presentation of a successful Python program using sequential, selective, and repetition structures learned in class	Able to develop a working computerized software for an organization/institution.

Month/No.of dates	Chapter	Methodology	LearningObjectives
FEBURARY	Unit-1 Unit-2 Unit-3	Assign selected DAV board pattern questions as in-class activity.. Pen Paper test	Able to attempt DAV board pattern questions .

	<p>Unit-4.Society, Law and Ethics</p> <p>Cyber Safety</p>	<p>Discuss cyber safety concepts (online threats, digital footprint).</p> <ul style="list-style-type: none"> - Explain laws and ethics related to cyber safety (IT Act, cyberbullying). - Demonstrate safe online practices (password management, phishing) <p>Debrief the lesson.</p> <p>Discuss the safely browsing the web, identity protection, social networks and bullying using smart board.</p>	<p>Students will understand cyber safety concepts, apply safe online practices, aware of laws and ethics related to cyber safety.</p>
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HOLIDAY HOMEWORK

Summer Break:

Prepare a presentation on the following (using art Integration):

- ✓ Society, Law and Ethics – Cyber Safety
- ✓ Any topic related to Python (string, list, tuple, dictionary).
- ✓ Computer architecture

Winter Break : Prepare the synopsis on any one topic from the list of projects given above. The synopsis should be done using any presentation software. i.e. Invoice Generation system , School software for disabled fellow , Mobile applications , Games Software

Curriculumplan2026-27

SUBJECT-GEOGRAPHY

CLASS 11

LEARNINGOBJECTIVES:

1. The broad objective of the course is to introduce to the students the fundamentals of atmospheric phenomena, global climate systems and climate change.
2. The atmosphere and climate are a critical part of the earth system, and climatic variability and change are central to the issue of current and future global environmental change.
3. To grasp the techniques for modelling the earth crust, covering both theoretical and technical aspects.
4. To understand the dynamics of the atmosphere, the ocean and the overall climatologically system.
5. To be able to analyse and interpret thematic data, understand the physical basis of the natural greenhouse effect, including the meaning of the term radioactive forcing
6. Know something of the way various human activities are increasing emissions of the natural greenhouse gases, and are also contributing to sulphate aerosols in the troposphere.

GOALS:

1. Knowledge of Physical Environment

To understand landforms, climate, soil, vegetation, and natural processes of the Earth.

2. Understanding Human Geography

To study population, settlements, agriculture, industries, and human activities.

3. Human–Environment Relationship

To explain how humans interact with and modify the natural environment.

4. Environmental Awareness

To develop concern for environmental issues like pollution, deforestation, and climate change.

5. Development of Map Skills

To learn map reading, interpretation, and use of globes and geographic tools.

6. Spatial Thinking

To understand location, distance, distribution, and spatial patterns.

7. Critical Thinking and Analysis

To analyse geographic problems and develop logical reasoning.

8. Problem-Solving Ability

To suggest solutions to issues like disasters, resource depletion, and urban problems.

9. Fieldwork and Practical Skills

To encourage observation, surveys, data collection, and field studies.

10. Appreciation of Cultural Diversity

To understand and respect different cultures, lifestyles, and regions.

11. Responsible Citizenship

To develop awareness of global issues and promote sustainable development and responsible behaviour.

The course in Geography will help learners to:

- Familiarize with key concepts, terminology and core principles of Geography.
- Describe locations and correlate with Geographical Perspectives.
- List/describe what students might see, hear, and smell at a place.
- List/describe ways a place is linked with other places.
- Compare conditions and connections in one place to another.
- Analyze/describe how conditions in one place can affect nearby places.
- Identify regions as places that are similar or connected.
- Describe and interpret the spatial pattern features on a thematic map.
- Search for, recognize and understand the processes and patterns of the spatial arrangement of the natural features as well as human aspects and phenomena on the earth's surface.
- Understand and analyze the inter-relationship between physical and human environments and utilize such knowledge in reflecting on issues related to community.
- Apply geographical knowledge and methods of inquiry to emerging situations or problems at different levels-local, regional, national and global.

- Develop geographical skills, relating to collection, processing and analysis of spatial data/information and preparation of report including maps and graphs and use of computers wherever possible; and to be sensitive to issues.

MONTH	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
APRIL[20DAYS]	Introduction :geographyasa discipline s physiography thecorrelation between climate , Naturalvegetation and soil	Entire chapter will bereadinthe class. 1/3/5 marker questionswillbe marked and discussed. Data will be modifiedasper latest census. Example will be sharedfromreallife. NCERT exercise willbediscussed. PPTwillbeshared. Specialempphasis given to MCQ questions. Activity Pptonclimate &natural vegetation	Students willcome to know about different geographicallocation. Theywillappreciate how people react in different physical environment. Knowingabout the physicalgeography of Earth is important for everyserious student studying theplanet because the natural processes of Earth affect the distribution ofresources (from carbon dioxide in the air to freshwater on the surfacetominerals deep underground) and the conditions of the human settlement. They will also be realised how natural vegetationisinfluenced by climate. Skilldeveloped:critical thinking
MAY[15DAYS]	Naturalhazardsand disasters	Entire chapter will bereadinthe class. 1/3/5 marker questionswillbe marked and discussed. Data will be modifiedasper latest census.	Afterthecompletionof both the chapters students will come to know how to Reducetherisk of disasters causedbyhuman error, deliberate destruction, and building or equipment failures.

		<p>Example will be shared from real life</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Poster making</p>	<p>Be better prepared to recover from a major natural catastrophe. Ensure the organization's ability to continue operating after a disaster.</p> <p>Recover lost or damaged records or information after a disaster.</p> <p>Skill: Self awareness, decision making risk management, goal planning</p>
JULY [24 DAYS]	<p>Interior of the earth</p> <p>Distribution of oceans and continents</p> <p>Minerals and rocks</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Sample collection of rocks</p>	<p>After completing this topic, the student will be able to:</p> <p>Explain what Plate Tectonics is in a couple of sentences..... Describe the roles of the lithosphere and the asthenosphere in the motion of the plates.</p> <p>Explain why the present coastlines are not the boundaries between oceanic and continental lithosphere.</p> <p>Plate tectonics is necessary for the carbon cycle that keeps the Earth at habitable temperatures by sequestering carbon in limestone in oceans, and parceling it back into the atmosphere through volcanoes</p> <p>Skill developed: Resiliency, research and analysis</p>
AUGUST [21 DAYS]	<p>Geomorphologic processes</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p>	<p>The learning objectives of Geomorphology is the study of landforms, their processes, form and sediments at the surface of the Earth (and sometimes on other planets). Study includes looking at landscapes to work out how the earth surface processes, such as air,</p>

		<p>pictures will be shared from real life</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Model on the interior of the earth</p>	<p>water and ice, can mould the landscape.</p> <ul style="list-style-type: none"> Students will gain an understanding of how plate tectonics plays a first order control on the characteristics of a coast and how other processes such as glaciation, climate, sediment supply, waves, and tides also influence the characteristics of a coast. Students will develop an appreciation for the geomorphologic diversity of coastal zones. Students will gain an understanding of the differences between emergent and submergent coasts, depositional and erosional coasts, as well as how hydrodynamic regime exerts a strong control on geomorphology of the coast. Skill developed: Planning, adaptability risk management
SEPTEMBER[MID TERM EXAM][10days]	REVISION AND THEMATIC MAPPING[practical]		
OCTOBER[17DAYS]	<p>Composition and structure of atmosphere</p> <p>Solar radiation</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life.</p>	<p>Students will realise</p> <p>About the importance of different gases</p> <p>The knowledge of Heat transfer therefore is crucial for designing power systems that involve heat.</p> <p>One example of such power systems is coal fired/gas fire power plants.</p> <p>Even in nuclear power plants, the nuclear energy is</p>

		<p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Flowchart on heat budget</p>	<p>converted into heat which then generates steam to drive a turbine.</p> <p>To Explain the Different Processes Involved in Heating and Cooling of The Atmosphere Such as Conduction, Convection, Radiation, and Advection. To Explain the Heat Budget of the Earth.</p> <p>To Differentiate Between the Solar Radiation and Terrestrial Radiation. To Explain the Causes of Global Warming and Its Effects. Heat budget of the earth Importance of ozone layer Impact of global warming</p> <p>Skill developed technology, ability to learn</p>
NOVEMBER[22 DAYS]	<p>Water in the atmosphere</p> <p>Movements of ocean water</p>	<p>Entire chapter will be read in the class.</p> <p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life.</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p>	<p>Students will be able to understand</p> <p>about different layers of ocean bed and their importance Ocean currents function as a system of global transportation, carrying animals, plants and even people and cargo from place to place.</p> <p>Oceanographers have mapped these currents. The maps not only help people understand the ocean, but they help people from many professions perform daily tasks. origin of waves, types of waves and their influence</p> <p>impact of heat energy on waves goal planning and analysis</p>
DECEMBER[22 DAYS]	Life on the earth	Entire chapter will be read in the class.	After the completion of the chapter students will be able to realise the complex

	Biodiversity and conservation	<p>1/3/5 marker questions will be marked and discussed.</p> <p>Data will be modified as per latest census.</p> <p>Example will be shared from real life.</p> <p>NCERT exercise will be discussed.</p> <p>PPT will be shared.</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity Map as per cbse</p>	<p>relationship between flora and fauna i.e. ecosystem.</p> <p>It promotes at least one of the three objectives of the Convention: the conservation of bio-diversity, sustainable use of its components (ecosystems, species or genetic resources), or fair and equitable sharing of the benefits of the utilisation of genetic resources.</p> <p>One aim of conservation projects is to protect wild habitats and prevent species extinction. But managing natural resources is complex. Despite striving for years, conservation groups — both big and small — often struggle to find that perfect recipe for success. Different types of ecosystem and different gaseous cycle.</p> <p>Skill developed: empathy, system thinking and analysis</p>
JANUARY [17 DAYS]	Final PRACTICAL exam and annual exam	revision	

HOLIDAY HOMEWORK:

SUMMER BREAK: time calculation, profile drawing, cylindrical projection and conical projection with one standard parallel

WINTER BREAK: survey map/traffic survey/market survey will be done in practical copy.

CURRICULUM PLANNER(2026-27)
POLITICAL SCIENCE(028)
CLASS XI

LEARNING OBJECTIVES

1. Political science helps students to understand what politics is and how it shapes the society.
2. It helps to recognize the role of government, governance and institutions at national and state level.
3. Develop analytical skills to assess political issues and ideas from various perspectives.
4. It develops the ability to question, analyse and evaluate political events and also helps students to form an independent opinion on political issues.
5. It helps to understand the functioning of: Legislature, Executive and Judiciary.

AIMS AND OBJECTIVES:

1. INDIAN CONSTITUTION AT WORK:

- To understand the circumstances in which the constitution of India was framed.
- To understand the making of the constitution.
- To analyze the role of organs of government.
- To analyze the role of election and representation.
- To explain the role of local government at the grassroot level.
- To study the functions of the political institutions.
- To identify the philosophy of the constitution.
- To understand different political systems across different countries to understand patterns and outcomes.

2. POLITICAL THEORY

- To analyze the understanding of political science research and analytical skills.
- To develop critical thinking and to learn different perspectives and debates in politics on different social and political issues.
- To enable the role of political theory that helps to shape the understanding of politics.
- To encourage questioning method and critical thinking rather than rote learning.
- To develop awareness, active, responsible and logical about any political situations and circumstances in the state.
- To understand the concept of equal opportunities in the country and benefits of being the citizen of a nation.
- To understand and comprehend different political systems.

S.NO	MONTH/ NUMBER OF DAYS	CHAPTERNAME	METHODOLOGY	LEARNING OBJECTIVES
1.	APRIL (22DAYS)	<p>Constitution: Why and How?</p> <ul style="list-style-type: none"> ● Constitution allows coordination and assurance Specification of decision-making powers ● Limitations on the powers of government ● Aspirations and goals of a society ● Fundamental identity of a people ● The authority of a Constitution ● Mode of promulgation ● The substantive provisions of a constitution ● Balanced institutional design 	<p>Teacher will start the chapter by asking question: 'Do all group and societies need rules?'</p> <p>ACTIVITY- THINK-PAIR-SHARE Questions answers asking. 2. Flowchart activity.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> ● Understand the making of the constitution. ● Understand the need for a constitution. ● Learn the basic features of the constitution. ● Describe the process of making the Indian constitution. ● Identify the sources of the constitution. ● Develop Critical thinking about the different constitution of the world
2.		<p>Rights in the Indian constitution</p> <p>The importance of rights</p> <ul style="list-style-type: none"> ● Bill of Rights <p>b) Fundamental rights in the Indian Constitution</p> <ul style="list-style-type: none"> ● Right to Equality ● Right to Freedom ● Right against Exploitation ● Right to Freedom of Religion ● Cultural and Educational 	<p>Teacher will start with a Discussion method.</p> <p>ACTIVITY- QUIZ 1. Case.</p>	<p>Understand the philosophy of the constitution Students will be able to-</p> <ul style="list-style-type: none"> ● Understand the fundamental rights given in the Indian constitution. ● Define fundamental rights in democracy. ● Understand about DPSP their need.

		<ul style="list-style-type: none"> Rights Right to Constitutional Remedies <p>c) Directive principles of state policy</p>		
3.		<p>Political theory: An introduction</p> <ul style="list-style-type: none"> What is politics? What do we study in political theory? Putting Political theory into practice <p>Why should we study political theory</p>	<p>Teacher will start the chapter by asking: is politics only about elections?</p> <p>ACTIVITY- Writing keywords on board and connecting them to political theory.</p>	<p>Students will be able to –</p> <ul style="list-style-type: none"> Understand the meaning of Political Science, theory and Politics. Develop critical thinking skills. Develop a critical understanding about political principles and ideas. Know the importance of political theory.
4.	MAY (15 DAYS)	<p>Election and Representation</p> <ul style="list-style-type: none"> Elections and democracy Election system in India First Past the Post System Proportional representation Why did India adopt the FPTP system? Reservation of constituency Free and fair elections Universal franchise and right to contest Independent Election 	<p>Teacher will start the topic by asking “how do we choose our class monitor?”</p> <p>Activity- students nominate candidates.</p> <p>2. POSTER MAKING</p>	<p>Student will be able to-</p> <ul style="list-style-type: none"> Understand the Need for an independent judiciary in democracy. Explain the electoral process in India. Know the difference between FPTP and the PR system of Election. Identify the reforms we need to change the election system in India. Identify the election system for various public posts in India

5.		<p style="text-align: center;">Commission Electoral Reforms</p> <p style="text-align: center;">Freedom</p> <ul style="list-style-type: none"> ● The Ideal of freedom ● The sources of Constraints- Why do we need constraints? ● The Harm Principal Negative and Positive liberty 	<p>Teacher will give situations: Freedom of speech misuse.</p> <p>ACTIVITY- Teacher will organize a debate on negative and positive liberty.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> ● Understand the meaning of freedom. ● Understand freedom need reasonable restrictions ● Identify the difference between Negative and Positive Liberty. ● Understand the difference between Liberty and Freedom.
6.	JULY (25 DAYS)	<p style="text-align: center;">Equality</p> <ul style="list-style-type: none"> ● Why does equality matter? ● Equality of opportunities ● Natural and Social Inequalities ● Three dimensions of equality ● Feminism, Socialism ● How can we promote equality? 	<p>Teacher will start with the discussion on equality.</p> <p>ACTIVITY- Teacher will organize a debate on reservation policy in the class.</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> ● Understand the meaning of equality. ● Explain equality in the Indian constitution. ● Know the principle of affirmative action. ● Critically analyze the process of special treatment or different behaviors with different people.

7.		<p style="text-align: center;">Executive</p> <ul style="list-style-type: none"> ● What is an executive? ● What are the different types of executives? ● Parliamentary executive in India ● Power and position of President ● Discretionary Powers of the President ● Prime Minister and Council of Ministers ● Permanent Executive: Bureaucracy 	<p>Teacher will start the chapter by asking the new law in the parliament and role of PM.</p> <p>Activity- Diagram making: Students will draw structure.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Understand the Power and Functions of President, Vice President, Prime Minister and Council of Ministers. ● Explain the relations between executive and judiciary. ● Understand powers and functions of the executive. ● Know the meaning of Bureaucracy. ● Understand the relation between the Prime Minister and President.
8.		<p style="text-align: center;">Legislature</p> <ul style="list-style-type: none"> ● Why do we need a parliament? ● Why do we need two houses of parliament? · Rajya Sabha · Lok Sabha ● What does the parliament do? · Powers of Rajya Sabha ● Special Powers of Rajya Sabha ● How does the parliament make laws? ● How does the parliament control the executive? ● What do the committees of parliament do? ● How does the parliament regulate itself? 	<p>If students could make school rules, what rules would you create?</p> <p>ACTIVITY- Mini Parliament Simulation</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> ● Understand the composition and powers of Lok Sabha and Rajya Sabha ● Know the Difference between Unicameral and Bicameral Legislature. ● Describe law making process. ● Develop awareness about parliamentary debates and discussions. ● Critically analyze

				<p>the need off legislature system in India.</p> <ul style="list-style-type: none"> • Understand the difference between State Legislative Assembly and State Legislative Council
9.	AUGUST (19DAYS)	<p style="text-align: center;">Judiciary</p> <ul style="list-style-type: none"> • Why do we need an independent judiciary? • Independence of Judiciary • Appointment of Judges • Removal of Judges • Structure of the Judiciary • Jurisdiction of supreme Court • Original Jurisdiction • Writ Jurisdiction • Appellate Jurisdiction • Advisory Jurisdiction • Judicial Activism <p>Judiciary and Rights Judiciary and Parliament</p>	<p>Teacher will start the topic will general understanding of the judiciary.</p> <p style="text-align: center;">ACTIVITY- MOOT COURT</p>	<p>students will be able to-</p> <ul style="list-style-type: none"> • Understand the need and functions of the Judiciary. • Identify the provision regarding independence of the Judiciary. • Know the composition of decentralized and integrated Judicial systems in India.
10.		<p style="text-align: center;">Federalism</p> <ul style="list-style-type: none"> • What is Federalism? • Federalism in the Indian Constitution • Division of Powers Federalism with a strong central government • Conflicts in India's federal system • Centre-State Relations • Demands for Autonomy • Role of Governors and President's Rule • Demands for New States • Interstate Conflicts • Special provisions 	<p>Teacher will start the chapter by making flow chart on the board.</p> <p style="text-align: center;">ACTIVITY- Power distribution game</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> • Understand the meaning and nature of the federal system in India. • Understand the importance of power sharing. • Know the different levels of government in India. • Learn the constitutional provision, Union, State and

11.		<ul style="list-style-type: none"> ● Jammu and Kashmir <p style="text-align: center;">Social Justice</p> <ul style="list-style-type: none"> ● What is Justice? ● Equal Treatment for Equals ● Proportionate Justice ● Recognition of Special Needs ● Just distribution ● John Rawls Theory of Justice ● Pursuing Social Justice ● Free Markets versus State Intervention 	<p>Teacher will start the topic by giving students same situation and same task.</p> <p>ACTIVITY: Give unequal material to group (reaction observation)</p>	<p>Concurrent list of subjects.</p> <ul style="list-style-type: none"> ● Identify the exceptions that are given in the constitution regarding central and state relations. <p>The students will be able-</p> <ul style="list-style-type: none"> ● Understand the meaning and Significance of Justice. ● To analyze the historical development of Justice as an idea. ● Critically analyze the theory of justice given by John Rawls. ● Identify the policies that are made by the government to establish justice in the society.
12.	SEPTEMBER (11 DAYS)	<p style="text-align: center;">Rights</p> <ul style="list-style-type: none"> ● What are Rights? ● Where do rights come from? ● Legal rights and the state <p style="text-align: center;">Kinds of rights</p> <p style="text-align: center;">Rights</p> <p style="text-align: center;">and responsibilities</p>	<p>Teacher will start the topic: can you live freely without rights:</p> <p>ACTIVITY: Role Play</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> ● Understand the meaning and importance of rights. ● Identify the difference between Natural and Human Rights. ● Know the history of Rights in different centuries.

				<ul style="list-style-type: none"> • Understand the idea of John Locke • Explain the Kinds of Rights. • Critically analyze the importance of rights
13.	OCTOBER (20 DAYS)	<p style="text-align: center;">Citizenship</p> <ul style="list-style-type: none"> • Introduction • Full and equal membership • Equal Rights • Citizen and Nation • Universal Citizenship • Global Citizenship 	<p>With the help of some image's teacher will start with the chapter.</p> <p>-</p> <p>ACTIVITY- students list actions of a "good citizens" discussion follows</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> • Understand the expanding meaning of citizenship. • Identify the challenges for the state regarding political identity. • Develop sense of responsibility towards nations. • Understand the relation between Citizen and Nation.
14.		<p style="text-align: center;">Local Government</p> <ul style="list-style-type: none"> • Why local governments? • Growth of Local Government in India • Local Governments in Independent India • 73rd and 74th amendments • 73rd Amendment • Three Tier Structure • Elections • Reservations • Transfer of Subjects • State Election Commissioners • State Finance Commission • 74th Amendment • Implementation of 73rd and 74th 	<p>Teacher will start the topic by asking: what makes you a citizen of country.</p> <p>ACTIVITY-1. Group discussion on the merits and demerits of local government. • Structured diagram.</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> • Understand the historical development about the establishment of local government in India. • Know the 73rd and 74th amendment • Identify the role of • The State election commission.

15.		<p style="text-align: center;">Amendments</p> <p style="text-align: center;">Nationalism</p> <ul style="list-style-type: none"> ● Introducing Nationalism ● Nations and Nationalism ● Shared Beliefs ● History ● Shared National Identity ● National self-determination ● Nationalism and Pluralism 	<p>By asking question: what makes a nation? What is the difference between nation and nationalism.</p> <p>Activity- THINK SHARED DISCUSS.</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> ● Understand the meaning of Nationalism. ● Identify the historical events that anchor the feeling of nationalism in India. ● Critically analyze the idea of nationalism ● Appreciate the link between nationalism and democracy
16.	NOVEMBER (18 DAYS)	<p style="text-align: center;">Constitution as a living document</p> <ul style="list-style-type: none"> ● Are constitutions static? ● How to amend the constitution? ● Why have there been so many amendments? ● Contents of amendments made so far ● Differing Interpretations ● Amendments through Political Consensus ● Controversial Amendments ● Basic structure and evolution of the constitution ● Constitution as a Living Document ● Contribution of the Judiciary ● Maturity of the Political Leadership 	<p>With the flow charts of amendments that have been made in the constitution teacher will start explaining the chapter.</p> <p>ACTIVITY: Brainstorming (To assess the achievements and drawbacks of constitution)</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Develop an understanding of constitution as a living document ● Analyze about the different types of amendments and its need. <p>Appreciate the contribution of judiciary over the years.</p>

17.	DECEMBER (23 DAYS)	<p>The Philosophy of the constitution</p> <ul style="list-style-type: none"> • What is meant by philosophy of the constitution? • Constitution as Means of Democratic Transformation • Why do we need to go back to the Constituent Assembly? • What is the political philosophy of our constitution? • Individual freedom • Social Justice • Respect for diversity and minority rights • Secularism 	<p>With the flow charts of amendments that have been made in the constitution teacher will start the explaining the chapter.</p> <p>ACTIVITY: Brainstorming (To assess the achievements and drawbacks of constitution)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the true meaning of philosophy of the constitution. • Recognize the core features of the constitution. • Analyze the strength and limitation of the constitution.
18.		<p>Secularism</p> <ul style="list-style-type: none"> • What is Secularism? • Inter-religious Dominance • Intra-religious Dominance • Secular State • The western model of secularism • The Indian model of secularism • Criticisms of Indian secularism • Western Import • Minoritism • Interventionist • Vote Bank Politics 	<p>Teacher will start the topic by discussing the meaning of secularism.</p> <p>ACTIVITY- Teacher will organize a group discussion on “how we can develop religious harmony in India”</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> • Critically analyze the meaning of secularism. • Understand the difference between the Indian model and western model of secularism. • Know the secular features of the Indian Constitution

	JANUARY (16DAYS)	Map / cartoon based questions	Withthehelp of an Indian/world political map teacher will mark the Importantlocation thatconnectswith the understanding of the topic.	The students will be able to- <ul style="list-style-type: none"> • Locatecountriesand states with given information. • Critically analyze the topics and express the min Theirwords
		REVISION		

PROJECTWORK

Role of the teacher:

A teacher should:

- Help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic.
- Play the role of a facilitator to support and monitor the project work of the learner through periodic discussions.
- Guide their research work in terms of sources for the relevant data
- Ensure that students understand the relevance and usage of primary evidence and other sources in their project to ensure that students are able to derive a conclusion from the content and cite the limitations faced during the research and give appropriate references used in doing the research work
- Educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work

Project overview:

- The Project work will be implemented for 20 Marks.
- Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
- For class XII, the evaluation for 20 marks project work should be done jointly by the internal and external examiners and for class XI the evaluation can be done by the internal examiner. The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class or any contemporary issues.
- The project work can be culminate the form of films, albums, songs, storytelling debate, Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
- The teachers should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.

Suggested topics for project work

1. Making of the Constitution.
2. Elections in India.
3. Working of the Indian Judiciary System.
4. Social Justice: Are ethics followed in Indian Politics
5. Human Rights Act and its gratification in India.
6. Political impact on Indian Legislation.

The marks will be allocated under the following heads:

S.NO.	COMPONENTS	MARKS ALLOTTED
1.	INTRODUCTION/OVERVIEW	2
2.	VARIETY OF CONTENT	3
3.	PRESENTATION	3
4.	CONCLUSION	1
5.	BIBLIOGRAPHY	1
6.	VIVA-VOCE	10
	TOTAL	20

SARLACHOPRADA VSCHOOL
ACADEMIC PLAN
SESSION 2026-27
CLASS 11
Economics

Learning Objectives

1. To promote problem solving abilities and creative thinking in students.
2. To strengthen the concepts developed at the secondary stage, to provide firm foundation for further learning in the subject.
3. To expose the learner to different processes used in economics related industrial and technological applications
4. To develop conceptual competence in the learners.
5. To develop experimental, observational, manipulative, decision making and investigatory skills in students.

**ECONOMIC THEORY PAPER MAXIMUM
MARKS -80**

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units	Marks	Periods
Part A		
Statistics for Economics		
Introduction	15	10
Collection, Organisation and Presentation of Data		30
Statistical Tools and Interpretation	25	50
	40	
Part B		
Introductory Microeconomics		
Introduction	04	10
Consumer's Equilibrium and Demand	14	40
Producer Behaviour and Supply	14	35
Forms of Market and Price Determination under perfect competition with simple applications	08	25
	40	
		200
Part C		
Project Work	20	20

APRIL

Month	Working Days	TopicstobeCovered	Experiments/ Activities	Learning Outcomes
April	22	Statistics: meaning, scope, functions, importance; limitations of statistics; collection of data; primary vs secondary data; methods of data collection; census & sample; introduction to microeconomics; central problems; PPC; opportunity cost; marginal opportunity cost; economic activities; scarcity & choice	Poster making (economic future); survey using primary data; questionnaire preparation; assignment on microeconomics; smart class using NSO data; class discussion on scarcity; real-life case study; group work on PPC shifts; diagram practice; quiz on basic concepts	Understand statistical tools; apply data collection methods; differentiate primary & secondary data; analyze limitations of statistics; explain PPC and its shifts; understand opportunity cost; relate economics to daily life; develop analytical thinking; improve data interpretation skills; build concept clarity

MAY

Month	Working Days	Topicstobe Covered	Experiments/ Activities	Learning Outcomes
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May	15	Measures of central tendency (mean, median, mode); individual & discrete series; correlation meaning & types; scatter diagram; Karl Pearson method; Spearman rank; index numbers meaning; types (WPI, CPI); inflation meaning & types; uses of index numbers	Peer teaching sessions; numerical worksheets; quiz on formulas; case study on inflation; group discussion on price rise; practice of correlation problems; data interpretation exercises; graph plotting; ICT-based learning; assignment work	Calculate mean, median, mode; interpret correlation; apply formulas; analyze inflation; understand index numbers; develop numerical skills; interpret economic data; enhance peer learning; improve problem-solving ability; connect theory with real-life
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JULY

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
July	25	Micro vs macroeconomics; positive vs normative economics; central problems (what, how, for whom); production possibility curve; opportunity cost; shifts in PPC; production function; short run concepts; law of variable proportions (intro); economic systems	Graph assignments; COVID-19 impact analysis; debate on resource allocation; diagram practice; group discussion; real-life examples; project work; case study analysis; ICT presentation; worksheet solving	Differentiate micro & macro; understand central problems; analyze PPC; interpret graphs; understand production concepts; apply economic reasoning; develop analytical thinking; improve diagram skills; connect theory with real life; enhance discussion skills

AUGUST

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
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August 19 t	Utility approach; marginal utility; law of diminishing marginal utility; consumer equilibrium(1good&2 goods); indifference curves; budget line; demand; determinants of demand; demand schedule; elasticity of demand; methods of measurement	Smartclassmodule; wall magazine; role play (consumer decisions);elasticity numericals; case study; graph drawing; group discussion; assignment; quiz; real-life examples	Understand utility & equilibrium; analyze demand; interpret curves; calculate elasticity; apply concepts; improve diagramskills;develop reasoning; connect theory to daily life; enhance participation; buildconceptualclarity
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SEPTEMBER

Month	Working Days	TopicstobeCovered	Experiments/ Activities	LearningOutcomes
Septemb er	11	Perfect competition; features; market equilibrium;demand& supply interaction; shifts in curves; price determination; price ceiling; price floor; excess demand & supply;applicationsin real life	Assignment on equilibrium; smart class simulation; graphpractice;case study on MSP; group discussion; role play; quiz; worksheet; real-life examples; ICT-basedactivity	Explain equilibrium; analyze shifts; interpret graphs; understand price control; evaluate governmentpolicies; apply concepts; improve analytical thinking; enhance diagramskills;relate theory to real life; develop reasoning

OCTOBER

Month	Working Days	TopicstobeCovered	Experiments/ Activities	LearningOutcomes
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October r	20	Production function; law of variable proportions; cost concepts (TC, AC, MC); fixed & variable cost; revenue concepts (TR, AR, MR); producer equilibrium; supply; determinants of supply; elasticity of supply; measurement methods	Peer teaching; nukkad natak; numerical practice; graph drawing; case study; business examples; assignment; group discussion; ICT learning; quiz	Understand cost & revenue; analyze equilibrium; interpret curves; apply elasticity; improve numerical skills; connect theory with business; develop analytical ability; enhance participation; improve graph skills; build clarity
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☐ NOVEMBER

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
November r	18	Index numbers detailed; CPI, WPI, IIP; uses; inflation causes & effects; simple aggregative method; weighted index (basic); price trends; cost of living index; limitations	Assignment; smart class; data analysis; group discussion; newspaper reading; case study; project work; quiz; ICT tools; graph plotting	Understand index numbers; analyze inflation; interpret data; apply formulas; connect to real economy; improve analytical skills; enhance awareness; develop critical thinking; improve data handling; build clarity

❁ DECEMBER

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
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December r	23	Correlation detailed; scatter diagram; Karl Pearson; Spearman rank; interpretation; positive & negative correlation; real-life applications; statistical relationships	Data collection project; case studies; newspaper discussion; numerical practice; ICT tools; graph plotting; assignment; quiz; group discussion; presentation	Calculate correlation; interpret relationships; apply statistical tools; analyze data; improve numerical skills; enhance reasoning; connect theory with real data; develop analytical thinking; improve presentation; build clarity
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JANUARY

Month	Working Days	Topics to be Covered	Experiments/ Activities	Learning Outcomes
January	16	Presentation of data; tabular presentation; bar diagrams; pie charts; histogram; polygon; ogive; time series; graphical interpretation; data analysis	Project-based learning; chart making; graph practice; ICT presentation; exhibition; assignment; quiz; group work; case study; practical work	Present data effectively; draw diagrams; interpret graphs; apply statistical tools; improve visualization; enhance analytical skills; develop presentation skills; connect theory to practice; build confidence; improve clarity

Holiday Homework

Break	Work Assigned
Summer Break	NCERT questions; mind maps; diagrams; revision; worksheets
Winter Break	Sample papers; revision; numericals; case studies

HISTORY

CLASS—XI(2026-27)

Objectives:

- Effort in these senior secondary classes would be to emphasize to students that history is a critical discipline, a process of inquiry, a way of knowing about the past, rather than just a collection of facts. The syllabus would help them to understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops.
- The syllabus would also enable students to store/relate/compare developments in different situations, analyze connections between similar processes located in different time periods, and discover the relationship between different methods of inquiry within history and the allied disciplines.
- The syllabus in class XI is organized around some major themes in world history. The themes have been selected so as to (i) focus on some important developments in different spheres-political, social, cultural and economic, (ii) study not only the grand narratives of development-urbanization, industrialization and modernization-but also to know about the processes of displacements and marginalization. Through the study of these themes' students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.
- The treatment of each theme in class XI would include
 - o an overview of the theme under discussion
 - o a more detailed focus on one region of study
 - o an introduction to a critical debate associated with the issue.

While the themes in both these classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion.

- In class XII the focus will shift to a detailed study of some themes in ancient, medieval and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will be built on the knowledge that the students have acquired in the earlier classes.
- Each theme in class XII will also introduce the students to one type of source for the study of history. Through such a study, students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyze these sources, the problems and difficulties of interpreting each type of source, and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.

- Each theme for class XI will be organized around four sub-heads:
 - o a detailed overview of the events, issues and processes under discussion or a summary of the present state of research on the theme
 - o an account of how knowledge about the theme has been acquired
 - o an excerpt from a primary source related to the theme, explaining how it has been used by historians.

CLASS-XI: THEMES IN WORLD HISTORY			
	THEMES		
DAYS		METHODOLOGY/ ACTIVITIES	LEARNING OUTCOMES

<p>APRIL 22 Days</p>	<p>Introduction to World History</p> <p>1. Writing and City Life Focus: Iraq, 3rd millennium BCE</p> <ul style="list-style-type: none"> a) Growth of towns b) Nature of early urban societies <p>Historians' Debate on uses of writing</p>	<p>To use a table to bring out the connection between city life and culture of contemporary civilizations.</p> <p>Group discussion to discuss whether writing is significant as a marker of civilization.</p> <p>Map Work Activity</p> <p>Students locate and label Mesopotamia, Tigris River and Euphrates River on a map. This helps them understand the geographical setting of early civilisation</p> <p>Source-Based Question Activity</p>	<p>At the completion of this unit students will be able to:</p> <p>Compare and analyze the transformation from Neolithic to Bronze Age Civilization in order to understand the myriad spheres of human development.</p> <p>Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations.</p> <p>Analyze the outcomes of a sustained tradition of writing</p>
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	<p>2. Roman Empire - An Empire across Three Continents</p>	<p>Students analyze extracts from texts like Epic of Gilgamesh. This improves interpretation and exam skills</p> <p>Use of maps to facilitate an easier comprehension of the changing dynamics of political history.</p> <p>Group discussion on slavery as a significant element in the economy.</p> <p>Use of flowcharts to learn the cultural transformation during that period.</p> <p>Think-Pair-Share</p> <p>Students first think individually, then discuss in pairs about the lifestyle of Romans, and finally share with the class. This improves participation and understanding.</p> <p>Timeline Activity</p> <p>Students create a timeline from the rule of Augustus to the decline of the empire. This helps in understanding</p>	<p>Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.</p> <p>Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery.</p> <p>Examine the domains of cultural transformation in that period & the impact of slavery</p>
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		<p>chronological developments.</p> <p>Debate Activity-</p> <p>Topic: <i>“Was the Roman Empire beneficial for its people?”</i></p> <p>This develops critical thinking and argument skills.</p> <p>Source-Based Activity</p> <p>Students read short extracts from Tacitus or other sources and answer questions.</p> <p>This improves interpretation skills for exams</p>	
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<p>MAY-15Days</p>	<p>3. Nomadic Empires Focus: The Mongol, 13th to 14th century</p> <p>The nature of nomadism. Formation of empires.</p> <p>Conquests and relations with other states.</p> <p>Historians' views on nomadic societies and state formation.</p>	<p>Discussion on the life of pastoralist society.</p> <p>Textual reading and discussion about Genghis Khan.</p> <p>Flowchart Activity</p> <p>Students create a flowchart showing the rise and expansion of Genghis Khan. This helps in understanding sequence and cause-effect relationships.</p> <p>Comparison Chart</p> <p>Students make a table comparing nomadic and settled societies. This improves conceptual clarity.</p> <p>Pyramid Chart Activity</p> <p>Students create a pyramid showing social hierarchy in nomadic society. This helps in understanding structure clearly.</p> <p>Debate Activity</p> <p>Topic: "Were</p>	<p>At the completion of this unit students will be able to:</p> <p>Identify the living patterns of nomadic pastoralist society.</p> <p>Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler.</p> <p>Analyze socio-political and economic changes during the period of the descendants of Genghis Khan</p>
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		<i>nomadic empires destructive or constructive?"</i> This develops critical thinking and argument skills.	
July-25 Days			

	<p>SECTION-III: CHANGING TRADITIONS Introduction 4. The Three Orders. Focus: Western Europe 13th-16th century a) Feudal society and economy b) Formation of state c) Church and society d) Historians' views on decline of feudalism</p>	<p>Question Circle Activity</p> <p>Students sit in a circle and ask/answer questions related to the chapter. This encourages active learning and quick revision.</p> <p>Case-Based Discussion</p> <p>The teacher presents a situation from medieval Europe. Students discuss how each order would respond. This improves analytical ability.</p> <p>Role-Based Discussion-</p> <p>Students take roles of clergy, nobles, and peasants and discuss their rights and duties. This helps in understanding perspectives of different social groups.</p> <p>Show how the debate on the decline of feudalism helps in understanding</p>	<p>At the completion of this unit students will be able to:</p> <p>Explain the myriad aspects of feudalism with special reference to the first, second, third and fourth order of the society.</p> <p>Relate between ancient slavery and serfdom.</p> <p>Assess the 14th century crisis and rise of the nation states.</p> <p>Examine similarities between the conditions of life for a French serf and a Roman Slave.</p>
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		processes of transition.	
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August-19 Days			
	<p>5. Changing Cultural Traditions Focus: Europe 14th-17th century</p> <p>a) New ideas and new trends in literature and arts</p> <p>b) Relationship with earlier ideas</p> <p>c) The contribution of West Asia.</p> <p>d) Historians' viewpoint on the validity of the notion 'European Renaissance'</p>	<p>Art Interpretation Discussion</p> <p>Students observe paintings of Leonardo da Vinci and discuss what changes they notice from medieval art. This helps them understand cultural transformation visually.</p> <p>Statement Analysis Discussion</p> <p>The teacher gives statements like "<i>Humanism changed thinking in Europe</i>". Students agree/disagree with reasons. This improves analytical and reasoning skills.</p> <p>Impact Discussion-</p> <p>Students discuss how Renaissance ideas still influence modern life (education, art,</p>	<p>At the completion of this unit students will be able to Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.</p> <p>Relate the different facets of Italian cities to understand the characteristics of Renaissance Humanism and Realism.</p> <p>Compare and contrast the condition of women in the Renaissance period.</p> <p>Recognize major influences on the architectural, artistic, and literary developments in order to understand the facades of Renaissance.</p> <p>Analysis on the approach of Martin Luther and Erasmus toward the Roman Catholic</p>

		<p>science). This connects history with present-day understanding.</p>	<p>Church and its impact on later reforms.</p>
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<p>Sep-11 Days</p>	<p>6. Confrontation of cultures Focus: America 15th to 18th century</p> <p>European voyages of exploration Search for gold, enslavement, raids, extermination. Indigenous people and cultures- Arawak, the Aztecs and the Incas</p> <p>History of displacements</p> <p>Historians' viewpoint on slave trade.</p>	<p>Role Play – Two Perspectives</p> <p>One group represents Europeans and another represents native people. They discuss encounters and conflicts to understand both viewpoints.</p> <p>Debate Activity</p> <p>Topic: <i>“Was European colonisation a cultural exchange or cultural destruction?”</i> This develops critical thinking and balanced judgment.</p> <p>Group Discussion Activity-</p> <p>Students discuss the impact of European expansion on indigenous cultures</p>	<p>At the completion of this unit students will be able to</p> <p>Synthesize information about the ancient civilizations of Latin America.</p> <p>Compare, contextualize and contrast the political, social, economic and cultural history of central American civilizations.</p> <p>Analyze how the quest for exploration stimulated developments.</p> <p>Examine the consequences of voyages in order to understand the expansion of Europe, America and Africa.</p>
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		<p>in America. This helps them understand cultural conflict and change.</p>	
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<p>October - 20 Days</p>	<p>SECTION -IV 7.PATHS TO MODERNISATION</p>	<p>Comparative Discussion Activity</p> <p>Students compare different paths of modernisation in Europe, Japan, and China. This helps them understand that modernisation was not the same everywhere.</p> <p>Cause–Effect Discussion</p> <p>Students discuss how industrialisation and reforms led to modern societies. This builds logical thinking and connection between events.</p> <p>Think–Pair–Share</p> <p>Students think about what “modernisation” means today, discuss in pairs, and share views. This connects history with present-day understanding.</p>	<p>At the completion of this unit students will be able to Deduce the histories of China and Japan from the phase of imperialism to modernization.</p> <p>Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.</p> <p>Analyse the domains of Japanese nationalism prior and after the Second World War.</p> <p>Summarize the nationalist upsurge in China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism.</p>
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<p>November- 18 Days</p>	<p>8. Displacing Indigenous People Focus: North America and Australia, 18th to 20th century</p>	<p>Diary Entry Discussion</p> <p>Students imagine and discuss a diary entry from the point of view of an indigenous person. This helps build empathy and understanding of historical experiences.</p> <p>Picture Analysis Talk</p> <p>Students observe historical images/paintings of settlements and discuss what changes they notice in land use. This improves observation and interpretation skills.</p> <p>Fishbowl Discussion</p> <p>One group sits inside and discusses causes of displacement, while others observe and later add points.</p>	<p>At the completion of this unit students will be able to</p> <p>Evaluate the process of displacement of the native people which led to the development of America and Australia</p> <p>Recount some aspects of the history of the</p> <p>Comprehend the history of China from colonization to the era of socialism</p>

		<p>This encourages active listening and structured discussion.</p> <p>Problem–Solution Discussion</p> <p>Students discuss: <i>“How could conflicts between settlers and indigenous people have been reduced?”</i></p> <p>This develops critical and creative thinking</p>	
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MAPWORK OF UNITS 1-8	Map Topics by Chapter	<p>Writing and City Life (Mesopotamia)</p> <p>Countries/Regions: Iraq, Iran, Turkey, Syria Rivers: Euphrates, Tigris Cities: Ur, Uruk, Mari, Babylon, Nineveh</p> <p>An Empire Across Three Continents (Roman Empire)</p> <p>Cities: Rome, Constantinople,</p>	<p>Helps connect historical events with geographical locations.</p> <p>Improves retention of important places through visual learning.</p> <p>Helps in understanding maps to draw conclusions about trade routes, empires, migrations, etc.</p>
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		<p>Damascus, Alexandria, Carthage Regions/Countries: Spain, Gaul (France), Italy, Egypt, Macedonia River: Nile</p> <p>Nomadic Empires (Mongols)</p> <p>Regions/Countries: Mongolia, China, Russia Cities: Karakorum, Beijing, Bukhara, Samarkand Physical Feature: Ural Mountains</p> <p>Changing Cultural Traditions (Renaissance)</p> <p>Country: Italy Cities: Rome, Florence, Venice, Milan, Bologna, Padua</p> <p>Displacing Indigenous Peoples</p> <p>Regions/Countries: North America (USA, Canada), Australia, New Zealand Regions: California, Florida</p> <p>Paths to Modernization</p> <p>Countries: Japan,</p>	
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		<p>China, Korea Region: Manchuria Cities: Tokyo, Kyoto, Beijing, Shanghai</p> <p>Essential Map Locations</p> <p>Rivers</p> <p>Tigris, Euphrates, Nile, Rhine, Danube</p> <p>Cities</p> <p>Rome, Constantinople, Baghdad, Tokyo, London, Paris</p> <p>Countries/Regions</p> <p>Italy, France, Spain, Egypt, Iraq, Iran, China, Japan, Australia</p>	
<p>Jan 2027 ----- 16 Days</p>	<p>REVISION WORK</p>	<p>Quick Recap- Revise each topic in 5–10 minutes using headings and subheadings.</p> <p>Summarize each chapter into one page: Key points, Important dates, Keywords.</p>	<p>Strengthens understanding of key topics and clears confusion.</p> <p>Helps students recognize and correct mistakes in understanding or writing.</p> <p>Strengthens understanding of key topics and clears confusion.</p>

Feb2027	REVISIONWORK	<p>Create mindmaps for chapters to link concepts visually.</p> <p>Explain topics to class.</p> <p>Practice:-3-mark answers (short points)--5-mark answers (explanations)--Long answers (structured with intro-body-conclusion).</p>	<p>Trains students to complete answers within the given time.</p> <p>Helps students recognize and correct mistakes in understanding or writing.</p>
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PROJECTWORK

CLASS XI (2026-27)

INTRODUCTION

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidences to write history.

OBJECTIVES

Project work will help students:

- To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- To develop skill to comprehend, analyze, interpret, evaluate historical evidence and understand the limitation of historical evidence.
- To develop 21st century managerial skills of co-ordination, self-direction and time management.
- To learn to work on diverse cultures, races, religions and lifestyles. • To learn through constructivism - a theory based on observation and scientific study. • To inculcate a spirit of inquiry and research.
- To communicate data in the most appropriate form using a variety of techniques. • To provide greater opportunity for interaction and exploration.
- To understand contemporary issues in context to our past.
- To develop a global perspective and an international outlook.
- To grow into caring, sensitive individuals capable of making informed, intelligent and independent choices.
- To develop lasting interest in history discipline.

GUIDELINES TO TEACHERS

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- The teachers must ensure that the project work is assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining required permission for archives, historical sites, etc.
- The 20 periods assigned to the Project Work should be suitably spaced from April to September in classes XI and XII so that students can prepare for the theory part in term - II.
- One Project should be given to the students in the month of April/May before the summer vacation and assessment of the project to be completed by September.
- The teachers must ensure that the students submit original work.
- Project reports should be hand written only.
- (Eco-friendly materials can be used by students)

The following steps are suggested:

1. Teachers should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
2. The project must be done individually / In-groups.
3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. so as to enrich the subject content.
5. The project work (one per year) can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and soon. Any of these activities which are suitable to visually impaired candidates can be performed as per the choice of the student.
6. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
7. Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

ASSESSMENT

Allocation of Marks (20)

The marks will be allocated under the following heads:

1	Project Synopsis	2 Marks
2	Data/Statistical analysis/Map work	3 Marks
3	Visual/overall presentation	5 Marks
4	Analysis/explanation and interpretation	5 Marks
5	Bibliography	1 Mark
6	Viva	4 Marks
Total		20 Marks

Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.

FEW SUGGESTIVE TOPICS FOR PROJECTS

1. Anthropological Research based on Darwin's Theory
2. Critique of the industrialization in Britain
3. Relations and impacts of past crusades
4. Making and unmaking of Mesopotamia
5. Paradigms of Greeco-Roman civilization
6. Aspirations of women in Renaissance period
7. Paths to Modernization of Japan /China
8. An Exploratory study into Humanism
9. Piecing together the past of Genghis Khan
10. An in-depth study into "now and then" paradigm of Christianity
11. An exploratory study into the realism and the transmission of Humanistic ideas
12. Scientific Revolution and the origins of modern science
13. An exploratory study into the making of America
14. Myriad Realms of Slavery in ancient, medieval and modern world.

HISTORY–CLASSXI SUBJECT CODE 027 (Session 2022-23) TIME: 3 Hours Maximum Marks: 80			
Sr. No.	Competencies	Total Marks	% Weightage
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	24	30%
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	23	28.75%
3	High Order Thinking Skills- (Analysis & Synthesis Classify, Apply, solve, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources) Evaluation- (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)	29	36.25%
4	Map skill based question- Identification,	4	5%

	location,significance		
	TotalQuestions	80	100%

CURRICULUM PLAN 2026-2027

PSYCHOLOGY

CLASS XI

Psychology is introduced as an elective subject at the higher secondary stage of school education. As a discipline, psychology specializes in the study of experiences, behaviors and mental processes of human beings within a socio-cultural historical context. This course purports to introduce the learner to the basic ideas, principles and methods in Psychology. The emphasis is to create interest and exposure needed by learners to develop their own knowledge base and understanding.

The course deals with psychological knowledge and practices which are contextually rooted. It emphasizes the complexity of behavioral processes and discourages simplistic cause-effect thinking. This is pursued by encouraging critical reasoning, allowing students to appreciate the role of cultural factors in behavior and illustrating how biology and experiences shape behavior.

It is suggested that the teaching-learning processes should involve students in evolving their own understanding, therefore, teaching of Psychology should be based on the use of case studies, narratives, experiential exercises, analysis of common everyday experiences, etc.

Learning Objectives:

- To develop appreciation about human mind and behavior in the context of learners' immediate society and environment.
- To develop in learners an appreciation of the nature of psychological knowledge and its application to various aspects of life.
- To enable learner to become perceptive, socially aware and self-reflective.
- To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.

COURSE STRUCTURE CLASS XI

(2026-2027)

One Theory Paper

Marks: 70

Units	Topics	Month of covering the topic
I	What is Psychology?	April (22 days)
II	Methods of Enquiry in Psychology	May (15 days)
III	The Bases of Human Behavior	July (25 days)
IV	Human Development	July/ August (19 days)
V	Sensory, Attentional and Perceptual Processes	September (11 days)
VI	Learning	September and October (20 days)
VII	Human Memory	November (18 days)
VIII	Thinking	December (23 days)
IX	Motivation and Emotion	January (16 days)

COURSE STRUCTURE

MONTH/NO. OF DAYS	CHAPTER NAME	METHODOLOGY	LEARNING OBJECTIVES
APRIL (22 DAYS)	<p>WHAT IS PSYCHOLOGY?</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> Introduction What is Psychology? <ul style="list-style-type: none"> Psychology as a Discipline Psychology as a Natural Science Psychology as a 	<ul style="list-style-type: none"> Discussion Brainstorming Presentation on 'What is Psychology' Videos Analogy <p>ACTIVITY</p> <p>“Psychology Around Us” Brainstorm</p> <p>Divide class into groups</p> <p>Give each group situations (exam stress, peer pressure, habits, anger)</p>	<p><i>STUDENTS WILL BE ABLE TO</i></p> <ul style="list-style-type: none"> Define Psychology and Explain The Key Terms Of The Definition Talk About The Different Branches Of Psychology Appreciate The Relevance Of

		<p>Students will identify behavior, mental processes, and examples</p> <p>Groups will present their findings in class room</p> <p>Activity 2</p> <p>Behaviour Detective</p> <p>Teacher gives 5 situations (crying baby, exam stress, jealousy etc.)</p> <p>Students identify:</p> <p>Overt behaviour</p> <p>Covert behaviour</p> <p>Discuss answers</p>	
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	<p style="text-align: center;">Social Science</p> <ol style="list-style-type: none"> 3. Understanding Mind and Behaviour 4. Popular Notions about the Discipline of Psychology 5. Evolution of Psychology 6. Development of Psychology in India 7. Branches of Psychology 8. Themes of Research and Applications 9. Psychology and Other Disciplines 10. Psychologists at Work 11. Psychology in Everyday Life 		<p style="text-align: center;">Psychology To Other Disciplines.</p> <ul style="list-style-type: none"> • Understand; Appreciate The Self and Others Better. • Understand How Psychology Can Help in Adjusting to life situations better • Gather insight regarding the different branches of Psychology • Clearly discriminate between the role of psychologist and psychiatrist • Acquire the different terminologies pertaining to Psychology
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<p>MAY (15DAYS)</p>	<p>METHODS OF ENQUIRY IN PSYCHOLOGY</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Goals of Psychological Enquiry <ul style="list-style-type: none"> • Steps in Conducting Scientific Research • Alternative Paradigms of Research 3. Nature of Psychological Data 4. Some Important Methods in Psychology <ul style="list-style-type: none"> • Observational Method • Experimental Method • Correlational Research • Survey Research • Psychological Testing • Case Study 5. Analysis of Data <ul style="list-style-type: none"> • Quantitative Method • Qualitative Method 6. Limitations of Psychological Enquiry 7. Ethical Issues 	<p>Discussion Brainstorming Presentation Videos Case study</p> <p>❖ Activity: Mini Survey Project</p> <p>Students design 3-question survey (e.g., study habits)</p> <p>Collect responses from 5 classmates</p> <p>Calculate simpler results (percentages)</p> <p>Discuss observation vs survey vs experiment</p>	<p>Explain the goals and nature of psychological enquiry,</p> <ul style="list-style-type: none"> □ Understand different types of data used by psychologists, □ Gain knowledge about the different methods of Psychological enquiry. □ Learn about the methods of various methods of analyzing data □ Select the most appropriate method of data analysis. • Learn about the limitations of psychological enquiry □ Appreciate the ethical considerations involved in conducting research.
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<p>JULY (25DAYS)</p>	<p>HUMAN DEVELOPMENT</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Meaning of Development <ul style="list-style-type: none"> • Life-Span Perspective on Development 3. Factors Influencing Development 4. Context of Development 5. Overview of Developmental Stages <ul style="list-style-type: none"> • Prenatal Stage • Infancy • Childhood • Challenges of Adolescence • Adulthood and Old Age 	<p>Discussion Brainstorming Presentation Peer learning method</p> <p>Activity: <u>Development Interview</u></p> <ul style="list-style-type: none"> • Students interview elders at home (grandparents/parents) • Ask: childhood games, schooling, responsibilities • Share in class • Discuss developmental changes <p>ACTIVITY 2 “Lifespan timeline”</p> <ul style="list-style-type: none"> • Students will draw timeline from infancy → old age • Add developmental milestones (walking, 	<p>Students will be able to-</p> <ul style="list-style-type: none"> □ Describe the meaning and process of development. □ Explain the influence of heredity and environment on human development. • Identify the stages of development and describe the major characteristics of infancy, childhood, adolescence, adulthood and old age. • Identify the challenges associated with each of these stages. □ Understand how these challenges can be overcome. • Gain better self-awareness
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		puberty, career etc.) <ul style="list-style-type: none">• Compare timelines in groups	
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<p>AUGUST (19DAYS)</p>	<p>SENSORY, ATTENTIONAL AND PERCEPTUAL PROCESSES</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Knowing the world 3. Nature and varieties of Stimulus 4. Sense Modalities <ul style="list-style-type: none"> • Visual Sensation • Auditory Sensation 5. Attentional Processes <ul style="list-style-type: none"> • Selective Attention • Sustained Attention 6. Perceptual Processes <ul style="list-style-type: none"> • Processing Approaches in Perception 7. The Perceiver 8. Principles of Perceptual Organization 9. Perception of Space, Depth and Distance <ul style="list-style-type: none"> • Monocular Cues and Binocular Cues 10. Perceptual Constancies 11. Illusions 12. Socio-Cultural Influences on Perception 	<p>Discussion Brainstorming Presentation</p> <p>Psychological experiments</p> <p>Activity: Selective Attention Test</p> <ul style="list-style-type: none"> • Teacher reads numbers+letters mixed • Students asked to listen only for numbers • Discuss attention filtering • • Example: A3B 7 D 5 K 1 	<p>Students will be able to-</p> <ul style="list-style-type: none"> □ Appreciate the different sense organs and how these help us in adapting to life. □ Insight regarding the 7 senses including Kinaesthetic and Vestibular System
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<p>SEPTEMBER R (11 DAYS)</p>	<p>LEARNING <i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Learning 	<p>Discussion Brainstorming Presentation</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciate the relevance of the various forms of learning
<p>OCTOBER (20 DAYS)</p>	<ol style="list-style-type: none"> 3. Paradigms of Learning 4. Classical Conditioning <ol style="list-style-type: none"> a. Determinants of Classical Conditioning 5. Operant/Instrumental Conditioning <ol style="list-style-type: none"> a. Determinants of Operant Conditioning 6. Key Learning Processes 7. Observational Learning 8. Cognitive Learning 9. Verbal Learning 10. Concept Learning 11. Skill Learning 12. Transfer of Learning 13. Factors Facilitating Learning 14. The Learner: Learning Styles 15. Learning Disabilities 16. Applications of Learning Principles 	<p>Psychological experiments Movie screening Activities games Activity: verbal learning experiment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the factors affecting learning, <input type="checkbox"/> Identify the learning styles. <input type="checkbox"/> Appreciate the issue of learning disabilities. <input type="checkbox"/> Analyse how the principles of learning can be applied to daily life settings. <input type="checkbox"/> Appreciate the factors affecting learning.

<p>NOVEMBER (18 DAYS)</p>	<p>HUMANMEMORY <i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Memory 3. Information Processing Approach : The Stage Model 4. Memory Systems : Sensory, Short-term and Long-term Memories 5. Level of Processing 6. Types of Long-term Memory <ul style="list-style-type: none"> • Declarative and Procedural; Episodic and Semantic 7. Knowledge Representation And Organisation in Memory 8. Memory as a Constructive Process 9. Nature and Causes of Forgetting <ul style="list-style-type: none"> • Forgetting due to Trace Decay, Interference and Retrieval Failure 10. Enhancing Memory <ul style="list-style-type: none"> • Mnemonics using Images and Organisation 	<p>Discussion Brainstorming Presentation Researches discussion Real life incidents Experiment</p> <p>ACTIVITY: Memory chain game</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Understand the relevance of memory to everyday life. • Distinguish between different types of memory. • Understand how the contents of long-term memory are represented and organized. <ul style="list-style-type: none"> <input type="checkbox"/> Learn certain strategies for improving memory. <input type="checkbox"/> Appreciate the factors affecting retention.
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<p>DECEMBER (23 DAYS)</p>	<p>THINKING</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Thinking □ Building Blocks of Thought 3. The Processes of Thinking 4. Problem Solving 5. Reasoning 6. Decision-making 7. Nature and Process of Creative Thinking □ Nature of Creative Thinking □ Process of Creative Thinking 8. Thought and Language 9. Development of Language and Language Use 	<p>Discussion</p> <p>Games</p> <p>Brainstorming</p> <p>Presentation</p> <p>Real life incidents experiment</p> <p>ACTIVITY</p> <ul style="list-style-type: none"> • Teacher will ask: “how many uses of a duster?” • Students will come up with creative answers • Discuss divergent thinking 	<p>Students will be able to-</p> <ul style="list-style-type: none"> • describe the nature of thinking and reasoning, • demonstrate an understanding of some cognitive processes involved in problem solving and decision-making, • understand the nature and process of creative thinking, • understand the relationship between language and thought, and • describe the process of language development and its use.
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<p>JANUARY (16DAYS)</p>	<p>Motivation and Emotion</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Motivation 3. Types of Motives <ul style="list-style-type: none"> • Biological Motives • Psychosocial Motives 4. Maslow's Hierarchy of Needs 5. Nature of Emotions 6. Expression of Emotions <ul style="list-style-type: none"> • Culture and Emotional Expression • Culture and Emotional Labeling 7. Managing Negative Emotions 8. Enhancing Positive Emotions 	<p>Discussion Brainstorming Presentation Researches</p> <p>discussion of Real life incidents</p> <p><u>ACTIVITY 1:</u> <u>Motivation Ranking</u></p> <p>Teacher will write on board:</p> <ul style="list-style-type: none"> * Marks * Praise * Competition * Fear of punishment <p>Students will rank what motivates them most</p> <p>Discuss intrinsic vs extrinsic motivation</p> <p><u>ACTIVITY 2</u> <u>Emotion Charades</u></p> <p>Students will pick emotion card (happy, fear, anger)</p> <p>Act without speaking</p> <p>Class guesses emotion</p> <p>Discuss expression of emotions</p>	<p><i>Students will be able to;</i></p> <p>understand the nature of human motivation,</p> <ul style="list-style-type: none"> • describe the nature of some important motives, • describe the nature of emotional expression, • understand the relationship between culture and emotion, and • know how to manage your own emotions
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The students shall be required to undertake **one project and conduct two experiments**. The project would involve the use of different methods

of enquiry and related skills. Practical would involve conducting experiments and undertaking small studies, exercises, related to the topics covered in the course (e.g. Human development, Learning, Memory, Motivation, Perception, Attention and Thinking).

Practical Examination

- | | |
|-----------------------------------|----------|
| • Practical(Experiments)file | 05Marks |
| • Projectfile | 05Marks |
| • VivaVoce(Projectandexperiments) | 05Marks |
| • Oneexperiment | 10Marks* |

- Oneexperiment10marks*(05marksforconductionofpracticaland05marksfor report writing)
- Presentationofpsychologymagazines andcareer booklet.(05 marks)

HOLIDAYSHOMEWORK

SUMMERHOLIDAYS:

*Watchanythreemoviesfromthelistgivenintheclassandwriteadetailedpsychologicalreview on the basis of your understanding of psychological principles.

* Artintegrationproject:PsychologyMagazine–Createamagazineonanypsychology-relatedtopicof your interest. You are free to choose the theme and content based on psychology.

WINTERHOLIDAYS;

- Completetheassignment/ worksheetsgive nintheclass .

- PrepareaCAREERBOOKLET

- ✓ Thebookletmustconsistofadetailedinterviewofoneprofessionalfromthefieldyouaspirefor.
- ✓ CareerBooklet–Chooseanythreecareersthatarepossiblewiththesubjectsyouhavealready opted for and do detailed research on each career. The booklet should include complete information, such as:
 - ❖ Descriptionofthe career
 - ❖ Requiredqualificationsand skills
 - ❖ DetailsofCompetitive/entranceexams
 - ❖ Topcolleges/universities
 - ❖ Feestructure
 - ❖ Scope,salary, andjobopportunities
 - ❖ Companies/organisationsthathireprofessionalsin thisfield,etc.
 - ❖ Addpoints accordingly.

ACADEMIC PLAN
CLASS XI
2026-2027
SUBJECT-ACCOUNTANCY

Learning Objectives:

- Analyze financial information for decision-making
- To familiarize students with new and emerging areas in the preparation and presentation of financial statements.
- To acquaint students with basic accounting concepts and accounting standards.
- To develop the skills of designing need based accounting database.
- To appreciate the role of ICT in business operations.
- To develop an understanding about recording of business transactions and preparation of financial statements.
- To understand basic concepts of Accounting
- To learn accounting principles and standards
- Record business transactions systematically
- Prepare basic financial statements
- Understand the accounting cycle

MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY/ACTIVITY	LEARNING OBJECTIVES
<p style="text-align: center;">APRIL 22</p>	<p>PART-A:-FINANCIAL ACCOUNTING -I CHAPTER:- INTRODUCTION TO ACCOUNTING</p> <p>Accounting- concept, meaning, as a source of information, objectives, advantages and limitations, types of accounting information; users of accounting information and their needs. Qualitative Characteristics of Accounting Information. Role of Accounting in Business</p>	<p>Activity (to introduce the lesson): Probing questions based on Story Telling related to purchase and sell of articles.</p> <p>:-Students will make COLLAGE</p>	<p>They will explain meaning, importance & limitations of Accounting.</p> <p>They will differentiate between Accounting and Bookkeeping.</p> <p>Students will be able to explain the Role of Accounting in Business and system of Accounting.</p> <p>Students will be able to know about Qualitative characteristics of Accounting and role of Accounting in Business and system of Accounting</p>

<p>APRIL 21(CONTD)</p>	<p>CHAPTER : 2 BASIC ACCOUNTING TERMS</p> <p>Basic Accounting Terms- Entity, Business Transaction, Capital, Drawings. Liabilities (Non Current and Current). Assets (Non Current, Current); Expenditure (Capital and Revenue), Expense, Revenue, Income, Profit, Gain, Loss, Purchase, Sales, Goods, Stock, Debtor, Creditor, Voucher, Discount (Trade discount and Cash Discount)</p>	<p>ART INTEGRATED ACTIVITY</p> <p>:- Students will present in the form of a skit (businessman)</p>	<p>Students will be able to differentiate between assets and liabilities, Debtors and Creditors.</p> <p>Give examples of terms like business transaction, liabilities, assets, expenditure and purchases.</p>
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MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">MAY 15</p>	<p>Chapter- THEORYBASEOF ACCOUNTING</p> <ul style="list-style-type: none"> • Fundamental accounting assumptions: GAAP:Concept • Basic Accounting Concept : Business Entity, Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition,Matching, Full Disclosure, Consistency, Conservatism, • Materialityand Objectivity • Accounting Standards: Applicability of AccountingStandards (AS) and Indian AccountingStandards (Ind AS) 	<p>Activity: Students will beaskedtovisitvarious organizations near to them to find principles followed in these organizations.</p>	<p>Students will able to recallthemeaningof GAAP.</p> <p>Students will be able toRecalltheRulesof AS and IAS.</p> <p>Studentswillbeable to know about the various principles and concepts.</p> <p>Studentswillbeable to apply these principles in Real Situation</p>

MAY15(CONT)	CHAPTER:4Basisof AccountingSystemof Accounting. Basis of Accounting: Cashbasisandaccrual basis	ACTIVITY :-Students will make the mind mapof thischapterintheirnotebook	Theywillbeableto analyze accounting transactions on accrual basis and Cash basis. Theywilldifferentiate between accrual basis and cash basis system
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MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">JULY 25</p>	<p>CHAPTER5- ACCOUNTING EQUATION</p> <p>Accounting Equation Approach: Meaning and Analysis Practical problems</p>	<p>ACTIVITY :- Students will make the accounting equation of their home expenses</p>	<p>Students will be able to prepare the accounting equation and able to calculate opening capital , closing capital , profit or loss for the year etc .</p> <ul style="list-style-type: none"> • Explain the concept of accounting equation and appreciate that every transaction affects either both the sides of the equation or a positive effect on one item and a negative effect on another item on the same side of accounting equation. <p>Students will be able to prepare Balance sheet</p>

JULY25(CONT)	CHAPTER:6 Rules of Debit and credit Traditional Approach and Modern Approach. ClassificationofAccounts Meaningof Debit and credit. Introduction of T shape Account	Theywillbe asked to prepareasmallcharts on various traditional approach	Studentswillbeable to recall the three golden rules of accounting. Students will be able to apply the rules of three main accounts inreallifetheserules will help them in framing journal entries.
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MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
JULY25(CONTD)	CHAPTER:7 Preparation of vouchers Vouchers:- Source Documents:- Debit Note and Credit Note Cheques Cash memo Bills and Invoice Pay-in-slip Vouchers Accounting and Non Accounting Vouchers-	ART INTEGRATED ACTIVITY :-Students will collect various voucher and paste them in their copies	Students will be able to recall the meaning of vouchers, source documents and vouchers and able to prepare the vouchers
	CHAPTER8:-Journal & Ledger Meaning of Journal, advantages and disadvantages, format of journal, Journal entries related to sale and purchase of goods and assets, Bad debts, loss of stock, discount etc.	Activity:-Students will record transactions at their home and they will prepare the journal and ledger accordingly.	Students will be able to recall the format of journal and able to pass journal entries of different transactions. Students will be able to answer practical questions of Journal and ledger
	CHAPTER10:-Cash Book Meaning of cash book, advantages and disadvantages of cash book and types of cash book :- single column, Double column and petty Cashbook	Students will come and write the entries on board.	Students will be able to solve practical questions related to cash book

MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">AUGUST 19</p>	<p>CHAPTER11:- Subsidiary Books Purchase Book , Sales Book , purchase Return Book,SalesReturnbook, Debit note and credit Note</p>	<p>Activity :- Different students can be assigned to explain different types of books</p>	<p>Students will recall the meaning of different types of subsidiary book and will be able to record the transactions</p>
	<p>CHAPTER12:-Goods And service Tax(GST) Meaning, advantages, disadvantages of GST, types of Gst ,CalculationofGST</p>	<p>Activity:-Quiz can be conducted in the class Quiz</p>	<p>Students will be able to explain the meaning of GST , and able to solve the practical questions related to GST. develop the understanding of recording of transactions in journal and the skill of calculating GST in real life .</p>

MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">SEPTEMBER 11</p>	<p>CHAPTER14:-Trial Balance Meaning , Advantages and disadvantages of Trial balance,formatof Trial balance and suspense Account</p> <p>HalfYearlyRevision</p>	<p>Activity:“Accounting Detective Game”</p>	<p>Studentswillbeable to identify which account is debited andcreditedandalso able to prepare Trial balance</p> <p>Studentswill be able to identify which account is to be debitedorcreditedin reallife transactions. Also able to prepare Trial balance in real life</p>
<p align="center">OCTOBER 20</p>	<p>CHAPTER14:- Provisions and Reserves Meaning,advantagesand disadvantages of provisions and reserves and difference between provisions and reserves</p>	<p>Teacherwillshowpass book balance and cash book balance in the class. Students will solve and match the balance.</p>	<p>Studentswillbeable torecallthmeaning of provisions and reserves and also able to differentiate between provisions and reserve and capital reserve and revenue reserve</p>

<p style="text-align: center;">OCTOBER20 (CONT)</p>	<p>CHAPTER13:-Bank Reconciliation Statement Meaning of BRS , favourable balance and unfavourable balance as per cash book and pass book</p>	<p>Match the Balance – BRS Activity</p>	<p>Students will be able to recall the meaning of BRS and also able to prepare the BRS statement and solve practical questions of BRS favourable balance/unfavourable balance as per pass book / cash book. Students will be able to match the pass book balance and cash book balance in Real life transactions</p>
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MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
NOVEMBER 18	CHAPTER15:- Depreciation Meaning of Depreciation, formula to calculate the rate of depreciation and amount of depreciation and methods of depreciation (SLM AND WDV)	ART INTEGRATED ACTIVITY :- Calculate & Compare Depreciation under SLM and WDV	Students will be able to solve the practical questions of depreciation as per SLM Method AND WDV Method • Students will be able to prepare Asset account • Students will be able to prepare Asset account
	CHAPTER17:- Rectification of Errors Meaning of rectification, types of Errors and journal entries	ART INTEGRATED ACTIVITY :-	Students will be able to solve practical questions and rectify the errors by passing necessary journal entries.

MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">DECEMBER 23</p>	<p>CHAPTER18-19:- Financial statement of sole proprietorship) & Adjustments Meaning of financial statements, types of account:- trading, profit and loss account and balance sheet</p>	<p>Activity:-students will collect accounting information of any sole proprietorship firm and prepare trading , profit and loss and balance sheet of that form.</p>	<ul style="list-style-type: none"> • Students will be able to recall the meaning of sole proprietorship. • Students will be able to prepare three accounts trading , profit and loss and balance sheet • Students will be able to differentiate between gross profit and net profit Students will solve practical Questions with adjustments
<p align="center">JANUARY 16</p>	<p>CHAPTER20:-Single Entry system Meaning of single entry system and statement of affairs (opening balance sheet and closing balance sheet) statement of profit and loss</p>	<p>“Find the Missing Pieces (Single Entry System)”</p>	<ul style="list-style-type: none"> • Students will be able to recall the making of single entry system. • Students will be able to prepare opening balance sheet and closing balance sheet With the help of balance sheets. • Students will be able to Prepare the statements Of profit and loss.

Project Work(Any One)

- 1. Collection of sourced documents, preparation of vouchers, recording of transactions with the help of vouchers.**
- 2. Preparation of Bank Reconciliation Statement with the given cash book and the pass book with twenty to twenty-five transactions.**
- 3. Comprehensive project of any sole proprietorship business. This may state with journal entries and their ledgering, preparation of Trial balance. Trading and Profit and Loss Account and Balance Sheet. Expenses, incomes and profit (loss), assets and liabilities are to be depicted using pie chart/bar diagram. This may include simple GST related transactions.**

**ACADEMIC PLAN
CLASS XI 2026-27
SUBJECT: Business Studies**

Learning Objectives:

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

MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">APRIL 22</p>	<p>Part A Foundations of Business Chapter 1: Nature and Purpose of Business</p> <p>Topics:</p> <ul style="list-style-type: none"> *History of Trade and Commerce in India *Business – meaning and characteristics *Business, profession and employment Concept *Objectives of business *Classification of business activities - Industry and Commerce *Industry-types: primary, secondary, tertiary *Commerce-trade: (types-internal, external; wholesale and retail) and auxiliaries to trade; (banking, insurance, transportation, warehousing, 	<p>Activity: :- Students will make COLLAGE</p>	<ul style="list-style-type: none"> * Understanding the evolving role of businesses and the modern concept of business. * Developing critical thinking and problem-solving skills: Engaging in case studies, discussions, and exercises to analyze real-world business scenarios. * They can classify the different economic and noneconomic activities. * They will be able to compare business profession and employment

<p style="text-align: center;">APRIL 22(CONTD)</p>	<p>Chapter-2 Forms of Business Organization</p> <p>Topics: * Sole proprietorship & Joint Hindu family business features, merits & limitations * Partnership feature, merits, limitations & types of partner & partnership * Cooperative society: feature, merits, demerits, & types. * Joint stock company: feature, merit limitations & types Public and private Co. * Different between public & private company.</p>	<p>ART INTEGRATED ACTIVITY :- Students will do Rangoli Making activity</p>	<p>* Critical Thinking and Problem Solving: Students will analyze complex business scenarios and apply critical thinking skills to determine the most suitable form of business organization. * Adaptability and Flexibility: Students will demonstrate adaptability by exploring how changes in business environments, technological advancements, and regulatory frameworks impact the choice of business organization. * Entrepreneurial Mindset: Students will cultivate an entrepreneurial mind set by exploring innovative business models.</p>
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MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">MAY 15</p>	<p>Formation of company Introduction, Stages of promotion, Incorporation, Capital subscription stage, Commencement of business , • Promoter , Important document-MOM, AOA, Prospectus</p>	<p>Activity: “Journey of a Company”</p> <p>Create a flowchart / comic strip / poster showing how a company is formed step-by-step.</p>	<p>After going through the chapter students will be able to:</p> <ul style="list-style-type: none"> * define various forms of business organization and recognize the distinguishing features of each form of business organization. * articulate the advantages and disadvantages of each form of business organization * Understand the legal implications associated with each form of business organization, including registration requirements, liability issues, etc. <p>gain knowledge about the procedures involved in forming each type of business organization</p>

MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">JULY 25</p>	<p>Chapter3:Private,Public & Global Enterprises</p> <p>Topics:Privatesectorand public sector enterprises. * Formsofpublicsector enterprises: Departmental Undertakings,Statutory Corporation and Government Company. * Features,merits andlimitations. ;Difference between differentformsofbusiness organizations</p>	<p>ACTIVITY</p> <p>- Art Work: Draworpasteimagesof government companies Use symbols like the Indian flagorgovernmentbuildings</p> <p>- Examples: State Bank of India IndianOilCorporation</p> <p>- KeyPointstoWrite: Ownedandcontrolledby government Mainaim:Publicwelfare Funded by government</p>	<p>Aftergoingthrough thechapterstudents will: *Develop an understandingof Publicsectorand Private Sector Enterprises. * Identify and explain the features, merits and limitation of differentformsof Public Sector Enterprises. Discussthechangein the role of Public Sectorinaneconomy</p>

<p>JULY 25(CONT)</p>	<p>Chapter4:Business Services</p> <p>*Business services– Meaning and types.</p> <p>*Banking: Types of bank accounts</p> <p>* Banking services with particular reference to Bank Draft, Bank Overdraft, Cash credit.</p> <p>*E-Banking: meaning, types of digital payment</p> <p>* Insurance–Principles. Types – life, health, Fire and marine insurance– concept</p> <p>*Postal Service - Mail, Registered Post, Parcel, Speed Post, Courier-Meaning</p>	<p>Activities: Design Your Own Bank</p> <p>Activity:</p> <p>Students create a model or drawing of a bank</p> <p>Includes sections like:</p> <p>Cash counter</p> <p>ATM</p> <p>Manager’s cabin</p> <p>Learning:</p> <p>Basic structure and functions of a bank</p>	<p>*Understand the meaning and types of business services.</p> <p>*Discuss the meaning and types of Business service Banking</p> <p>*Develop an understanding of different types of bank account.</p> <p>*Develop an understanding of the different services provided by banks.</p> <p>*Recall the concept of insurance</p> <p>*Understand the principles of insurance</p> <p>*Understand the utility of different telecom services</p>
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MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">AUGUST 19</p>	<p>Chapter 5: Emerging Modes of Business Topics: E-business: concept, scope and benefits</p>	<p>Activities: “Modern Ways Businesses Operate”</p> <p>Create a poster/collage/ comic strip showing different emerging modes of business.</p>	<p>* understand the meaning of e- business. * Discuss the scope of e-business. * Appreciate the benefits of business * Distinguish e- business from traditional business.</p>
	<p>Chapter 6: Social Responsibility of Business and Business Ethics</p> <p>Topics:</p> <ul style="list-style-type: none"> * Concept and cases of social responsibility * Responsibility towards owners, investors, consumers, employees, government and community * Role of business in environment protection * Business Ethics-Concept and Elements 	<p>Activities:</p> <p>Draw trees, solar panels, recycling bins, or clean rivers</p> <p>Show a factory reducing pollution or using renewable energy</p> <p>Points to Write:</p> <p>Businesses should protect the environment</p> <p>Use eco-friendly methods</p> <p>Example: Tata Steel</p> <p>Activities: Waste management, energy conservation</p>	<ul style="list-style-type: none"> * Analyze case studies or real-life examples to evaluate the ethical implications of business decisions and actions. * Apply ethical decision-making frameworks. * Assess the social and environmental impact of business activities on stakeholders, communities, and the broader society. * Develop strategies for integrating CSR

MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">SEPTEMBER 11</p>	<p align="center">Revision for Half Yearly</p>	<p>Worksheet Class Test Case Studies</p>	
<p align="center">OCTOBER 20</p>	<p>Chapter 8: Small Business And Enterprises Topics: * Entrepreneurship Development (ED): Concept, Characteristics and Need. Process of Entrepreneurship Development * Start-up India Scheme, ways to fund start-up * Intellectual Property Rights and Entrepreneurship * Small scale enterprise as defined by MSMED Act 2006 (Micro, Small and Medium Enterprise Development Act) * Role of small business in India with special reference to rural areas * Government schemes and agencies for small scale industries: National Small Industries Corporation</p>	<p>ACTIVITY</p> <p>Draw a person with a lightbulb representing a new business idea</p> <p>Show growth arrows or startup symbols</p> <p>Points to Write:</p> <ul style="list-style-type: none"> • Identifying business opportunities • Risk-taking and innovation • Organizing resources to start a business • Examples: <ul style="list-style-type: none"> ○ Ritesh Agarwal ○ Falguni Nayar 	<p>* Define the concept of small business and enterprises (SMEs) within the context of the business landscape.</p> <p>* Identify the characteristics and unique challenges associated with small businesses and enterprises.</p> <p>* Describe the role of SMEs in economic development, innovation, and job creation.</p> <p>* Explain the different types of small businesses and enterprises, including sole proprietorships, partnerships, and corporations.</p> <p>* Outline the stages of small business development, from</p>

	(NSIC) and District Industrial Centre (DIC) with special reference to rural, backward areas		Inception to growth and sustainability. * Understand the importance of entrepreneurship and innovation in the success of small businesses and enterprises.
NOVEMBER 18	<p>Chapter 9: Internal Trade Topics:</p> <p>* Internal trade – meaning * Types of services rendered by a wholesaler and a retailer</p> <p>Internal Trade Topics: * Types of retail trade – Itinerant and small scale fixed shops retailers * Large scale retailers – Departmental stores, chain stores – concept * GST (Goods and Services Tax): Concept and key-features</p>	<p>Activities:</p> <p>Students visit a local market or grocery store and note:</p> <p>Types of goods sold (consumer, industrial).</p> <p>Services provided (credit, delivery, after-sales).</p> <p>Objective: To understand the components of internal trade (wholesale, retail, and services).</p>	<p>* Define internal trade and explain its significance in the domestic economy. * Identify the different types of internal trade, such as wholesale trade, retail trade, and e-commerce. * Describe the functions of intermediaries involved in internal trade, including wholesalers, retailers, and agents. * Explain the concept of trade channels and their importance in the distribution of goods and services.</p>

MONTHS/DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">DECEMBER 23</p>	<p>Chapter10:International Trade Topics:</p> <ul style="list-style-type: none"> * International Trade:Concept, Problems and Benefits *World Trade Organization(WTO) MeaningandObjectives * Import Trade– Meaningand Procedure * Export Trade– Meaningand Procedure * DocumentsInvolved InInternationalTrade Indent LetterOf Credit Shipping Order Shipping Bills Mate’sReceipt(DA/DP) 	<p>Activities:</p> <ul style="list-style-type: none"> • Take a well-known Indian company (like TataMotorsorAmul) and research: <ul style="list-style-type: none"> • Whatproducts they export or import. • Whichcountries are involved. • Challengesfaced in international trade. • Objective: To understandreal-world examples of internationalbusiness. 	<p>:</p> <ul style="list-style-type: none"> * Concept, Importance andproblems of International Business *Tabular comparison between domestic &international business * Develop an understandingof the various documents used in international trade. Import/Export Procedure

<p style="text-align: center;">JANUARY 16</p>	<p>Part B: Finance and Trade Chapter 7: Sources of Business Finance</p> <p>Topics: *Concept of business finance *Owners' funds-equity\ Shares, preference share Borrowed Funds, Inter corporate deposits</p> <p>Revision for final</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Make a table of owned capital and borrowed capital. Ask students to list examples of each from their own family or local businesses. • Objective: To distinguish between owned and borrowed funds. 	<ul style="list-style-type: none"> * Define the concept of business finance and its significance in organizational operations. * Identify the various sources of finance
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Project Work as per CBSE guidelines.

**ANNUAL ACADEMIC PLANNER
BIOLOGY-XI (2026-27)**

Specific Objectives:

The objectives of teaching Biology at this level are:

1. To develop conceptual understanding of fundamental topics such as cell structure, biomolecules, plant and animal physiology.
2. To explain the structure and function of cells and organelles with appropriate diagrams.
3. To understand the classification and diversity of living organisms based on taxonomic principles.
4. To analyze physiological processes in plants including photosynthesis, respiration, and transpiration.
5. To explain human physiological systems such as digestion, respiration, circulation, and excretion.
6. To perform laboratory experiments and develop skills in microscopy, slide preparation, and observation.
7. To interpret biological data, diagrams, and experimental results with accuracy.
8. To develop scientific reasoning, analytical thinking, and problem-solving abilities.
9. To understand the relationship between structure and function in living organisms.
10. To apply biological knowledge in real-life situations and environmental awareness.

Month/No of Days	Chapter Name	Methodology	Learning Objectives
MARCH + APRIL (08+22 DAYS)	<ul style="list-style-type: none"> • Living World • Biological Classification • Plant kingdom 	<ul style="list-style-type: none"> • To make students understand and differentiate between Living and Non-living organisms. • To classify different Living organisms on the basis of hierarchy. • To familiarize with different Taxonomical Aids like • Herbarium, botanical garden, Zoological museum and facilitate, identify and classify • different organisms • Understand and describe two, three, four, and five kingdom classifications. • Understand and explain systematics under four heads- • Identification, • classification • Nomenclature, Taxonomy • Explain and comprehend the characteristic features of different kingdoms (monera, protista, fungi) with examples, their physiology and their connectivity to different kingdom • Classify and describe plant kingdom under different division. 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Develop mental ability, reasoning & logical thinking in the field of biological segregation. • Represent hierarchy of organism • The learners have learnt and understood about the structure, habitat, physiology, life cycle and economic importance of different organisms of Kingdom- Monera, Protista, Fungi, Plant kingdom. • Learners have comprehended that the basis of diversity is the adaptation evolved by organisms to survive in diverse environments in the face of competition for limited resources.

	<ul style="list-style-type: none"> • Animal kingdom • Morphology of Flowering Plants 	<ul style="list-style-type: none"> • To study different parts of a microscope and its working • To observe different slides of the kingdom monera and protista and comment on it • To observe different specimens and slides of kingdom Fungi and comment on it • To observe the different specimens of the plant kingdom and comment on it. • Botanical garden visit to study about plant morphology. 	<ul style="list-style-type: none"> • Analyse and evaluate the role of various microbes in the different products of our daily life. • They were able to explore their critical thinking on systematics and were able to justify classifying different organisms on the basis of evolutionary and other relationships • The students are able to understand morphological difference of diverse plant.
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<p>MAY (15 DAYS)</p>	<ul style="list-style-type: none"> • Anatomy of Flowering Plants • Structural Organisation in Animals (Frog) 	<ul style="list-style-type: none"> • Field or botanical garden visit to understand morphology of parts of plant. • Explanation of Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of frogs. • Permanent slide observation to understand anatomy of different organ of frog. 	<ul style="list-style-type: none"> • Students will be able to develop teamwork, cooperation, concern, and empathy by studying diversity in living organisms. • Spotting Unit Test Assignment. • Develop sensitivity, concern and empathy towards nature by studying flora and fauna.
<p>JUNE</p>	<p><u>SUMMER BREAK</u> <u>HOLIDAY</u> <u>HOMEWORK</u></p> <ol style="list-style-type: none"> 1. ART INTEGRATION: 2. Worksheets 3. Model 4. Investigatory project 		

<p>JULY (25 DAYS)</p>	<ul style="list-style-type: none"> • Biomolecules • Cell cycle and Cell division • Breathing and exchange of gases • Body fluids and circulation 	<ul style="list-style-type: none"> • Effectively and clearly communicate scientific information in written and oral form. • To help them understand primary and secondary metabolites. • To make them understand about the structure and function of different Bio macromolecules and enzymes • To relate the function of biomolecules and enzymes in day to day life <ul style="list-style-type: none"> • Collect, present and analyze scientific data gathered in the laboratory. • To explain the importance of cell division • To make them comprehend and connect with the earlier understanding of the breathing mechanism • To make them understand respiratory volumes and capacity. • To make them differentiate between breathing and respiration. <ul style="list-style-type: none"> • To make the students able to understand about oxygen dissociation curve. 	<ul style="list-style-type: none"> • The students are able to understand: • Structure of different types of proteins, Molecular structure of fats, sugars and Nucleic Acids. • Primary and Secondary metabolites. • able to describe the basic properties of enzymes. • To observe the structure of the diaphragm • While inhalation and exhalation. • The human heart and comparative anatomical study of other chordates heart. • Study of blood groups and donor compatibility. • Rh antigen and its effects. • Compare and contrast an animal cell and a plant cell –Relate the density of certain organelles with the functions of specific cells. • The functions of it control all the activities in a cell.
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<p>AUGUST (19DAYS)</p>	<ul style="list-style-type: none"> • Cells the unit of life. • Excretory products and their elimination <p>Locomotion and movement</p>	<ul style="list-style-type: none"> • Study mitochondria, ribosomes, plastids, microbodies; cytoskeleton, cilia, flagella, centrioles (ultrastructure and function); nucleus, nuclear membrane, chromatin, nucleolus. • Explanation of types of movement - ciliary, flagellar, muscular; skeletal muscle- contractile proteins and muscle contraction; skeletal system and its functions; joints; disorders of the muscular and skeletal system - myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout. • Explanation and presentation of the human excretory system with the help of diagrams and models. 	<ul style="list-style-type: none"> • Students will be able to • Study & identify human bones & joints with the help of virtual image models <ul style="list-style-type: none"> • demonstrate osmosis by a potato osmometer. • Modes of excretion - ammonotelic, ureotelism, uricotelism; human excretory system - structure and function; urine formation, osmoregulation; regulation of kidney function - renin-angiotensin, atrial natriuretic factor, ADH and diabetes insipidus; role of other organs in excretion; disorders - uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant
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<p>SEPTEMBER (11 DAYS)</p>	<p>Revision for Mid Term Examination</p>		
<p>OCTOBER (20 DAYS)</p>	<ul style="list-style-type: none"> • Photosynthesis in Higher plants • Respiration in plants 	<ul style="list-style-type: none"> • Activity-based learning on the scheme of light and dark reactions. • Law of limiting factor. • Explain and comprehend the characteristic features of C3 and C4 cycle, phosphorylation, and photooxidation. • Describes the role of chloroplast pigments in light absorption in thylakoids. • Explanation of Glycolysis, fermentation, amphibolic pathway, respiratory quotient, and respiratory balance sheet with the help of a flow chart and graphical presentation. 	<ul style="list-style-type: none"> • students understand that blue and red regions of the light spectrum are the most effective in photosynthesis. Be able to recognize • oxidation/reduction reactions. Lab activity to show • different pigments present in • chloroplast(leaf) • Paper chromatography to find RF of a given plant pigment.

NOVEMBER
(18 DAYS)

- Plant growth and development
- Neural control and coordination

- Description of PGR, photoperiodism, Stages of plant cell division their location and functions.
- Seed germination; phases of plant growth and plant growth rate; conditions of growth; differentiation, dedifferentiation and redifferentiation; Sequence of developmental processes in a plant cell; growth regulators - auxin, gibberellin, cytokinin, ethylene, ABA.
- Explanation of Neurons and nerves; Nervous system in humans - central nervous system; peripheral nervous system and visceral nervous system; generation and conduction of nerve impulse.

- Students can understand plant hormones their chemistry and their effects with examples.
- Extrinsic and intrinsic factors in plant growth and development.
- Classifies the human neural system into central (CNS) and peripheral neural system (PNS) based on information processing and control.

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<p>DECEMBER (23 DAYS)</p>	<ul style="list-style-type: none"> • Chemical coordination and • Integration. •(Revision) of plant physiology and •unit-1 •Diversity in the living organism 	<ul style="list-style-type: none"> • Explanation and presentation of • Endocrine glands and hormones; human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads; mechanism of hormone action (elementary idea); the role of hormones as messengers and regulators, hypo - and hyperactivity and related disorders; dwarfism, acromegaly, cretinism, goitre, exophthalmic goitre, diabetes, Addison's disease. Note: Diseases related to all the human physiological systems are to be taught in brief. 	<ul style="list-style-type: none"> • Students will be able to • Know how the neural system and the endocrine system coordinate together to function. • Identifies the position of endocrine glands, illustrates their structure and enumerates their features
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WINTER HOLIDAY HOMEWORK • Worksheet related to chapters done in October, November and December.

JANUARY (16 DAYS)	<ul style="list-style-type: none">• Revision for annual examination.• Block teaching• Practice questions	Students presentation for difficult topics	Students will be able to perform Lab activity based on CBSE.
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FEBRUARY: annual examination.