

CURRICULUM PLAN

2025-26

CLASS XI

SL NO	SUBJECT NAME	
1	ENGLISH	
2	ACCOUNTANCY	
3	ARTIFICIAL INTELLIGENCE	
4	BIOLOGY	
5	BUSINESS STUDIES	
6	CHEMISTRY	
7	COMPUTER SCIENCE	
8	ECONOMICS	
9	GEOGRAPHY	
10	HISTORY	
11	MATHEMATICS	
12	MARKETING	
13	MUSIC	
14	PAINTING	
15	PHYSICAL EDUCATION	
17	PHYSICS	
18	PSYCHOLOGY	

Sarla Chopra DAV Public School, Sector 56, Noida
Curriculum Plan (2025-2026)
ENGLISH CORE (301) CLASS XI

Learning Objectives:

- *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.*

Prescribed Books 1. Hornbill: English Reader

- a. The Portrait of a Lady (Prose)
- b. A Photograph (Poem)
- c. “We’re Not Afraid to Die... if We Can be Together
- d. Discovering Tut: the Saga Continues
- e. The Laburnum Top (Poem)
- f. The Voice of the Rain (Poem)
- g. Childhood (Poem)
- h. The Adventure
- i. Silk Road (Prose)
- j. Father to Son

2. Snapshots:

- a. The Summer of the Beautiful White Horse (Prose)
- b. The Address (Prose)
- c. Mother’s Day (Play)
- d. Birth (Prose)
- e. The Tale of Melon City

DELETED TOPICS

- a. Landscape of the soul

- b. Browning Version
- c. The Ailing Planet
- d. Ranga's Marriage
- e. Albert Einstein at School
- f. The Ghat of the only world

INTERNAL ASSESSMENT— Project work and Assessment Of Speaking and Listening Task(ASL) as per CBSE guidelines

APRIL 2025 (20 Days)

Topic	Activity	Methodology	Learning Outcomes
The Portrait of a lady(Prose)	Spoken Activity– Pen portrait of your role model	<ol style="list-style-type: none"> 1. Class Discussion on Role models and does the image of the role models change as life progresses? 2. Loud reading by the students 3. Understanding the story through discussion 4. Discussion on Generation Gap– what is it and why is it important to address it? 5. A wide variety of Questions and Answers– some to be discussed, others as home assignment 	<ol style="list-style-type: none"> 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
A Photograph (Poem)	Written— an assignment with reference to context questions and short questions	<ol style="list-style-type: none"> 1. 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 	<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>The Summer of the beautiful white horse (Fiction)</p>	<p>Informal Debate in group– ‘lying or stealing for someone else’s benefit is justified’</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 	<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>Reading Comprehension Passage</p>	<p>Factual/ Discursive passages and Non-continuous passages as practice</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 to gather 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.

MAY 2025 (15 Days)

Topic	Activity	Methodology	Learning Outcomes
<p>We’re not afraid to die if we are together (Biography)</p>	<p>Informal spoken task– ‘Adding spice to one’s life’</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 	<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

		<p>think the narrator was right in involving his family in such a dangerous expedition?</p> <p>5. A wide variety of Questions and Answers—some to be discussed, others as home assignment</p>	<p>4. Ability to answer any question asked, fluently and coherently</p>
<p>The Address (Prose)</p>	<p>A short video on a Holocaust survivor. Writing a short paragraph on students' opinion of how and what these survivors must have felt.</p>	<p>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>	<p>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>
<p>Grammar—Transformation of Sentences</p>	<p>Written— an assignment based on transformation of sentences</p>	<p>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</p>	<p>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>

JUNE– SUMMER BREAK— ENGLISH PROJECT WORK TO BE COMPLETED

JULY 2025 (24 Days)

Topic	Activity	Methodology	Learning Outcomes
Note-Making (Reading section)	Written– some note- making passages will be given as practice	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
Speech Writing	Spoken activity– to give a speech on any of the topics given in the class	<ol style="list-style-type: none"> 1. Brainstorm the topic, and research it before writing. 2. Write out a list of key components for both sides of the issue. 3. Arrange the issues to be discussed systematically, giving solutions too 	<ol style="list-style-type: none"> 1. To foster critical thinking, communication, collaboration, creativity, and civic engagement skills that are essential for the 21st century. 2. Identifying and answering opposing arguments 3. Develop excellent oral and written communication skills
Discovering Tut- The Saga continues (Prose)	A short video on Egyptian Pharaoh– Tutankhamen. Writing a short paragraph on	<ol style="list-style-type: none"> 1. Class Discussion on what students know about Mummies and if they have seen any movies/ videos on it. 2. Loud reading by the 	<ol style="list-style-type: none"> 1. Understanding and appreciating the prose 2. Enhancing the vocabulary bank with new words from the story

	students' opinion of the need to use resources to do such excavations	students 3. Understanding the facts as revealed, through discussion 4. Discussion on— do you think the Egyptians' belief on the Curse of Pharaoh is real or superstitious. 5. A wide variety of Questions and Answers— some to be discussed, others as home assignment	3. Critically analyzing each and every aspect of the facts 4. Ability to answer any question asked, fluently and coherently
Reading Comprehension Passage	Factual/ Discursive passages and Non-continuous passages as practice	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	1. Reading well to gather 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)	Written— an assignment with reference to context questions and short questions	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	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

AUGUST 2025 (21 Days)

Topic	Activity	Methodology	Learning Outcomes
-------	----------	-------------	-------------------

<p>Classified Advertisements– Situation Wanted, Situation Vacant, Sale and Purchase</p>	<p>Newspaper activity– collate live classified advertisement of the three kinds from the newspaper and paste it in the register</p>	<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 	<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>Poster making</p>	<p>Students will be asked to bring some posters that they come across in newspapers/ magazines etc.</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 white board, 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. 	<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>Grammar– Transformation of Sentences</p>	<p>Written— an assignment based on transformation of sentences</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
Debate Writing	Spoken and written activity—preparing a debate in favour or against any one of the topics given in the class		1. To foster critical thinking, communication, collaboration, creativity, and civic engagement skills that are essential for the 21st century. 2. Identifying and answering opposing arguments 3. Develop excellent oral and written communication skills
Voice of the Rain (Poem)	Written— an assignment with reference to context questions and short questions	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	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

SEPTEMBER 2025 (11 Days) Half-Yearly Examination from 09.09.2024

Topic	Activity	Methodology	Learning Outcomes
Revision(Reading, writing, grammar and literature)	Assignments, Oral Quiz, Group Discussion	1. Short assignments/ worksheets based on the topic assigned for revision 2. Oral quiz on	1. Enable the learners to recollect 2. Apply their understanding to answer the questions

		literature lessons 3. Group discussions on topics to write speech or debate on.	put 3. Use critical and analytical thinking for literature lessons, speech and debate topic
Grammar (Clauses)	Various sets of dialogues to identify and differentiate clauses and phrases	1. Various examples will be given to bring out the different kinds of clauses–Noun clause, Adjective Clause, Adverb clause 2. Questions based on dialogues will be given as practice	1. To be able to identify the different kinds of clauses 2. To be able to use logic in applying the kind of clause asked 3. To be able to solve any question given without any confusions

OCTOBER 2025 (17 days)

Topic	Activity	Methodology	Learning Outcomes
The Adventure (Fiction)	A short movie clip from the movie ‘ Doctor Strange and the Multiverse’ or ‘Spider Man– No way home’ followed by a discussion on what is the concept behind the stories.	1. A discussion on what students understand about Time travel and Multiverse 2. How are the two terms different (Time travel and Multiverse) 3. Connecting the theme of the lesson with the concept of Multiverse 4. Loud reading of the lesson by the students with intermittent discussion and explanation 5. A short story to be written beginning with ‘If I have the option to live a different life.....’	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
Childhood (Poem)	Discussion on the different stages of life– how and why are they	1. Introducing the poet 2. Reciting the poetic lines 3. Explanation of each line in detail including the	1. Understanding and appreciating the theme of the poem 2. Critically analyzing

	categorised; their special features and Childhood is called the spring of life	poetic devices used, tone and mood 4. End the poem by asking the students how they felt after reading the poem	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
--	--	---	--

November 2025 (22 days)

Topic	Activity	Methodology	Learning outcomes
Father to Son (Poem)	Recollecting the prose 'The portrait of a lady' -- discussing about generation gap depicted in the lesson; reasons for it and ways to bridge the gap	1. Introducing the poetess 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	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
Mother's Day(Play)	Discussion on the significance of 'Days' like Father's Day, Mother's Day, Sister's Day, Rose Day etc	1. Characters in the play will be introduced 2. Roles will be assigned to different students 3. Students will read their part with intonation and expression 4. Explanation will be carried on side by side	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
Classified Advertisements – To Let, For Accomodation, Travel and Tourism	Newspaper activity– collate live classified advertisement of the three kinds from the newspaper and paste it in the register	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,	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

		<p>the formats of these advertisements and style of writing will be explained</p> <p>4. Sample questions will be solved as examples and others given as class work for self-evaluation</p>	convince the customers.
--	--	--	-------------------------

December 2025 (22 days) Periodic Test II

Topic	Activity	Methodology	Learning Outcomes
The tale of Melon City(Poem)	Discussion on the importance of what is good governance; how can it be achieved	<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 	<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
Birth (Prose)	Students will be asked to bring at least one news on an act of commendation sacrifice made by a doctor — discussion on the profession and its nobility; any other profession which is as sacrificing as being a doctor	<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 	<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
Classified Advertisements– On Education, Lost and Found, Missing person/Pet,	Newspaper activity– collate live classified advertisement of the three kinds from the	<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 	<ol style="list-style-type: none"> 1. Discover the potential of classified advertising with real-life examples and expert insights. 2. Enhance marketing

Miscellaneous	newspaper and paste it in the register	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	strategy in today's scenario. 3. To frame effective advertisements so as to convince the customers.
----------------------	--	---	--

January 2025 (17 days) Syllabus Completion deadline is 20.01.2026

Topic	Activity	Methodology	Learning outcomes
Silk Road (Prose)	Discussion on what students know about Barter system– introducing the concept of Silk Route	1. A history of Silk Road will be given 2. Lesson will be read aloud by the students 3. Difficult parts of the lesson will be discussed and explained 4. Major themes will be discussed	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

February (Till Final exams begin)

Topic	Activity	Methodology	Learning Outcomes
Revision(Reading, writing, grammar and literature)	Assignments, Oral Quiz, Group Discussion	1. Short assignments/ worksheets based on the topic assigned for revision 2. Oral quiz on literature lessons 3. Group discussions on topics to write speech or debate on.	1. Enable the learners to recollect 2. Apply their understanding to answer the questions put 3. Use critical and analytical thinking for literature lessons,

			speech and debate topic
--	--	--	----------------------------

**ACADEMIC PLAN
CLASS XI 2025-26
SUBJECT ACCOUNTANCY**

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
APRIL 21	<p>PART-A:-FINANCIAL ACCOUNTING -I CHAPTER :- 1 INTRODUCTION TOACCOUNTING</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>ART INTEGRATED ACTIVITY :- 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>SKILLS:- Understanding Analytical Critical Thinking</p>

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">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>Activity (to introduce the lesson): Probing questions based on Story Telling in which all important terms will cover.</p> <p>ARTINTEGRATED ACTIVITY :- Students will present in the form of a skit</p> <p>Quiz Notebook work Class test Assignment Practice Questions</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> <p>SKILLS:- Understanding Analytical Critical Thinking</p>

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p>MAY 16</p>	<p>THEORY BASE OF 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, • Materiality and Objectivity • Accounting Standards: Applicability of Accounting Standards (AS) and Indian Accounting Standards (IndAS) • Goods and Services Tax (GST): Characteristics and Advantages. 	<p>Activity (to introduce the lesson): Probing questions based on Story Telling in which all important terms will cover</p> <p>Quiz</p> <p>Notebook work Class test Assignment Practice Questions</p>	<p>Students will able to recall the meaning of GAAP.</p> <p>Students will be able to Recall the Rules of AS and IAS .</p> <p>Students will be able to know about the various principles and concepts.</p> <p>Students will be able to apply these principles in Real Situation</p>

	<p>CHAPTER:4 Basis of Accounting System of Accounting. Basis of Accounting: Cash basis and accrual basis</p>	<p>ARTINTEGRATEDACTIVITY :- Students will make the portfolio of this chapter in their notebook Quiz Notebook work Class test Assignment Practice Questions</p>	<p>They will be able to analyze accounting transactions on accrual basis and cash basis.</p> <p>They will differentiate between accrual basis and cash basis system</p>
--	---	--	---

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">JULY 25</p>	<p>CHAPTER : 5ACCOUNTING EQUATION</p> <p>Accounting Equation Approach: Meaning and Analysis Practical problems</p>	<p>ARTINTEGRATEDACTIVITY :- Students will make the portfolio of this chapter in their notebook Quiz Notebook work Class test Assignment Practice Questions</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> <p>SKILLS:- Understanding Analytical Critical Thinking</p>

	<p>CHAPTER : 6 Rules of Debit and credit Traditional Approach and Modern Approach. Classification of Accounts Meaning of Debit and credit. Introduction of T shape Account</p>	<p>ARTINTEGRATEDACTIVITY :- Students will make the portfolio of this chapter in their notebook Quiz Notebook work Class test Assignment Practice Questions</p>	<p>Students will be able to recall the three golden rules of accounting. Students will be able to apply the rules of three main accounts in real life these rules will help them in framing journal entries .</p>
--	---	--	---

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
JULY(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-	ARTINTEGRATEDACTIVITY :- Students will make the portfolio of this chapter in their notebook	Students will be able to recall the waning 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 practical questions of Journal and ledger
	CHAPTER 10:- Cash Book Meaning of cash book , advantages and disadvantages of cash book and types of cash book :- single column , Double column and petty cash book	Students will come and write the entries on black 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 22</p>	<p>CHAPTER 11 :- Subsidiary Books Purchase Book , Sales Book , purchase Return Book , salesReturn book , 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>CHAPTER 12 :- Goods and service Tax (GST) Meaning , advantages , disadvantages of GST , types of Gst ,Calculation of GST</p>	<p>Activity:-Quiz can be conducted in the class Quiz Notebook work Class test Assignment Practice Questions</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
SEPTEMBER 22	CHAPTER 14:- Trial Balance Meaning , Advantages and disadvantages of Trial balance , format of Trial balance and suspense Account	ARTINTEGRATED ACTIVITY :- Students will make the portfolio of this chapter in their notebook Quiz Notebook work Class test Assignment Practice Questions	Students will be able to identify which account is debited and credited and also able to prepare Trial balance Students will be able to identify which account is to be debited or credited in real life transactions. Also able to prepare Trial balance in real life
OCTOBER 17	CHAPTER 14:- Provisions and Reserves Meaning , advantages and disadvantages of provisions and reserves and difference between provisions and reserves	ARTINTEGRATED ACTIVITY :- Students will make the portfolio of this chapter in their notebook Quiz Notebook work Class test Assignment Practice Questions	Students will be able to recall the meaning of provisions and reserves and also able to differentiate between provisions and reserve and capital reserve and revenue reserve SKILLS:- Understanding Analytical, Critical Thinking , Calculations

<p style="text-align: center;">NOVEMBER 23</p>	<p>CHAPTER13:-Bank Reconciliation Statement Meaning of BRS , favourable balance and unfavourable balance as per cash book and pass book</p>	<p>Activity :-Teacher will show pass book balance and cash book balance in the class . Students will solve and match the balance .</p> <p>ARTINTEGRATEDACTIVITY :- Students will make the portfolio of this chapter in their notebook</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.</p> <p>Students will be able to match the pass book balance and cash book balance in real life transactions</p>
---	--	---	--

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p>NOVEMBER 23(CONTD)</p>	<p>CHAPTER 15:- Depreciation Meaning of Depreciation , formula to calculate the rate of depreciation and amount of depreciation and methods of depreciation (SLM AND WDV)</p>	<p>ARTINTEGRATED ACTIVITY :- Students will make an imaginary question Quiz Notebook work Class test Assignment PracticeQuestions</p>	<p>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</p>
	<p>CHAPTER 17:- Rectification of Errors Meaning of rectification, types of Errors and journal entries</p>	<p>ARTINTEGRATED ACTIVITY :- Students will make the portfolio of this chapter in their notebook Quiz Notebook work Class test Assignment Practice Questions</p>	<p>Students will be able to solve practical questions and rectify the errors by passing necessary journal entries. SKILLS:- Understanding Analytical Critical Thinking Calculations</p>

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">DECEMBER 23</p>	<p>CHAPTER 18-19 :- 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. ARTINTEGRATEDACTIVITY :- Students will make the portfolio of this chapter in their notebook SKILLS:- Understanding Analytical Critical Thinking Calculations</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 17</p>	<p>CHAPTER 20:- 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>ARTINTEGRATEDACTIVITY :- Students will make the portfolio of this chapter in their notebook. SKILLS:- Understanding Analytical Critical Thinking Calculations</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 .

Curriculum Plan 2025-2026

ARTIFICIAL INTELLIGENCE (843)

Class XI

Learning Objectives :

1. Develop informed citizens with an understanding of AI and the skills to think critically and knowledgeably about the implications of AI for society and the world
2. Develop engaged citizens with a rigorous understanding of how AI can be harnessed to improve life and the world we live in
3. Stimulate interest and prepare students for further study to take up careers as AI scientists and developers to solve complex real world problems

Month/ No. of dates	Chapter	Methodology	Learning Objectives
APRIL (21 Days)	Intro:AI for Everyone Artificial Intelligence , evolution , types , Domains Benefits and limitations	Demonstration, Discussion, Presentation, Collaboration	1 Understand the basic concepts and principles of Artificial Intelligence. 2. Explore the evolution of AI and identify the different types of AI. 3. Learn about the domains of AI, such as data science, natural language processing, and computer vision.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
MAY (15 Days)	Intro:AI for Everyone Machine learning, Deep learning, Neural Network, Difference in deep learning and machine learning, How is machine related to AI, concepts of data and types of machine learning	Demonstration, Discussion, Presentation, Collaboration	1. To get introduced to the basics of AI and its allied technologies 2. Gain knowledge of cognitive computing and its role in enhancing human decision-making. 3. Understand the terminologies associated with AI, including machine learning, deep learning, and reinforcement learning.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
<p>JULY (24 Days)</p>	<p>Unit 2 : Unlocking your Future in AI The Global Demand , Some Common Job Roles In AI , Essential Skills and Tools for Prospective AI Careers , Opportunities in AI Across Various Industries</p> <p>Communication Skills Types of skills , barriers in effective communications, 7c's</p> <p>Self-Management Skills-II Meaning, Importance, Techniques Of Stress Management.</p> <p>Meaning And Types Of Self Awareness, Self Motivation Self-Regulation</p>	<p>Demonstration, Discussion, Presentation, Collaboration</p> <p>Discussion, activity , lab sessions</p> <p>Group Discussion Verbal, non-verbal, Visual communication, 7c's and examples of barriers for communication</p> <p>Group Discussion 1. On Working Independently Towards The Goals 2. Planning Of An Activity The Qualities Required For Working Independently</p>	<p>1. Understand the increasing demand for AI professionals in today's global market. 2. Identify common job roles in the field of AI and their respective responsibilities. 3. Recognize the essential skills and tools required for a successful career in AI. 4. Explore the diverse opportunities for AI professionals across various industries.</p> <p>Students will able to learn the skills of effective communication.</p> <p>Students Will Be Able To</p> <ul style="list-style-type: none"> Apply Stress Management Techniques <p>This would help the students to develop the skill of personal expression and regulate their emotions and behavior.</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
AUGUST (21 Days)	<p>ICT Skills– II Types Of Operating Systems, Menu, Icons And Task Bar On The Desktop, File Concept, File Operations, File Organization, Directory Structures, File-System, Structures, Creating And Managing Files And Folders</p> <p>UNIT 4: Introduction to Capstone Project The meaning of the Capstone Project and its goals, Design Thinking , Empathy Map , Sustainable Development Goals , Capstone Project</p>	<p>1. Demonstration Of Creating, Renaming And Deleting Files And Folders, Saving Files In Folders And Sub- Folders, Restoring Files And Folders From Recycle Bin Followed By Hands On Practice</p> <p>2. Class Discussion Regarding Procedures To Be Followed For Cleaning, Care And Maintenance Of Hardware Demonstration And Hands On practice</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> Distinguish among the various types of operating systems <p>Students will be able to</p> <ul style="list-style-type: none"> Apply basic skills for Care and maintenance Of computer in an efficient manner. <p>This would lead to the development of skill of ICT literacy.</p> <p>1. Understand how problems can be identified, decomposed and solved using Design Thinking Methodology. 2. Learn the steps of Design Thinking and apply for solving simple issues. 3. Learn to create Empathy maps.</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
SEPT. (11 Days)	<p>Entrepreneurial Skills-II Entrepreneurship and society, Qualities functions Role and Importance of an entrepreneur. Myths about entrepreneurship</p>	<p>1. Class Discussion about Success stories of first generation and local entrepreneurs</p> <p>2. Activities to Collect Information, Listing the entrepreneurial Qualities, analysis of strength and Weaknesses. Planning to setup a business Group discussion of self- qualities needed to become successful entrepreneur.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> List the characteristics of successful entrepreneur Work towards the benefit of the society <p>This would help to the develop economic and financial literacy.</p>

Month/ No. of dates	Chapter	Methodology	Learning Objectives
OCTOBER (17 Days)	1. Basics of python programming language 2. Understanding of character sets, tokens, modes, operators and data types 3. Control Statements 4. CSV Files 5. Libraries – NumPy, Pandas, Scikit-learn	Demonstration, Discussion Discussion, Class Assignment, presentation, team activity	1. Understand the basics of python programming language-tokens, data types, lists, string manipulation, iterative and decision statements. 2. Learn how to use NumPy for mathematical operations and numerical computing. 3. Explore Pandas for data manipulation, analysis, and exploration of structured data. 4. Gain proficiency in using Scikit-learn for implementing machine learning algorithms, including classification. 5. Develop the skills necessary to use Python libraries effectively in Data Science and machine learning projects.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
NOV. (22 Days)	<p>UNIT 5: Data Literacy – Data Collection to Data Analysis</p> <p>Data Literacy , Data Collection , Exploring Data , Statistical Analysis of data , Representation of data, Python Programs for Statistical Analysis and Data Visualization , Knowledge of matrices , Data Pre-processing , Data in Modelling and Evaluation</p> <p>UNIT 6: Machine Learning Algorithms</p> <p>Machine Learning in a nutshell , Types of Machine Learning , Supervised Learning Regression - Understanding Correlation, Regression, Finding the line, Linear Regression algorithm Classification – How it works, Types, k – Nearest Neighbour algorithm , Unsupervised Learning Clustering – How it works, Types, k -means Clustering algorithm</p>	<p>Quiz, Worksheets, presentation Discussion, Class Assignment, presentation, team activity</p> <p>Class Discussion about Success stories of Machine learning</p>	<ol style="list-style-type: none"> 1. To understand the importance of data literacy in AI. 2. To explore various data collection methods and their applications. 3. To analyse data using basic Statistic analysis techniques. 4. To identify matrices and their role in representing data like images. 5. To understand the preparation of data to suit the models <ol style="list-style-type: none"> 1. Understand Machine Learning and the various machine learning algorithms 2. Understand regression as a type of supervised learning. 3. Understand classification as a type of supervised learning. 4. Understand clustering as a type of unsupervised learning. 5. List of algorithms for regression, classification and clustering 6. Differentiate between regression problem, classification problem and clustering

Month/ No. of dates	Chapter	Methodology	Learning Objectives
DEC. (22 Days)	UNIT 7: Leveraging Linguistics and Computer Science Understanding Human Language Complexity , Natural Language Processing (NLP) - Emotion Detection and Sentiment Analysis, Classification Problems, Chatbot , Phases of NLP , Applications of NL	Class Discussion about Natural Language Processing	Understand the challenges of natural language processing (NLP) and its importance in modern technology. 2. Explore the components and processes involved in NLP, including lexical analysis, syntactical analysis, semantic analysis, discourse integration, and pragmatic analysis. 3. Learn about the applications of NLP in various fields such as sentiment analysis, smart assistants, email filtering, predictive text, document analysis, and automatic summarization.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
JANURARY (17 Days)			Able to develop a working computerized software for an organization/institution.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
FEBURARY			Able to attempt DAV board pattern questions .

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

ANNUAL ACADEMIC PLANNER BIOLOGY-XI (2025-26)

Specific Objectives:

The objectives of teaching Biology at this level are-

1. Developing a positive attitude towards learning Biology.
2. Performing Biological activities, dissection and manipulations with confidence and accuracy.
3. Thinking and reasoning precisely, logically and critically in any given situation.
4. Developing investigating skills in life science.
5. Comprehend, analyze, synthesize, evaluate and make generalizations to solve biological problems.
6. Collecting, organizing, representing, analyzing, interpreting data and making conclusions and predictions from its results.
7. Developing a willingness to work collaboratively.
8. Communicating research ideas.
9. Applying modern technological knowledge & skills to familiar and unfamiliar situations.

Month/ No of Days	Chapter Name	Methodology	Learning Objectives
APRIL (20 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 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.
--	--	---	--

<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. Herbarium 		

<p>JULY (24 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: <ul style="list-style-type: none"> • 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.
----------------------------------	--	--	--

<p>AUGUST (21DAYS)</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
----------------------------	--	--	---

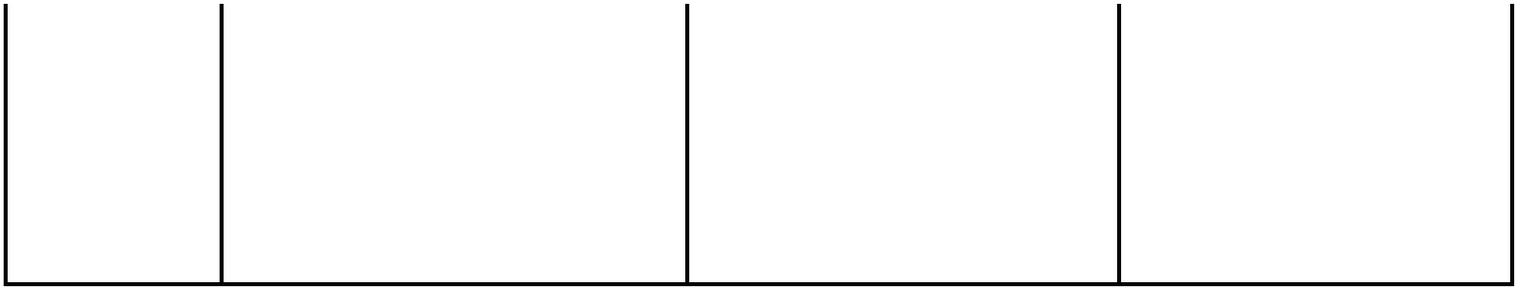
<p>SEPTEMBER (11 DAYS)</p>	<p>Revision for Mid Term Examination</p>		
<p>OCTOBER (17 DAYS)</p>	<ul style="list-style-type: none"> • Photosynthesis in Higher plants • Respiration in plants 	<ul style="list-style-type: none"> • Activity-based learning on the scheme of light and dark reactions. • Law of 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
(22 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.



<p>DECEMBER (22 DAYS)</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. • Identifies the position of endocrine glands, illustrates their structure and enumerates their features
-------------------------------	--	--	--

WINTER HOLIDAY HOMEWORK • Worksheet related to chapters done in October, November and December.

JANUARY (17DAYS)	<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.
---------------------	--	--	--

FEBRUARY: annual examination.

ACADEMIC PLAN
CLASS XI 2025-26
SUBJECT: Business Studies

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
APRIL 21	<p>Part A Foundations of Business Chapter1: Nature and Purpose of Business Topics: *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>	<p>Activity Activities: * Lecture * Class Discussion *Real life Examples</p> <p>ART INTEGRATED ACTIVITY :- Students will make COLLAGE</p>	<p>*Understanding the evolving role of businesses and the modern concept of business. *They will learn the risk handling and are able to develop the decision making skills. *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 non economic activities. *They will be able to compare business profession and employment</p>

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">APRIL 21(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>Activity Activities: * Lecture * Class Discussion *Real life Examples</p> <p>ARTINTEGRATED ACTIVITY :- Students will present in the form of a skit Quiz Notebook work Class test Assignment Practice Questions</p> <p>Rangoli Making</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 mindset by exploring innovative business models. Cultural Competence: Students will appreciate the cultural diversity inherent in various forms of business organization, recognizing how cultural norms, values, and practices influence organizational</p>

			structures and business operations globally.
--	--	--	--

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">MAY 16</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 Activities: * Lecture * Class Discussion *Real life Examples</p> <p>Quiz Notebook work Class test Assignment Practice Questions</p>	<p>After going through the chapter students will be able to: * 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> <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>Chapter 3: Private, Public & Global Enterprises</p> <p>Topics: Private sector and public sector enterprises. * Forms of public sector enterprises: Departmental Undertakings, Statutory Corporation and Government Company. * Features, merits and limitations. Difference between different forms of business organizations</p>	<p>Activities: * Lecture * Class Discussion *Real life Examples</p> <p>ARTINTEGRATEDACTIVITY :- Students will make the portfolio of this chapter in their notebook Quiz Notebook work Class test Assignment Practice Questions</p>	<p>After going through the chapter students will: *Develop an understanding of Public sector and Private Sector Enterprises. * Identify and explain the features, merits and limitation of different forms of Public Sector Enterprises. Discuss the change in the role of Public Sector in an economy</p>

	<p>Chapter 4: Business Services</p> <p>Topics:</p> <ul style="list-style-type: none"> *Business services – meaning and types. *Banking: Types of bank accounts * Banking services with particular reference to Bank Draft, Bank Overdraft, Cash credit. *E-Banking: meaning, types of digital payment * Insurance – Principles. Types – life, health, Fire and marine insurance–concept *Postal Service - Mail, Registered Post, Parcel, Speed Post, Courier - meaning 	<p>Activities:</p> <ul style="list-style-type: none"> * Lecture * Class Discussion *Real life Examples <p>ARTINTEGRATEDACTIVITY</p> <p>:- Students will make the portfolio of this chapter in their notebook</p> <p>Quiz</p> <p>Notebook work Class test Assignment Practice Questions</p>	<p>After going through the chapter students will</p> <ul style="list-style-type: none"> *Understand the meaning and types of business services. *Discuss the meaning and types of Business service Banking *Develop an understanding of difference types of bank account. *Develop an understanding of the different services provided by banks. *Recall the concept to insurance *Understand the principles of insurance *Understand the utility of different telecom services
--	---	--	--

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p style="text-align: center;">AUGUST 22</p>	<p>Chapter 5: Emerging Modes of Business Topics: E - business: concept, scope and benefits</p>	<p>Activities: * Lecture * Class Discussion *Real life Examples</p>	<p>After going through the chapter students would be able to: *understand the meaning of e-business. *Discuss the scope of e-business. *Appreciate the benefits of e 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: * Lecture * Class Discussion *Real life Examples</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 initiatives into business operations to enhance

			reputation, mitigate risks, and create shared value. *Evaluate the effectiveness of existing CSR programs and initiatives in achieving their intended goals and objectives. .
--	--	--	---

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">SEPTEMBER 22</p>	<p>Revision</p>	<p>Worksheet Class Test Case Studies</p>	
<p align="center">OCTOBER 17</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>ARTINTEGRATED ACTIVITY :- Students will make the portfolio of this chapter in their notebook Quiz Notebook work Class test Assignment Practice Questions</p>	<p>* Define the concept of small business and enterprises (SMEs) within the context of the business landscape. * Identify the characteristics and unique challenges associated with small businesses and enterprises. * Describe the role of SMEs in economic development, innovation, and job creation. * Explain the different types of small businesses and enterprises, including sole proprietorships, partnerships, and corporations. * 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 23	<p>Chapter9:Internal Trade Topics:</p> <p>*Internal trade–meaning *Types of services rendered by a wholesaler and a retailer</p> <p>Internal Trade Topics:</p> <p>*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>* Lecture * Class Discussion *Real life Examples</p>	<p>After going through the chapter students will be able to:</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. * Describe the role of advertising and sales</p>

			<p>promotion in internal trade.</p> <p>Discuss the challenges and opportunities associated with internal trade in a developing economy.</p>
--	--	--	---

MONTHS/ DAYS	CHAPTER/TOPIC	METHODOLOGY	LEARNING OBJECTIVES
<p align="center">DECEMBER 23</p>	<p>Chapter10: International Trade Topics: * International Trade: Concept, Problems and Benefits *World Trade Organization(WTO) Meaning and Objectives * Import Trade – Meaning and Procedure * Export Trade – Meaning and Procedure * Documents Involved In International Trade Indent Letter Of Credit Shipping Order Shipping Bills Mate’s Receipt(DA/DP)</p>	<p>Activities: * Lecture * Class Discussion *Real life Examples</p>	<p>After going through the chapter students will learn about the: * Concept, Importance and problems of International Business *Tabular comparison between domestic & international business * Develop an understanding of the various documents used in international trade. Import/Export Procedure</p>
<p align="center">JANUARY 17</p>	<p>Part B: Finance and Trade Chapter7: Sources of Business Finance Topics: *Concept of business finance *Owners’ funds- equity</p>	<p>Activities: * Lecture * Class Discussion *Real life Examples</p>	<p>* Define the concept of business finance and its significance in organizational operations. * Identify the various sources</p>

	<p>shares, preferences share, retained earnings</p> <p>*Borrowed funds: debentures and bonds, loan from financial institution and commercial banks, public deposits, trade credit, Inter Corporate Deposits (ICD).</p>		<p>of business finance available to organizations.</p> <p>* Describe the characteristics, advantages, and limitations of different sources of business finance.</p> <p>* Understand the distinction between internal and external sources of business finance.</p> <p>* Explain the role of financial intermediaries, such as banks, in facilitating business finance.</p> <p>* Define terms related to business finance, such as equity capital, debt capital, retained earnings, debentures, etc.</p> <p>* Recognize the factors influencing the choice of appropriate sources of finance for different types of businesses.</p> <p>Explain the importance of financial planning.</p>
--	--	--	---

CHEMISTRY (043)

CLASS : XI

SESSION : 2025-2026

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 students 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 students to different processes used in industries and their technological applications.
- apprise students with interface of chemistry with other disciplines of science 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:3Hours

Total Marks70

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

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.

MONT HTD/W D	UNIT/ TOPICS	METHODOLOGY / ACTIVITIES	LEARNING OUTCOMES
April, 2025 20/21	<p>Unit 1: Some Basic Concepts of Chemistry: General introduction, importance of chemistry- molar mass, mole concept, empirical formula, stoichiometry, numericals.</p>	<p>Lecture method, Q/A Method Self made PPTs used, Various online learning resources to be used.</p>	<p>Students would develop very clear concepts regarding atomic mass, molecular mass, mole, various SI units, stoichiometric calculations</p>
	<p>Unit 2: Structure of Atom: Introduction to subatomic particles, concept nucleus, orbit, very brief idea about 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>Lecture method, Q/A Method. Various online learning resources to be used.</p> <p>Specially made 'Structure of Atom' ppt will also be utilized.</p> <p>https://www.youtube.com/watch?v=TM RiZhsYLe4&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=19</p>	<p>Students will develop a fair understanding of various subatomic particles, they would realize the concepts of orbits, orbitals, capacity of various orbitals, various quantum numbers and their significances. Wave – particle dualism will also be understood.</p>
May, 2025 15/16	<p>Unit 2: Continued. Aufbau Principle, Arrangement of electrons in different orbitals, Screening Effect, Effective Nuclear Charge, Pauli's Principle,</p>	<p>Lecture method, Q/A Method. Self made PPTs, Various online learning resources to be used.</p> <p>https://www.youtube.com/watch?v=tigy</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,</p>

<p>July, 2025</p> <p>24/25</p>	<p>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, ionic radius, Ionization Enthalpy, Electron Gain Enthalpy, Electronegativity. Diagonal relationship, Trends in chemical properties- valences, basic/acidic nature of oxides, oxidation/reduction properties.</p> <p>Periodic Examination</p> <p>Unit 4: Chemical Bonding and Molecular Structures. Types of bonds, Lewis structures,</p>	<p>yU8nZWI&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=18</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=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=17</p> <p>Video link for cutting/bending of glass tube- https://www.youtube.com/watch?v=AkCHj7SHs4&t=150s</p> <p>Volumetric Analysis, General concepts, IGNOU- https://www.youtube.com/watch?v=x8rAIp5lFcQ</p> <p>Lecture method, Q/A method Various online learning resources. to be shared.</p>	<p>half filled and full filled orbital stabilities.</p> <p>Students will realize the utilities of Periodic Table in understanding chemistry. They would develop a very good ideas about different groups, positions of metals and nonmetals, some periodic trends and their uses.</p> <p>Students will be able to draw Lewis structures of different molecules. They will have a nice command on VBT</p>
--	--	--	--

	Fajan's rules, VBT, VSEPR theory, resonance, Hybridisation, Shapes of molecules, MOT, Hydrogen bonding.	<p>Video links for chemical bonding:</p> <p>https://www.youtube.com/watch?v=jWZKZojacPY&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=16</p> <p>https://www.youtube.com/watch?v=0Y2BlcI2EqM&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=15</p>	<p>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, 2025 21/22</p>	<p>Unit 5: Chemical Thermodynamics. 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>Lecture Method, Q/A Method. Specially designed PPTs titled- 'THERMODYNAMICS' will be used.</p> <p>Link to 'preparation of standard Na₂CO₃ solution'- https://www.youtube.com/watch?v=MeOAPbMvubE&t=267s</p> <p>Link to watch estimation of strength of HCl solution using standard Na₂CO₃: https://www.youtube.com/watch?v=F7GUiB2OteQ</p>	<p>Students will develop very good concepts on various thermodynamic parameters, laws, mathematical relationships and their applications. They will be able to state all three thermodynamic laws their implications.</p>

<p>September, 2025 11/22</p>	<p>Half Yearly Examination</p> <p>Unit 6: Equilibrium. Introduction to the concept of equilibrium, Law of mass action, factors affecting equilibrium, Le Chatelier's Principle, Acid-Base concept, pH, solubility product, common ion effect.</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, 2025 17/17</p>	<p>Unit 7: Redox Reactions. Concept of Oxidation and Reduction, Oxidation number, balancing chemical equations.</p>	<p>Lecture Method, Q/A Method</p> <p>Acid Radicals: https://www.youtube.com/watch?v=IrMLXTw0528</p> <p>Acid Radicals confirmation: https://www.youtube.com/watch?v=9bWISGydyFQ</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>
<p>November, 2025 22/23</p>	<p>Unit 8: Organic Chemistry- Some Basic Principles and Techniques.</p>	<p>Lecture Method and Q/A Method</p>	<p>Students will know the modern definition of Organic Chemistry and the contribution</p>

	<p>Definition of organic chemistry, bondings, nomenclature, Inductive Effect, Resonance, Hyperconjugation, bond fissions, electrophiles, Nucleophiles.</p>		<p>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>
<p>December, 2025 22/23</p>	<p>Unit 9: Hydrocarbons. Aliphatic Hydrocarbons: Alkanes, Alkenes, Alkynes- nomenclature, preparations, Isomerism, Conformations, properties, Markownikoff's Rule. Aromatic Hydrocarbons: Nomenclature, Benzene, resonance, aromaticity, Chemical reactions- Friedel-Craft, Nitration, Halogenation reactions.</p>	<p>Lecture method and Q/A method. Cation Identification- https://www.youtube.com/watch?v=kCKUZdgo600&t=7s Cation Confirmation- https://www.youtube.com/watch?v=hBkP4A_OhFg</p>	<p>Students will develop very good concepts about various types of aliphatic 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, 2026 17/17</p>	<p>Unit 9: Hydrocarbons. CONCLUDES</p>	<p>Hydrocarbons, Link 1- https://www.youtube.com/watch?v=rN4</p>	

<p>February, 2026</p> <p>March, 2026</p>	<p>Pre Board Exam.</p> <p>Revision for ANNUAL EXAMINATION.</p> <p>ANNUAL PRACTICAL EXMINATIONS.</p> <p>ANNUAL THEORY EXAMINATIONS</p> <p>Annual Examinations to be concluded.</p> <p>Result of the Annual Examination will be declared.</p>	<p>2U9qFj2c&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=3</p> <p>Hydrocarbons, Link 2- https://www.youtube.com/watch?v=2OJ2eBziEr0&list=PLNz32RYOjBeoySiHE6MTZOWQGpEhD5tnR&index=2</p>	
--	--	---	--

Summer Vacation Homework:

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

Curriculum Plan 2025-2026

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
APRIL (20 Days)	Unit- 1. Computer Systems and Organisation Basic computer Organisation, Types of Software, Language of Bits, Boolean Algebra	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 a presentation 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	Understand what is the contribution of computers towards society . Describe the architecture of computer. Identify and describe the major components of a typical general-purpose computer. Describe the operation of an idealised generic computer. Describe, contrast and compare different structures for operating Systems. Acquire a detailed understanding of an operating system.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
MAY (15 Days)	Unit- 1. Computer Systems and Organisation Algorithms/Flowcharts	Demonstrate all the parts of computer system with the help of probs. ACTIVITY Discuss algorithms/flowcharts: 1. To add two numbers. 2. To input three numbers and print the largest number. 3.To print number from 1 to 100 4.To print a factorial of a number. Demonstrate modular approach , usage of proper names for identifiers, comments, indentation, running & debugging programs.	Students will able to solve the exercise based questions. Students will able to give the solution to a problem in the from of algorithm or in the pictorial form.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
JULY (24 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. Demonstartion 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. Students will able to solve the exercise based questions. Students will able to write programs using for loop.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
AUGUST (21 Days)	Unit- 2. Programming and Computational Thinking (PCT-1) Strings	Demonstration of programs illustrations: indexing, string operations (concatenation, repetition, membership & slicing), traversing a string using loops, built-in functions: len(), capitalize(), title(), lower(), upper(), count(), find(), index(), endswith(), startswith(), isalnum(),	Students will able to use string functions in python program.

		isalpha(), isdigit(), islower(), isupper(), isspace(), lstrip(), rstrip(), strip(), replace(), join(), partition(), split()	
--	--	---	--

Month/ No. of dates	Chapter	Methodology	Learning Objectives
SEPT. (11 Days)	Unit- 2. Programming and Computational Thinking (PCT-1) Iterative statements	Demonstration of programs using nested loop . Activity	Students will be able to write programs using while /for loop.

Month/ No. of dates	Chapter	Methodology	Learning Objectives
OCTOBER (17 Days)	Unit- 2. Programming and Computational Thinking (PCT-1) Lists	Discuss indexing, list operations (concatenation, repetition, membership & slicing), traversing a list using loops, built-in functions: len(), list(), append(), extend(), insert(), count(), index(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum(); nested lists. Activity 1.Find the maximum, minimum, mean of numeric values stored in a list 2.Implement linear search on list of numbers. 3.Print after counting the frequency of elements in a list	Students will be able to create list and to use various list functions in python program.

	<p>Unit- 4. Society , Law and Ethics</p> <p>Cyber Safety</p>	<p>sqrt, ceil, floor, pow, fabs, sin, cos, tan); random module (random, randint, randrange), statistics module (mean, median, mode) .</p> <p>Debrief the lesson. Discuss the safely browsing the web, identity protection, social networks and bullying using smart board.</p>	<p>write, debug and compile simple programs using Python modules</p> <p>Students will understand the safe usage of social web sites. They shall understand the concept of bullying, cyber trolls, phishing etc.</p>
--	--	--	---

Month/ No. of dates	Chapter	Methodology	Learning Objectives
JANURARY (17 Days)	Project work 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	Learning Objectives
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 .

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

SARLA CHOPRA DAV SCHOOL
ACADEMIC PLAN
SESSION 2025-26
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.

**ECONOMICS THEORY PAPER
MAXIMUM MARKS -80**

**Theory: 80 Marks
Project: 20 Marks**

3 Hours

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

Objectives:

- Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.
- Realisation of learners' role in nation building and sensitivity to the economic issues that the nation is facing today.
- Equipment with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage.
- Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning.

<u>Month</u>	<u>Topic to be covered</u>	<u>Experiment /Activity</u>	<u>Learning outcome</u>
<u>No of working days</u>			
April 20	Statistics for Economics What is Economics Meaning, Scope, Functions and Importance of Statistics Collection of Data Introductory Micro Economics Introduction introductory Microeconomics Consumer's Equilibrium and Demand	Prediction of the economic future of the country through poster making competition Assignments- Introduction to microeconomics Initiating collection of data on the basis of methods learnt . Smart class Module: What is an economy, statistics and economy Referring to real datas of NSO	Students would understand the – Functions and application of statistical tools. Importance of statistics for various sections of society Limitations of statistics and cases of mistrust The nature and methods of collection of data and its application in real life The Concept of PPC Characteristics, Shifts and Applications of

			PPC Concept of Opportunity Cost and its application Understand the concept of Opportunity cost and Marginal opportunity cost
May 15	Measures of Central Tendency- Arithmetic mean, Median and Mode Correlation – meaning and properties, scatter diagram; measures of correlation - Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation (Non-Repeated Ranks and Repeated Ranks). Introduction to Index Numbers - meaning, types - Wholesale Price Index, Consumer Price Index and index of industrial production, uses of index numbers; Inflation and Index Numbers, Simple Aggregative Me	Peer- Teaching and Learning: Students teaching each other in a variety of ways is another strategy to enhance learning. Some of the ways through which students learn from each other	Consumer Equilibrium conditions in case of one good & two good Understanding the significance of indifference curves Understanding the reason behind downward demand sloping budget line The role of budget line and its application in everyday life Understand the usage concept of Elasticity of Demand in Business Concept of universe and sample
JULY 24	Introductory Microeconomics Unit 4: Introduction 10 Periods Meaning of microeconomics and	5Assignments – tabulation, diagrammatic and graphical presentation	students would understand the – Relevance of various

	<p>macroeconomics; positive and normative economics What is an economy? Central problems of an economy: what, how and for whom to produce; concepts of Production Possibility Frontier and Opportunity Cost.</p>	<p>Assignments- production function Diagrammatic and graphic presentation of 'The impact of Covid-19 on Tourism, hospitality and Entertainment industry</p>	<p>types of diagrams and graphs Understand the → meaning & definition of various concepts and key terms in diagrammatic and graphical presentation Know the meaning of production function</p>
<p>August 21</p>	<p>Consumer's Equilibrium and Demand 40 Periods Consumer's equilibrium - meaning of Utility, Marginal Utility, Law of Diminishing Marginal Utility, conditions of consumer's equilibrium using marginal utility analysis. Indifference curve analysis of consumer's equilibrium- the consumer's budget (budget set and budget line), preferences of the consumer (indifference curve, indifference map) and conditions of consumer's equilibrium. Demand, market demand, determinants of demand, demand schedule, demand curve and its slope, movement along and shifts in the demand curve; price elasticity of demand - factors affecting price elasticity of demand; measurement of price elasticity of demand – percentage-change method and total expenditure method</p>	<p>Smart Class Module Market Equilibrium, price control Policies and Index Numbers Wall magazine: Another → way of asking children to read and present content is through a wall magazine. Again this task allows students to display their creative skills in displaying the content. It builds team spirit and makes learning enjoyable.</p>	<p>students would understand the – Relevance of → various types of diagrams and graphs Understand the → meaning & definition of various concepts and key terms in diagrammatic and graphical presentation Know the meaning of production function</p>
<p>September</p>	<p>Perfect Competition -</p>	<p>Assignments - Price</p>	<p>Students would</p>

11	<p>Price Determination and simple applications. Perfect competition - Features; Determination of market equilibrium and effects of shifts in demand and supply. (Short Run Only) Simple Applications of Demand and Supply: Price ceiling, Price floor.</p>	<p>determination and application of Index numbers. Smart Class Module Market Equilibrium, price control Policies and Index Numbers Wall magazine: Another way of asking children to read and present content is through a wall magazine. Again this task allows students to display their creative skills in displaying the content. It builds team spirit and makes learning enjoyable</p>	<p>understand the – Changes in equilibrium price and quantity due to changes in factors affecting demand and supply. Chain reaction under different situations of dynamics of equilibrium Application of price ceiling and price flooring by the Government</p>
October 17	<p>Producer Behaviour and Supply Meaning of Production Function – Short-Run and Long-Run Total Product, Average Product and Marginal Product. Returns to a Factor Cost – Short run costs - Total Cost, Total Fixed Cost, Total Variable Cost; Average Cost; Average Fixed Cost, Average Variable Cost and Marginal Cost - meaning and their relationships. Revenue – Total Revenue, Average Revenue and Marginal Revenue - meaning and their relationship. Producer's Equilibrium - meaning and its conditions in terms of Marginal Revenue Marginal Cost. Supply, market supply,</p>	<p>Smart Class Module Peer- Teaching and Learning: Students teaching each other in a variety of ways is another strategy to enhance learning Integrating it with art of exhibiting through Nukkad natak- Its impact</p>	<p>Students would understand the – The nature and methods of collection of data and its application in real life Understand that conditions of consumer equilibrium Nature of primary data & secondary data Understand the difference between Random and Non random sampling Nature of sampling Errors</p>

	determinants of supply, supply schedule, supply curve and its slope, movements along and shifts in supply curve, price elasticity of supply; measurement of price elasticity of supply - percentage-change method.		
November 22	Introduction to Index Numbers - meaning, types - Wholesale Price Index, Consumer Price Index and index of industrial production, uses of index numbers; Inflation and Index Numbers, Simple Aggregative Method.	assignments- Introduction to microeconomics Initiating collection of data on the basis of methods learnt . Smart class Module: What is an economy, statistics and economy Referring to real data's of NSO	The Concept of PPC Characteristics, Shifts and Applications of PPC Concept of Opportunity Cost and its application Understand the concept of Opportunity cost and Marginal opportunity cos
December 22	Correlation – meaning and properties, scatter diagram; measures of correlation - Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation (Non-Repeated Ranks and Repeated Ranks	Reference to data from Census and NSSO Project on collection of some data by each student from a primary source and from a secondary source Students are also encouraged to read newspapers and magazines. Many a days the last 10 minutes of class are spent in discussing any terminology, ideas or views that students may not have understood. Further, newspapers offer opinions on curriculum related topics which can be	Students would understand the – Relevance of various types of diagrams and graphs Understand the meaning & definition of various concepts and key terms in diagrammatic and graphical presentation Know the meaning of production function

		used as a basis or tool to facilitate discussions on a given topic. Newspaper and magazine articles make very good case studies (discussed later) when they are without any opinions and views.	
January 17	Presentation of Data: Tabular Presentation and Diagrammatic Presentation of Data: (i) Geometric forms (bar diagrams and pie diagrams), (ii) Frequency diagrams (histogram, polygon and Ogive) and (iii) Arithmetic line graphs (time series graph).	Project based learning: I believe that we are all well versed with project work in Economics and its advantages in delivering content. Under the project based learning approach, students are given a real world situation which they analyse and present using their academic knowledge and creativity. Project work takes the central ideas of a topic beyond the academic curriculum.	To enable the students to understand the – Meaning of arithmetic – mean and weighted mean, along with their computations. Application of various methods to calculate mean

HOLIDAY HOME WORK

SUMMER BREAK - 1 Practice NCERT questions of first three chapters

2. Prepare Mind maps for statistics formulas

3 . Practice NCERT based diagrams

WINTER BREAK - 1 Practice CBSE sample papers .

2 .Practice one mark question .

Curriculum plan 2025-26

SUBJECT-GEOGRAPHY

CLASS 11

LEARNING OBJECTIVES:

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.
7. On successful completion of this course, students should be able to understand the mean global atmospheric circulations and disturbances, world climate systems, climatic variability and

:

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[20 DAYS]	Introduction :geography as a discipline s physiography the correlation between climate , Natural vegetation and soil	Entire chapter will be read in the class. 1/3/5 marker questions will be marked and discussed. Data will be modified as per latest census. Example will be shared from real life. NCERT exercise will be discussed. PPT will be shared. Special emphasis given to MCQ questions. Activity Ppt on climate &natural vegetation	Students will come to know about different geographical location. They will appreciate how people react in different physical environment. Knowing about the physical geography of Earth is important for every serious student studying the planet because the natural processes of Earth affect the distribution of resources (from carbon dioxide in the air to freshwater on the surface to minerals deep underground) and the conditions of the human settlement. They will also be realised how natural vegetation is influenced by climate. Skill developed: critical thinking
MAY[15DAYS]	Natural hazards and disasters	Entire chapter will be read in the class. 1/3/5 marker questions will be marked and discussed. Data will be modified as per latest census.	After the completion of both the chapters students will come to know how to Reduce the risk of disasters caused by human error, deliberate destruction, and building or equipment failures.

		<p>Example will be shared from real life</p> <p>·</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>·</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 [21DAYS]	Geomorphic processes	<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, adoptability risk management
SEPTEMBER [MID TERM EXAM][10days]	REVISION AND THEMATIC MAPPING[practical]		
OCTOEBER[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 Flow chart on heat budget</p>	<p>converted into heat which than 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. 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.

HISTORY

CLASS—XI (2025-26)

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
 - an overview of the theme under discussion
 - a more detailed focus on one region of study
 - 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 XII will be organized around four sub heads:
 - a detailed overview of the events, issues and processes under discussion
 - a summary of the present state of research on the theme
 - an account of how knowledge about the theme has been acquired
 - an excerpt from a primary source related to the theme, explaining how it has been used by historians.

CLASS-XI: THEMES IN WORLD HISTORY			
MONTH/ NO OF DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
<p>Apri 1 21 Days</p>	<p>Introduction to World History</p> <p>1. Writing and City Life Focus: Iraq, 3rd millennium BCE</p> <p>a) Growth of towns b) Nature of early urban societies Historians' Debate on uses of writing</p>	<p>Picture Study and discussion-</p> <p>The learner will study the artifacts and find out the nature of early urban Centre.</p> <p>Discuss whether writing is significant as a marker of civilization.</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>

May 16 Days			
	<p>SECTION II : EMPIRES Introduction</p> <p>2..An Empire across Three Continents Focus: Roman Empire, 27 BCE to 600 CE</p> <p>Political evolution Economic Expansion Religion-culture foundation</p> <p>Late Antiquity</p> <p>Historians' view on the Institution of Slavery</p>	<p>Timeline and PPT</p> <p>The learner will prepare timelines of the history of a major world empire.</p> <p>Discuss whether slavery was a significant element in the economy in Roman empire</p>	<p>At the completion of this unit students will be able to:</p> <p>Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture.</p> <p>Examine the domains of cultural transformation in that period</p> <p>Analyze the implications of Roman's contacts with the subcontinent Empires</p>

<p>JULY - 25 DAYS</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>Graphic organizer</p> <p>The learner will collect information of the nomadic societies and its ruler.</p> <p>Discuss whether state formation is possible in nomadic societies.</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>
<p>August 22 Days</p>			
	<p>SECTION -III: CHANGING TRADITIONS Introduction 4. The Three Orders. Focus: Western Europe 13th-16th century</p> <ol style="list-style-type: none"> a) Feudal society and economy b) Formation of state c) Church and society d) Historians' views on decline of feudalism 	<p>Brainstorming-</p> <p>The learner will discuss the nature of the economy and society of this period and the changes within them.</p> <p>Show how the debate on the decline of feudalism helps in understanding processes of transition.</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>



September 11 Days	<p>5.Changing Cultural Traditions Focus: Europe 14th-17th century</p> <ul style="list-style-type: none"> a) New ideas and new trends in literature and arts b) Relationship with earlier ideas c) The contribution of West Asia d) Historians' viewpoint on the validity of the notion 'European Renaissance' 	<p>Debate–</p> <p>Explore the intellectual trends in the period. Introduce the debate around the idea of 'Renaissance'.</p>	<p>At the completion of this unit students will be able to</p> <p>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 towards the Roman Catholic Church and its impact on later reforms.</p>
----------------------	---	---	--

<p>October 17 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>Creating a narrative-</p> <p>The learner will work in groups and from the memory of the exhibits create a narrative of the lifestyles of indigenous people.</p> <p>Discuss the implications of the conquests for the indigenous people.</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>
----------------------------	--	--	--

<p>November 23 Days</p>	<p>SECTION -IV TOWARDS MODERNISATION</p> <p>Introduction 7. The Industrial Revolution Focus: England 18th to 19th century Innovations and technological change.</p> <p>Patterns of growth Emergence of a working class Historians’ viewpoint, Debate on ‘Was there an Industrial Revolution?’</p>	<p>Graphic organizer The learner will prepare a chart of different innovations and technological changes.</p> <p>Debate Initiate students to the debate on the idea of industrial revolution.</p>	<p>At the completion of this unit students will be able to Comprehend the arenas of the Industrial Revolution in Great Britain and other countries.</p> <p>Elucidate the technological innovations that spurred industrialization in Britain.</p> <p>Analyze the social, economic, and environmental impact of the Industrial Revolution in order to understand the revolutionary and ideological transformation .</p> <p>Compare and contrast the positive and negative aspects of the Industrial Revolution.</p> <p>Empathize for the suffering of the workers during the Industrial Revolution.</p>
	<p>8. Displacing Indigenous People Focus: North America and Australia, 18th to 20th century</p>	<p>Discussion- Students will be asked to discuss the processes of displacements that accompanied the development</p>	<p>At the completion of this unit students will be able to Recount some aspects of the history of the</p>

	<p>European colonists in North America and Australia.</p> <p>Historians' viewpoint on the impact of European settlement on indigenous population.</p>	<p>of America and Australia.</p> <p>Compare and contrast the 10 political situations of the native people of India and Australia during the first quarter of 20th century.</p>	<p>native people of America to understand their condition.</p> <p>Compare and contrast the lives and roles of indigenous people in these continents</p>
	Formation of White Settler societies		To analyze the realms of settlement of Europeans in Australia and America.
	Displacement and repression of local people		
December 23 Days	<p>9. Paths to Modernization Focus: East Asia, late 19th to 20th century Militarization and economic growth in Japan.</p>	<p>Think, Pair and Share – Debate</p> <p>Students will work in groups to discuss the path of economic growth of Japan and China and how the transformation in the modern world takes many different forms.</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>
	China and the communist alternative.	Show how notions like 'modernization' need to be critically assessed	Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration.
	Historians' Debate on the meaning of modernization	Discuss about opium wars and occupation of Hong Kong by Britain.	Analyze the domains of Japanese nationalism prior and after the Second World War.
			Comprehend the history of China from colonization to the era of socialism.
MAP WORK OF UNITS 1-11			

Jan 2026	17 Days		REVISION WORK	
Feb 2026			REVISION WORK	

PROJECT WORK

CLASS XI (2025-26)

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 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 of 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 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 report should be hand written only.
- (Eco-friendly materials can be used by students)

The following steps are suggested:

1. Teacher 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 so on. Any of these activities which are suitable to visually impaired candidates can be performed as per the choice

of the student.

- 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.
- 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

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

HISTORY– CLASS XI
SUBJECT CODE 027 (Session 2025-26)

TIME: 3 Hours

Maximum Marks: 80

Sr. No.	Competencies	Total Marks	% Weightage
1	<p>Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas</p>	24	30%
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	23	28.75%
3	<p>. 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)</p> <p>Evaluation- (Appraise, Argue, judge, support, critique, and/or justify the value or worth of a decision or outcome, or to predict outcomes)</p>	29	36.25%
4	<p>Map skill based question- Identification, location, significance</p>	4	5%
	Total Questions	80	100%

CURRICULUM PLAN 2025-2026

MARKETING (812)

CLASS XI

LEARNING OBJECTIVES

- To understand the classical marketing perspectives and contrasts these with newer views from relational and service-based schools of marketing
- To understand the dynamics of various environmental factors on marketing so as that students can think about a feasible marketing plan (process)
- To understand the utility of STP of marketing (i.e. segmentation, targeting, positioning)
- To have an elementary knowledge of marketing mix, consumer behavior, and other preliminary concepts and roles of marketing in society

Month/ No of Days	Chapter Name/Topic	Methodology	Learning Objectives
APRIL: 20 DAYS	<p>UNIT TITLE: Introduction to Marketing</p> <p>Session 1: Introduction to Concept and Definition Of Marketing</p> <p>1. Understanding of Marketing concept in day to day life.</p> <p>2. Difference between manufacturer and marketer</p> <p>3. Objectives of Marketing</p>	<p>Making students understand need, wants, demands, market offering and customer value along with customer satisfaction</p> <p>Activity: Acquaint students with the concept of Manufacturer and marketer by making them picking</p>	<p>Students will be able to</p> <p>1. Identify different manufacturers and marketers of products</p> <p>2. Understand marketing by understanding need, wants, demands, market offerings</p> <p>3. Understand objectives of marketing</p>

	4. Detailed definition of marketing	products that they consume every day and finding out the manufacturer and marketers of each.	4. Understand customer value and customer satisfaction in marketing
	<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,</p>	<p>Interactive Lecture: Acquaint students with the scope and importance of marketing</p> <p>Activity:</p> <p>1. Prepare an assignment by collecting print advertisements and analysing the message conveyed in marketing of goods, services people, ideas, experience, events, places, properties, organisations and information.</p> <p>3. Visit different companies and find different marketing</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, society and consumers</p>

	customer and society	and selling activities adopted	
	<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</p>	<p>Interactive Lecture: Discussion of different philosophies of marketing evolved over period of time. Activity: Prepare an assignment of Which Philosophies are being adapted as per todays context with examples to support from different industry</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

	between marketing and selling		
--	-------------------------------	--	--

	<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 the marketing activities of each of them respectively. Also identify different activities followed in selling and marketing</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>
--	--	---	---

<p>MAY :15 DAYS</p>	<p>UNIT II:MARKETING ENVIRONMENT</p> <p>SESSION1: 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;</p> <p>'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 'Internal environment factors' (4 Ps)</p>
---------------------	---	--	--

	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:24 DAYS	SESSION 2: MACRO ENVIRONMENT FACTORS	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
	1. Discuss the meaning of Macro Environment in business 2. Detailed discussion on Demographic forces and Politico-legal forces	1. Acknowledge factors of macro environment	Interactive Lecture: Clarification of physical forces, Technological forces and

	2.Enumerate the impact of Economic forces, Natural or physical forces, Technological forces and Sociocultural forces	Sociocultural forces Activity: Enlist various physical forces, Technological forces and Socio- cultural forces in an industry	
--	--	--	--

AUGUST :21 days	UNIT III- SEGMENTATION, TARGETING AND 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	Interactive lectures discuss the different basis of segmentation	Students will be able to Understand different bases
--	--	--	--

	of segmentation		of segmentation
--	-----------------	--	-----------------

September: 11 days	Unit Code 3 UNIT TITLE: SEGMENTATION, TARGETING & POSITIONING	Interactive lectures: Explain the meaning and types of targeting	Students will be able to Identify the types of targeting
	Comprehend the concept of targeting and its types		
	Define Positioning	Interactive lecture: explain the meaning of positioning	Identifying features of positioning

October: 17 days	UNIT - IV FUNDAMENTALS OF MARKETING MIX	Interactive Lecture: Discussing the concept and importance of marketing mix Activity: Visit different organisations and find the stages involved in developing marketing mix	Students will be able to
	Session I: Concept, importance of Marketing Mix 1. Understand concept and characteristics of marketing mix. 2. Identify the features of marketing mix 3.Steps in developing		1. Identify different marketing mix of products/services 2. Specify steps in developing marketing mix

	marketing 4.Significance of marketing mix		
--	--	--	--

	<p>Session II:</p> <p>Marketing mix components – Service Sector and Consumer Goods</p> <p>1. Identify the various types of marketing mix.</p> <p>2. Marketing mix for consumer goods- 4P's and 4 C's models</p> <p>3. Marketing Mix for Services 7P's</p>	<p>Interactive Lecture: Discussing the marketing mix components of service and consumer goods</p> <p>Activity: Prepare a list of 4P's and 7P's of prominent organizations</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Identify marketing mix of products/services 2. Specify 4P's for consumer goods 3. List the 7P,s for services
--	---	---	---

November: 22 days	<p>UNIT V: CONSUMER BEHAVIOUR</p> <p>SESSION 1: MEANING AND IMPORTANCE OF CONSUMER BEHAVIOUR</p> <p>1.Explain the meaning</p>	<p>Interactive Lecture:</p> <p>1.Explaining the meaning and definition of Consumer Behaviour and their components; the</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1.Understand the term Consumer Behaviour in Marketing 2. Identify
------------------------------	---	---	--

	<p>and definition of Consumer Behaviour</p> <p>2. Discuss the Constituents of consumer Behaviour and types of consumers and buyers</p> <p>3. Substantiate importance of Consumer behaviour</p>	<p>significance of Consumer behaviour</p> <p>Activity: Identify various types of consumers and buyers in the market</p>	<p>consumer and buyer the two major components of buying behaviour</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</p>	<p>Students will be able to</p> <p>1. Determine cultural and sub cultural factors</p> <p>2. Determine social factors</p> <p>3. Determine psychological factors in consumer</p>
--	--	---	--

		psychological factors influencing consumers in a Shopping Mall	behaviour
--	--	--	-----------

	<p>SESSION 3: ROLES OF BUYING BEHAVIOUR</p> <p>Identify and understand the various buying roles played by consumer in different kinds of purchase 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. 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>SESSION 4: STAGES OF BUYING BEHAVIOUR</p> <p>Comprehend the various aspects to be considered while making purchasing decisions.</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</p>	<p>Students will be able to</p> <p>Recognize the five stages involved in making a decision of purchase.</p>
--	---	--	---

		in purchasing a high involvement and a low involvement product	
--	--	--	--

December : 22 days

EMPLOYABILITY SKILLS

January: 17 days

Revision

HOLIDAY HOMEWORK

SUMMER BREAK

Project work to be allotted

WINTER BREAK

Practical file/ Power Point Presentation

CURRICULUM PLAN
SUBJECT :- MATHEMATICS (041)
CLASS XI
SESSION 2025 - 2026

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 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 (2025-26)

Time: 3 Hours

Max Mark: 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

MONTH / NO. OF DAYS	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOMES
<p>April (20 days)</p> <p>7 days</p>	<p>Unit- I. Sets and Functions</p> <p>Sets: Sets and their representations. Empty set. Finite and Infinite sets. Equal sets. Subsets. Subsets of a set of real numbers especially intervals (with notations). Power set. Universal set. Venn diagrams. Union and Intersection of sets.</p>	<p>Lecture method Indo-deductive method</p> <p>Worksheet to be given</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 symbols related to sets ● To Solve problems based on the sets
<p>10 days</p>	<p>Relations & Functions:</p> <p>Ordered pairs. Cartesian product of sets. Number of elements in the Cartesian product of two finite sets. Cartesian product of the set of reals with itself ($R \times R$ only).</p> <p>Definition of relation, pictorial diagrams, domain, co-domain and range of a relation. Function as a special type of relation.</p> <p>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.</p>	<p>Worksheet to be given</p> <p>To Draw the Graph of various functions:</p> <p>Rangoli Activity</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 functions ● To Solve problems based on the functions
<p>3 days</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>Learning by doing method to be used</p> <p>Graphical method</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

<p>May (15 days)</p> <p>7 days</p>	<p>Trigonometric Functions:</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>Worksheet to be given</p> <p>Assertion and reasoning</p> <p>Competency based problems</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Logical Thinking, Problem Solving, analytical skills developed
<p>8 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>Indo deductive method</p> <p>Worksheet to be given</p> <p>Assertion and reasoning</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>July (24 days)</p> <p>10 days</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>Worksheet to be given</p> <p>Graphical method</p> <p>Lecture method</p> <p>Indo-deductive method</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>14 days</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>Worksheet to be given</p> <p>Lecture method</p> <p>Indo-deductive method</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 (21 days)</p> <p>10 days</p>	<p>Sequence and Series:</p> <p>Sequence and Series. Arithmetic Progression (A.P.). Arithmetic Mean (A.M.) Geometric Progression (G.P.), general term of a G.P., sum of n terms of a G.P., infinite G.P. and its sum, geometric mean (G.M.), relation between A.M. and G.M.</p>	<p>Worksheet to be given</p> <p>Lecture method</p> <p>Indo-deductive method</p> <p>Case based problems</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● To identify and to understand the general form of A.P. and G.P. also find the sum of A.P. and G.P. up to nth term ● Logical Thinking, Problem Solving, analytical skills developed
<p>11 days</p>	<p>Unit-III: Coordinate Geometry</p> <p>Straight Lines:</p> <p>Brief recall of two dimensional geometry from earlier classes. Slope of a line and angle between two lines. Various forms of equations of a line: parallel to axis, point -slope form, slope-intercept form, two-point form, intercept form and normal form. General equation of a line. Distance of a point from a line.</p>	<p>Worksheet to be given</p> <p>Graphical method</p> <p>Lecture method</p> <p>Indo-deductive method</p> <p>Competency based problem</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Identify and understand different types of equations of straight lines ● To Solve problems based on different types of equations

September (11days)

REVISION

<p>October (17 days)</p> <p>8 days</p>	<p>Unit-IV: Calculus</p> <p>Limits:</p> <p>Intuitive idea of limit. Limits of polynomials and rational functions trigonometric, exponential and logarithmic functions</p>	<p>Worksheet to be given</p> <p>Learning by doing method</p> <p>Competency based problems</p> <p>Assertion and Reasoning</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>9 days</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>Worksheet to be given</p> <p>Learning by doing method</p> <p>Competency based problems</p> <p>Assertion and Reasoning</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 (22 days)</p> <p>10 days</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</p> <p>of parabola, ellipse and hyperbola. Standard equation of a circle.</p>	<p>Worksheet to be give</p> <p>Graphical method</p> <p>Lecture method</p> <p>Indo-deductive method</p> <p>Competency based problems</p> <p>Assertion and Reasoning</p> <p>Case based problems</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
<p>5 days</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>Worksheet to be given</p> <p>learning by doing method</p> <p>Graphical method</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>7 days</p>	<p>Unit-V : Statistics and probability</p> <p>Statistics:</p> <p>Measures of Dispersion: Range, Mean deviation, variance and standard deviation of ungrouped/ grouped data</p>	<p>Worksheet to be given</p> <p>Lecture method</p> <p>Indo-deductive method</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Identify and understand different types of data ● To Solve problems based on the different types of data like individual series ● discrete series and continuous series to solve various problem based on

<p>December (22days)</p> <p>10 days</p>	<p>Probability:</p> <p>Random experiments; outcomes, sample spaces (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.</p>	<p>Worksheet to be given</p> <p>Lecture method</p> <p>Indo-deductive method</p> <p>Learning by doing method</p> <p>Competency based problems</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● To identify and to understand the concept of probability and apply the knowledge in solving real life problems. ● Logical Thinking, Problem Solving, analytical skills developed
<p>January and February</p>	<p>Revision</p>	<p>With the help of NCERT Exemplar , Question bank ad sample papers.</p>	

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

PROJECT WORK (TERM – I)

The project work will be for 20 marks

- Out of 20 marks , 5 marks are to be allotted to viva voice , 5 for practical record file and 10 marks for project work.
- The project can be prepared individually/pair/group 4-5 each.
- Project can be on any of the topic given in the syllabus of a particular class.

ART INTEGRATION (TERM – II)

Make an art integration project on any topic related to syllabus .Students can use power point presentation or any other method to explain their views.

HINDUSTANI VOCAL MUSIC (034)

CLASS XI

SESSION 2025-26

Learning Objective:

Students will learn about the rich cultural heritage and how it has shaped up over these years. They will also gain knowledge and understanding about the historical aspects of the subject.

Students will understand the nuances of music and develop musical skills. They will also gain knowledge of the theoretical aspect of music, which will help them understand the subject in a better way.

Month / No. of Days	Chapter Name	Methodology	Learning Objectives
April (21 Days)	Nada, Swar Shruti, Saptak (Theory) Seven Swaras, Alankars, Raga Bihag	The teacher will sing and explain the shuddha, komal & teevra swaras. Students will sing alankars and different swaras. They will also sing the aroh-avroh of Raga Bihag.	Students will learn the basics of music. They will be able to distinguish between komal & teevra swaras.
May (15 Days)	Chhota Khayal with Taan & Alap Raga Bihag (Practical)	The teacher will sing and explain the shuddha, komal & teevra swaras. Students will sing and learn alankars. Introduction to Raga Bihag.	Students will listen to the lesson and try to perform on their own. They will be able to distinguish the different swaras.
July (24 Days)	Khayal, Pt. Bhatkhande (Theory) Raga Bhairavi (Practical)	The teacher will sing the swaras of Raga Bhairavi and explain the nuances. Explanation of the difference between Dhrupad & Khayal singing styles. Students will be asked to sing individually.	Students will be able to differentiate between the two singing styles and learn every detail about them. They will also learn Chhota Khayal in Raga Bhairavi. Students will also learn about the Thaata system by Pt. Bhatkhande.

<p>August (22 Days)</p>	<p>Natyashastra, Raga, Tarana (Theory) Raga Bhairavi (Practical)</p>	<p>The teacher will provide specific notes on the given topics. She will sing and explain with examples wherever possible. Practice of MCQs on these topics.</p>	<p>Students will be able to perform on their own. They will be able to recognize the swaras (komal & teevra).</p>
<p>September (25 Days)</p>	<p>Taal - Teental, ektaal, chautaal (Theory/Practical) Tanpura - Shruti provider (Theory) Raag Bhimpalasi (Practical)</p>	<p>Raag Bhimplasi will be explained with Bandish and improvisations will be shown and explained. Teacher will recite the talas and teach students. Students will repeat the same, showing taali & khaali.</p>	<p>Students will develop the knowledge of raag and the basic instruments They will improve their rhythm sense.</p>
<p>October (17 Days)</p>	<p>Raga Bhairavi, a devotional song (Practical) Instrument: Tanpura</p>	<p>Specific notes will be provided to the students, and all details will be explained with examples. Practice of Raga Bhairavi with bandish & improvisations.</p>	<p>Students will learn a different form/style of singing (devotional song). They will understand the nuances of Raga Bhairavi.</p>
<p>November (24 Days)</p>	<p>Miya Tansen, talas (Theory) Raga Bhimpalasi with aroh-avroh, pakad, bandish</p>	<p>Emphasis on individual practice of singing. Reciting different layakarīs of the prescribed taalās.</p>	<p>Students will learn different rhythm patterns & layakarīs. This will improve their skill in singing.</p>
<p>December (25 Days)</p>	<p>Practice of MCQ, Thaāt, jaati, laya-taal (Theory) Dhrupad - Singing Style Pt. Paluskar</p>	<p>Teacher will sing and explain the difference between Khayāl & Dhrupad singing styles. Students will listen to the bandish and try to learn properly. Specific notes/material will be provided on the given topics.</p>	<p>Improve singing skills. Learn about the contribution of Pt. Paluskar in the field of music.</p>
<p>January (18 Days)</p>	<p>MCQ on Natyashastra (Theory) Bandish of Vilāmbit Khayāl with elaborations Margi-Desi Sangeet</p>	<p>Teacher will sing and explain the difference between Vilāmbit Khayāl & Chhota Khayāl. Individual practice of the same will be done in class.</p>	<p>Students will learn a new gayan shailī (singing style). They will also be able to explain in detail the content of Natyashastra.</p>

February (days)	MCQ on Natyashastra (Theory) Bandish of Vilambit Khayal with elaborations	Revision of everything done in class.	Students will learn a new gayan shaily (singing style). They will be able to explain in detail the content of Natyashastra.
----------------------------	---	--	---

SARLA CHOPRA DAV SCHOOL
ACADEMIC PLAN
SESSION 2025-2026
CLASS 11
FINE ART (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, analyses, 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 process 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 of working days</u>	<u>Topic to be covered Theory</u>	<u>PAINTING/DRAWING /Activity</u>	<u>Methodology</u>	<u>Learning Objectives</u>
APRIL 20	<p>Six limbs of Indian Painting/Sadangas</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-landscape, anatomy, vertical, horizontal, two and three dimensional, transparent and opaque Paper (Cartridge, handmade canvas and Hardboard Handmade, etc.), Pencil, water</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. Media and Techniques:</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</p>

		colour, acrylic colour, Transparent	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.	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.
MAY 15	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	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.	Technical Skills: "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." "Students will be able to create a still-life painting using a variety of brushstrokes and textures." Critical Thinking and Analysis: "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." "Students will be able to critique their own artwork, identifying strengths and areas for improvement." Creativity and Expression: "Students will be able to develop their own unique artistic style 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 24	<p>A. Pre-Historic Rock-Paintings Introduction 1) Period and Location 2) Study and appreciation of following Pre-historic paintings: i. Wizard'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, Bana wali and Dholavira (in India)</p>	<p>Painting Composition</p> <p>Human composition like markets, birthday party, capture the action from the playground ,</p> <p>.</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, shape, colour, and form, is crucial.</p>	
AUGU ST 21	Study and appreciation of following:	Painting composition from	Practical Skills Development: Drawing and	Identify Key Areas of Painting Theory: Historical Context: Understand different

	<p>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 c Circa 2500 B.C. (Collection: National Museum, New Delhi).</p>	<p>Indian traditional painting like Pahari painting of miniature, Kalighat painting, Pota Chitra, fresco painting, lippan art</p>	<p>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>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>
<p>SEPTEMBER 11</p>	<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). Decoration 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>	
<p>NOVEMBER 22</p>	<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, Kushana (Gandhara</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,</p>	<p>Technical Skills: Media and Materials: Understanding and utilizing various painting mediums (oil, acrylic, watercolor, etc.) and their properties. Techniques: Mastering brushwork, color mixing, layering, and other painting techniques. Composition: Understanding and</p>

	<p>and Mathura styles) and Gupta period: 2. Study and appreciation of following</p> <p>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.) Introduction to Ajanta Location Period, No of caves, Chaitya and Vihara, paintings and sculptures, subject matter and technique etc.</p>		<p>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>applying principles of composition like balance, perspective, and focal point.</p> <p>Art History and Theory: Art Movements: Identifying and analyzing 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 analyzing 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>
DECE MBER 22	<p>Temple Sculpture, Bronzes and artistic aspects of Indo-Islamic Architecture 24 Periods (A) Artistic aspects of Indian Temple</p>	<p>Portfolio Assessment</p> <p>Minimum 20 number of</p>	<p>Practical Skills Development: Drawing and Painting: Students learn to use various drawing and</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</p>

<p>sculpture (6th Century A.D. to 13th Century A.D.)</p> <p>1) Introduction to Temple Sculpture (6th Century A.D. to 13th Century A.D.)</p> <p>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, Orissa) 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. (B) Bronzes : 1. Introduction to Indian Bronzes. 2. Method of casting (solid and hollow) 3. Study and appreciation of following South</p>	<p>drawings and paintings preparation</p>	<p>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>principles like balance, contrast, and rhythm.</p> <p>Techniques and Media: Learn about various painting techniques and media (e.g., watercolour, oil, acrylic) and their properties.</p> <p>Composition: Develop understanding of composition, perspective, and visual organization in painting.</p> <p>Art Criticism and Analysis: Develop skills to analyse and critique artworks.</p>
--	---	---	---

	<p>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</p>			
JANUARY 22	<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)

Unit wise Weightage Units Content Periods Marks

CLASS–XI (2024-25)
(PRACTICAL)

One Practical Paper

70 Marks

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 in 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. 10 Marks (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 HOME WORK

SUMMER BREAK - 1 Practice NCERT questions

2. Prepare portfolio

WINTER BREAK - 1 Practice sample papers.

2 . Practice panting/drawing

ACADEMIC PLAN (2025-2026)

Subject :- PHYSICAL EDUCATION

Class :- 11th

Learning objective

To prove knowledge regarding physical activity and sports.

To tell students how sports and physical activities increase the fitness level of a child.

To tell the student value of yoga and positive lifestyle in the life.

To give knowledge different career options in physical education and sports.

Month :- April

No. of working days :- 21

UNIT 1. CHANGING TRENDS AND CAREER IN PHYSICAL EDUCATION

CHAPTER	METHODOLOGY	LEARNING OUTCOME
CHANGING TRENDS AND CAREER IN PHYSICAL EDUCATION	Discussion and explanation	Children now come to know about different careers in physical education and sports.

Month :- May

No. of working days :- 16

UNIT 3. PHYSICAL FITNESS AND WELLNESS

CHAPTER	METHODOLOGY	LEARNING OUTCOME
PHYSICAL FITNESS AND WELLNESS	Discussion and explanation	Now students come to know about the different components of physical fitness and how to keep themselves healthy.

Month :- July

No. of working days :- 25

UNIT 5. YOGA

CHAPTER	METHODOLOGY	LEARNING OUTCOME
YOGA	Demonstration and explanation	Students know how yoga can prevent us from the lifestyle disease. They know how to do yoga asana and pranayam.

Month :- August

No. of working days :- 22

UNIT 6. PHYSICAL ACTIVITY AND LEADERSHIP TRAINING

CHAPTER	METHODOLOGY	LEARNING OUTCOME
PHYSICAL ACTIVITY AND LEADERSHIP TRAINING	Discussion and explanation	Physical activity build up leadership qualities and ethical values.

Month :- September

No. of working days :- 22

UNIT 8. ANATOMY, PHYSIOLOGY AND KINESIOLOGY IN SPORTS

CHAPTER	METHODOLOGY	LEARNING OUTCOME
ANATOMY, PHYSIOLOGY AND KINESIOLOGY IN SPORTS	Discussion and explanation	They can increase the performance with the help of principle of physics.

Month :- October

No. of working days :- 17

UNIT 7. TEST AND MEASUREMENT IN SPORTS

CHAPTER	METHODOLOGY	LEARNING OUTCOME
TEST AND MEASUREMENT IN SPORTS	Discussion and explanation	Now students come to know about healthy weight according to their height.

Month :- November

No. of working days :- 23

UNIT 4. PHYSICAL EDUCATION AND SPORTS FOR CWSN

CHAPTER	METHODOLOGY	LEARNING OUTCOME
PHYSICAL EDUCATION AND SPORTS FOR CWSN	Discussion and explanation	Get the knowledge about sports activities which are required for special children.

Month :- December

No. of working days :- 23

UNIT 10. TRAINING AND DOPING IN SPORTS

CHAPTER	METHODOLOGY	LEARNING OUTCOME
TRAINING AND DOPING IN SPORTS	Discussion and explanation	Students come to know about how abuse substance effect on the health.

Month :- January

No. of working days :- 17

UNIT 2. OLYMPIC VALUE EDUCATION

CHAPTER	METHODOLOGY	LEARNING OUTCOME
OLYMPIC VALUE EDUCATION	Discussion and explanation	Increase the knowledge about the ancient and modern olympic games to the students.

Month :- February

No. of working days :- 22

UNIT 9. PSYCHOLOGY AND SPORTS

CHAPTER	METHODOLOGY	LEARNING OUTCOME
PSYCHOLOGY AND SPORTS	Discussion and explanation	students know different parameters of psychology

HOLIDAY HOMEWORK

SUMMER BREAK - REVISION OF CHAPTER 1, 3 and SPECIFICATION OF THE GAME

WINTER BREAK- REVISION OF CHAPTER 2, 4,5,6,7,8,9,10 & yoga for concentration and BMI

SARLA CHOPRA DAV SCHOOL
ACADEMIC PLAN
SESSION 2025-2026
CLASS 11
PHYSICS

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 process 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.

PHYSICS THEORY PAPER
MAXIMUM MARKS -70

Time: 3 hrs.

Max Marks: 70

		No. of Periods	Marks
Unit-I	Physical World and Measurement		
	Chapter-2: Units and Measurements	08	
Unit-II	Kinematics		
	Chapter-3: Motion in a Straight Line	24	23
	Chapter-4: Motion in a Plane		
Unit-III	Laws of Motion		
	Chapter-5: Laws of Motion	14	
Unit-IV	Work, Energy and Power		
	Chapter-6: Work, Energy and Power	14	
Unit-V	Motion of System of Particles and Rigid Body		
	Chapter-7: System of Particles and Rotational Motion	18	17
Unit-VI	Gravitation		
	Chapter-8: Gravitation	12	
Unit-VII	Properties of Bulk Matter		
	Chapter-9: Mechanical Properties of Solids	24	20
	Chapter-10: Mechanical Properties of Fluids		
	Chapter-11: Thermal Properties of Matter		
Unit-VIII	Thermodynamics		
	Chapter-12: Thermodynamics	12	
Unit-IX	Behaviour of Perfect Gases and Kinetic Theory of Gases		
	Chapter-13: Kinetic Theory	08	
Unit-X	Oscillations and Waves		
	Chapter-14: Oscillations	26	10
	Chapter-15: Waves		
Total		160	70

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

<u>Month</u> <u>No of working days</u>	<u>Topic to be covered</u>	<u>Experiment /Activity</u>	<u>Learning outcome</u>
April 2025 20	<p><u>Units and Measurements</u> Need for measurement: Units of measurement; systems of units; SI units, fundamental and derived units. significant figures. Dimensions of physical quantities, dimensional analysis and its applications.</p> <p><u>Motion in a Straight Line</u> Frame of reference, Motion in a straight line, Elementary concepts of differentiation and integration for describing motion, uniform and non-uniform motion, and instantaneous velocity, uniformly accelerated motion, velocity - time and position-time graphs. Relations for uniformly accelerated motion</p>	<p>1 a) To measure diameter of a small spherical/cylindrical body using Vernier callipers.</p> <p>1 b) To measure internal diameter and depth of a given beaker/calorimeter using Vernier callipers and hence find its volume.</p> <p>2) To make a paper scale of given least count, e.g., 0.2cm, 0.5 cm</p> <p>work sheets • CBSE Sample papers</p>	<p>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 2025 15	<p><u>Motion in a Plane</u> Scalar and vector</p>	<p>3 a) To measure diameter of a given</p>	<p>Learners will be able to</p>

	<p>quantities; position and displacement vectors, general vectors and their notations; equality of vectors, multiplication of vectors by a real number; addition and subtraction of vectors, Unit vector; resolution of a vector in a plane, rectangular components, Scalar and Vector product of vectors. Motion in a plane, cases of uniform velocity and uniform acceleration ,projectile motion, uniform circular motion.</p>	<p>wire using screw gauge. 3 b) To measure thickness of a given sheet using screw gauge.</p>	<p>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 it mathematical calculus analysis.</p>
<p>JULY 2025 24</p>	<p><u>Laws of Motion</u> 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. Equilibrium of concurrent forces, Static and kinetic friction, laws of friction, rolling friction, lubrication. Dynamics of uniform circular motion: Centripetal force, examples of circular motion (vehicle on a level circular road, vehicle on a banked road) Work, Energy and Power Work done by</p>	<p>4)To find the weight of a given body using parallelogram law of vectors 5)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. 6)To study dissipation of energy of a simple pendulum by plotting a graph between square of amplitude and time.</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>a constant force and a variable force; kinetic energy, workenergy theorem, power. Notion of potential energy, potential energy of a spring, conservative forces: non- conservative forces, motion in a vertical circle; elastic and inelastic collisions in one and two dimensions.</p>		
<p>August 2025 21</p>	<p><u>Motion of System of Particles and Rigid Body</u> System of Particlesand Rotational Motion Centre of mass of a two-particle system, momentum conservation and Centre of mass motion. Centre of mass of a rigid body; centre of mass of a uniform rod. Moment of a force, torque, angular momentum, law of conservation of angular momentum and its applications. Equilibrium of rigid bodies, rigid body rotation and equations of rotational motion, comparison of linear and rotational motions. Moment of inertia, radius of gyration, values of moments of inertia for simple geometrical objects (no derivation). <u>Gravitation</u> Kepler's laws of planetary motion,</p>	<p>7a)To find the force constant of a helical spring by plotting a graph between load and extension.</p>	<p>Learners will be able to understand Concept of gravitational force between two bodies and its conservative nature.</p>

	<p>universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth. Gravitational potential energy and gravitational potential, escape velocity, orbital velocity of a satellite.</p>		
September 2025 11	<p><u>Mechanical Properties of Solids</u> Elasticity, Stress-strain relationship, Hooke's law, Young's modulus, bulk modulus, shear modulus of rigidity (qualitative idea only), Poisson's ratio; elastic energy Revision for Half yearly Examination</p>	7 b) To find the force constant of a rubber band by plotting a graph between load and extension	Learners will be able to understand Practicality of different types of Elastic moduli and Relation between stress and strain.
November 2025 22	<p><u>Thermal Properties of Matter</u> Heat, temperature, thermal expansion; thermal expansion of solids, liquids and gases, anomalous expansion of water; specific heat capacity; Cp, Cv - calorimetry; change of state - latent heat capacity. Heat transfer- conduction, convection and radiation, thermal conductivity, qualitative ideas of Blackbody radiation, Wein's displacement Law, Stefan's law .. <u>Thermodynamics</u> Thermal equilibrium and definition of temperature zeroth</p>	<p>(9a) To study the relation between frequency and length of a given wire under constant tension using sonometer.</p> <p>(9 b) To study the relation between the length of a given wire and tension for constant frequency using sonometer.</p>	<p>Learners will be able to understand the Concept and relation between different specific heat capacities.</p> <p>Learners will be able to understand the Concept of Heat, work and Internal energy of the system.</p>

	<p>law of thermodynamics, heat, work and internal energy. First law of thermodynamics, Second law of thermodynamics: gaseous state of matter, change of condition of gaseous state -isothermal, adiabatic, reversible, irreversible, and cyclic processes.</p>		
<p>December 2025 22</p>	<p><u>Oscillations Periodic motion –</u> Time period, frequency, displacement as a function of time, periodic functions and their application. Simple harmonic motion (S.H.M) and its equations of motion; phase; oscillations of a loaded spring-restoring force and force constant; energy in S.H.M. Kinetic and potential energies; simple pendulum derivation of expression for its time period. Waves Wave motion: Transverse and longitudinal waves, speed of travelling wave, displacement relation for a progressive wave, principle of superposition of waves, reflection of waves, standing waves in strings and organ pipes,</p>	<p>(10)Using a simple pendulum, plot L-T and L-T 2 graphs. Hence find the effective length of a second's pendulum using appropriate graph.</p> <p>11)To find the speed of sound in air at room temperature using a resonance tube by two resonance positions.</p>	<p>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</p>

	<p>fundamental mode and harmonics, Beats</p> <p>Revision for Periodic Examination .</p>		<p>Learners will be able to understand the Mathematical analysis of waves along its basic parameters (Amplitude , Frequency and Phase) Learners will be able to understand the concept of reflection of waves</p>
January 2026 22	<u>Revision for final examination</u>	Practice of DAV sample papers	
February 2026	<u>Final practical & Theory paper</u>		

HOLIDAY HOME WORK

SUMMER BREAK - 1 Practice NCERT questions of first three chapters

2. Prepare Mind maps for motion in a straight line and plane

WINTER BREAK - 1 Practice sample papers .

2 . Practice case study

CURRICULUM PLAN 2025-2026

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 learners 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 learners 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

(2025-2026)

One Theory Paper

Marks: 70

Units	Topics	Month of covering the topic
I	What is Psychology?	April (20days)
II	Methods of Enquiry in Psychology	May (15 days)
III	The Bases of Human Behavior	July (24 days)
IV	Human Development	July / August (21days)
V	Sensory, Attentional and Perceptual Processes	September (11 days)
VI	Learning	September and October(17days)
VII	Human Memory	November (22days)
VIII	Thinking	December (22days)
IX	Motivation and Emotion	January (17 days)

COURSE STRUCTURE

MONTH/NO. OF DAYS	CHAPTER NAME	METHODOLOGY	LEARNING OBJECTIVES
APRIL (20 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><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 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
--	---	--	--

<p>MAY (15 DAYS)</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</p> <p>Brainstorming</p> <p>Presentation</p> <p>Videos</p> <p>Case study</p>	<p>Explain the goals and nature of psychological enquiry,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand different types of data used by psychologists, <input type="checkbox"/> Gain knowledge about the different methods of Psychological enquiry. <input type="checkbox"/> Learn about the methods of various methods of analyzing data <input type="checkbox"/> Select the most appropriate method of data analysis. • Learn about the limitations of psychological enquiry <input type="checkbox"/> Appreciate the ethical considerations involved in conducting research.
--------------------------	---	--	--

<p>JULY (24DAYS)</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</p> <p>Brainstorming</p> <p>Presentation</p> <p>Peer learning method</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the meaning and process of development. <input type="checkbox"/> Explain the influence of heredity and environment on human development. <ul style="list-style-type: none"> • 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. <input type="checkbox"/> Understand how these challenges can be overcome. <ul style="list-style-type: none"> • Gain better self-awareness
---------------------------------	---	--	--

<p>AUGUST (21 DAYS)</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</p> <p>Brainstorming</p> <p>Presentation</p> <p>Psychological experiments</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciate the different sense organs and how these help us in adapting to life. <input type="checkbox"/> Insight regarding the 7 senses including Kinaesthetic and Vestibular System
<p>SEPTEMBER (11DAYS)</p>	<p>LEARNING</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Learning 	<p>Discussion</p> <p>Brainstorming</p> <p>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 (17DAYS)</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</p> <p>Movie screening Activities games</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 (22DAYS)</p>	<p>HUMAN MEMORY</p> <p><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. Levels 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</p> <p>Brainstorming</p> <p>Presentation</p> <p>Researches discussion</p> <p>Real life incidents</p> <p>experiment</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.
------------------------------	--	--	--

<p>DECEMBER (22 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 <ul style="list-style-type: none"> □ Building Blocks of Thought 3. The Processes of Thinking 4. Problem Solving 5. Reasoning 6. Decision-making 7. Nature and Process of Creative Thinking <ul style="list-style-type: none"> □ 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</p> <p>experiment</p> <p>project (Observe children of 1 year, 2 years, and 3 years old over a period of one week. Record the speech and note how the child is learning words and how many words the child has learnt over this period.)</p>	<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.
-------------------------------	---	--	---

<p>JANUARY (17 DAYS)</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</p> <p>Brainstorming</p> <p>Presentation</p> <p>Researches discussion</p> <p>Real life incidents project (In many households, family members do not eat without bathing first and practise religious fasts. How have different social practices influenced your expression of hunger and thirst? Conduct a survey on five people from different backgrounds and prepare a report)</p> <p>experiment</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
------------------------------	--	---	--

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 | 05 Marks |
| • Project file | 05 Marks |
| • Viva Voce (Project and experiments) | 05 Marks |
| • One experiment | 15 Marks* |

* (05 Marks for conduct of practical and 10 Marks for report writing)

- One experiment 15marks* (05 marks for conduction of practical and 10 marks for report writing))

Holidays home work

Summer holidays :

*Watch any three movies from the list given in the class and write a detailed psychological review on the basis of your understanding of psychological principles.

* Art integration project

Winter holidays;

Complete the assignment on chapter ‘learning’ as given in the class

Prepare a career booklet on the basis of chapter 1 including a detailed interview of a professional from the field you aspire for.

CURRICULUM PLANNER (2025-26)
POLITICAL SCIENCE (028)
CLASS XI

LEARNING OBJECTIVES

1. At the senior secondary level, students whoop for Political Science are given an opportunity to get exposed to the diverse concepts of the discipline helping them to be a global citizen and develop skills to understand, apply and evaluate.

2. At This Level, there is a need to enable students to have the skills to engage with political process that surrounds them and provide them with an understanding of historical context that shape their present.

3. Develop analytical skills to assess political issues and from various perspective.

AIMS AND OBJECTIVES:

1. INDIAN CONSTITUTION AT WORK:

- To understand the circumstances in which constitution of India was framed.
- To analyze the role of 3 organs of government.
- To explain the role of local government at the grass root level.
- 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 enable of the role of political theory that helps to shape the understanding of politics.
- 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.

MONTH/ NUMBER OF DAYS	CHAPTER NAME	METHODOLOGY	LEARNING OUTCOMES
APRIL (20 DAYS)	<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>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 Rights • Right to Constitutional Remedies <p>c) Directive principles of state policy</p>	<p>With the help of their previous knowledge, the teacher will start with a storytelling method regarding constituent assembly.</p> <p>ACTIVITY- Teacher will distribute the sample of different constitution of the world and students will compare the different constitution of the world.</p> <p>Teacher will start with a discussion method.</p> <p>Meaning and needs of Rights. Comparison with non-democratic countries.</p> <p>ACTIVITY-</p> <p>1. Teacher will make the group in the class; One fundamental right will be allotted to each group of class to present in the class.</p> <p>2. QUIZ</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Understand the making of the constitution. • Learn the basic features of the constitution. • Identify the sources of the constitution. • Develop critical thinking about the different constitution of the world. • Understand the philosophy of the constitution. <p>Students will be able to-</p> <ul style="list-style-type: none"> • Understand the fundamental rights given in the Indian constitution. • Know the difference between fundamental right and fundamental duties. • Understand about DPSP their need and limitation • Identify the freedoms and • reasonable restrictions.

	<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 • Why should we study political theory 	<p>With the help of plank cards teacher will start discussion of the term politics. Real meaning of Politics, Political Science and Political Theory, their need and significance.</p> <p>ACTIVITY- Teacher will give research work to the students regarding any two famous political thinkers (Plato, Aristotle, Gandhi and Ambedkar)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning of Political Science, theory and Politics. • Develop a critical understanding about political principles and ideas. • Know the importance of political theory. • Critically analysis the different political ideas.
<p>MAY (15DAYS)</p>	<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 constituencies • Free and fair elections • Universal franchise and right to contest • Independent Election Commission • Electoral Reforms 	<p>Teacher will start with a discussion method. On the basis of their previous knowledge the teacher will raise some questions regarding the Election System.</p> <p>Activity- Students will practice the different forms of election in class like FPTP and the PR system of election.</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. • 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

	<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 explain with the story telling method.</p> <p>The story of Aung San Suu kyι and Nelson Mandela.</p> <p>ACTIVITY- Teacher will organize an extempore related to negative and positive liberty.</p>	<p>Students will be able to-</p> <ul style="list-style-type: none"> • Understand the meaning of freedom. • Identify the difference between Negative and Positive Liberty. • Understand the difference between Liberty and Freedom.
<p style="text-align: center;">JULY (24DAYS)</p>	<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 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 with a discussion method. On the basis of their previous knowledge teacher will ask difference between equity and equality.</p> <p>ACTIVITY-Teacher will organize a debate competition on reservation policy in the class.</p> <p>Lecture method Empirical research methods will be used by the teacher.</p> <p>Activity- Students will make a PPT on the present central government with special reference to ministries.</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> • Understand the meaning of equality. • Know the principle of affirmative action. • Critically analyze the process of special treatment or different behaviors with different people. <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. • Know the meaning of Bureaucracy. • Understand the relation between the Prime Minister and President.

	<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>With the use of multimedia tools, a flow chart teacher will explain key organs of government.</p> <p>ACTIVITY-Teacher will organize a role play of different politicians in the class.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the composition and powers of Lok Sabha and Rajya Know the Difference between Unicameral and Bicameral Legislature. • Critically analyze the need off legislature system in India. • Understand the difference between State Legislative Assembly and State Legislative Council.
<p>AUGUST (21 DAYS)</p>	<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 • Judiciary and Rights Judiciary and Parliament 	<p>With the use of multimedia tools, a flow chart teacher will explain key organs of government.</p> <p>With the help of pictures and videos. Teacher will explain about the Judiciary.</p> <p>ACTIVITY-MOOT COURT</p>	<p>The 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.

	<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 ● Jammu and Kashmir 	<p>Teacher will use the discussion method and students will recall the student's previous knowledge about different levels of government.</p> <p>ACTIVITY: CASE STUDY DISCUSSION</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. ● Know the different levels of government in India. ● Learn the constitutional provision, Union, State and Concurrent lists of subjects. ● Identify the exceptions that are given in the constitution regarding central and state relations.
	<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 bring topic in the class for the discussion and develop the understanding of Social Justice.</p> <p>ACTIVITY- Teacher will share a copy of Newspaper article to analyze and relate with the justice.</p>	<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.

<p>SEPTEMBER (11 DAYS)</p>	<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 Kinds of rights Rights and responsibilities 	<p>With the help of an image's teacher will start the discussion in the class.</p> <p>ACTIVITY- Teacher will organize a slogan writing competition on the topic of "Human Rights"</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. ● Understand the idea of John Locke ● Explain the Kinds of Rights. ● Critically analyze the importance of rights
<p>OCTOBER (17 DAYS)</p>	<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 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 	<p>With the help of some image's teacher will start with the chapter.</p> <p>ACTIVITY-QUIZ</p> <p>With the storytelling method teacher will start the topic.</p> <p>ACTIVITY-Group discussion on the merits and demerits of local government.</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. ● Understand the relation between Citizen and Nation. <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.

	<ul style="list-style-type: none"> ● State Finance Commission ● 74th Amendment ● Implementation of 73rd and 74th Amendments <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>With the use of multimedia tools, A video of the Indian National Movement will be shown to the students.</p> <p>Activity- Make a paper presentation on “Tagore’s critique of nationalism”.</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
<p>NOVEMBER (22 DAYS)</p>	<p style="text-align: center;">Constitution as 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 the 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 living document ● Analyze about the different types of amendments and its need. ● Appreciate the contribution of judiciary over the years.

<p>DECEMBER (22 DAYS)</p>	<p style="text-align: center;">Secularism</p> <ul style="list-style-type: none"> ● What is Secularism? ● Inter-religious Domination ● Intra-religious Domination ● Secular State ● The western model of secularism ● The Indian model of secularism ● Criticisms of Indian secularism ● Western Import ● Minoritism ● Interventionist ● Vote Bank Politics <p style="text-align: center;">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>Project work and analysis</p>	<p>With the help of a debating method of teaching, students will try to discuss and come to a conclusion, with the facilitation of the teacher they will be able to find their right direction of knowledge construction.</p> <p>ACTIVITY- Teacher will organize a group discussion on “how we can develop religious harmony in India”</p> <p>With the help of explanation and revision of first chapter, teacher will start with the chapter.</p> <p>ACTIVITY- QUIZ</p> <p>Teacher will discuss and provide content to the students regarding their project.</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. <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. <p>The students will be able to:</p> <ul style="list-style-type: none"> ● Develop the ability of research work.
--------------------------------	---	---	---

<p>JANUARY (18 DAYS)</p>	<p>MAP/CARTOON WORKQUESTIONSOF BOTH BOOKS</p>	<p>With the help of an Indian/world political map teacher will mark the Important location that connects with the understanding of the topic.</p>	<p>The students will be able to-</p> <ul style="list-style-type: none"> ● Locate countries and states with given information. ● Critically analyze the topics and express them in their topic.
------------------------------	---	---	--

THEORY = 80M

PROJECT WORK

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 student are able to derive a conclusion from the content 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 20marks, 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 culminating the form of films, albums, songs, storytelling debate, Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
- The teacher 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.	VARITYOFCONTENT	3
3.	PRESENTATION	3
4.	CONCLUSION	1
5.	BIBLIOGRAPHY	1
6.	VIVA-VOCE	10
	TOTAL	20

