

MIZORAM BOARD OF SCHOOL EDUCATION
AIZAWL — 796 012

Dated Aizawl, the 31st May, 2021

NOTIFICATION

No. K.11012/1/2018-MBSE(Acad)/115 : It is hereby notified for the information of all concerned that **week-wise plans** for students at the higher secondary stage have been prepared by the MBSE so that students can receive school education systematically at home during the lockdown period due to COVID – 19 pandemic. The week-wise plans are prepared for 16 weeks and are to be carried out **under the guidance of the lecturers** through available technological and social media tools till schools re-open for normal classes. The lecturers should give tests/assignments and may make use of audiovisual aids. However, the week wise plans must be implemented in such a way so as not to overburden the students. The assessments will be done by the schools internally and will be taken into consideration for the students' internal marks.

Sd/- LALTHANGBIKA

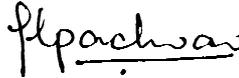
Secretary

Mizoram Board of School Education

Memo No. K.11012/1/2018-MBSE(Acad)/115 (A) : Dated Aizawl, the 31st May, 2021

Copy to : —

1. P.S. to Minister for information of Hon'ble Minister, School Education Department, Mizoram.
2. Mr. L.Thangmawia, MLA, Vice Chairman, HRD Board, Mizoram.
3. The Special Secretary to the Govt. of Mizoram, School Education Department and Controlling Authority of the MBSE, Aizawl.
4. The Director of School Education, Govt. of Mizoram, Aizawl, for information.
5. All District Education Officers, Mizoram. They are requested to disseminate this Notification within their respective jurisdiction and ensure that schools are strictly followed and implemented.
6. All Principals of Higher Secondary Schools in Mizoram. They are hereby informed to follow and implement the week-wise plans prepared by the Board, as annexed, in this Notification.
7. The General Secretary, HISSLAM, with a request to disseminate to their member schools.
8. Guard File No. 14.


31/5/21
(SARAH LALENGZAMI PACHUAU)
Director (Academic)
Mizoram Board of School Education

FOREWORD

The week-wise plans consist of interesting and challenging activities taken from the textbooks prescribed by MBSE. Most of the activities given in the week-wise plans focus on learning outcomes and can thus be achieved through any resource including the textbooks the children are using. The purpose of mapping of themes with learning outcomes in the week-wise plans is to facilitate lecturers to assess the students' progress in learning and also to go beyond textbooks.

This will empower our students, lecturers, school principals and parents to find out positive ways to deal with the COVID – 19 pandemic using *on-line teaching – learning* resources and in the attainment of learning outcomes.

The Board has observed that many students may not have internet facilities in their mobile phones, or may not be able to use different social media tools such as whatsapp, facebook, twitter, google, etc., or may have poor internet connectivity. The lecturers are therefore expected to guide students and parents through SMS on mobile phones or through voice calls.

The week-wise plans will enable students to engage themselves meaningfully in their studies during their stay at home during the lockdown. Moreover, these week-wise plans will be useful for the parents also in creating a conducive learning environment at home for their children so that they can learn in a meaningful and joyful way.

The Board has developed strategies for implementing the week-wise plans for learning of students at the higher secondary stage which is appended overleaf.

Strategies for implementing week-wise plans (for sixteen weeks) for students at the Higher Secondary Stage.

1. The lecturers are advised to encourage the students/guardians and to inform them about the conduct of the suggested activities and also the reason for preparing the week-wise plans.
2. Clear and sufficient verbal and visual instructions are to be given by lecturers so that the students are able to follow the activities suggested.
3. The lecturers may encourage students to carry out self –study, reading and learning with available resources at home under the supervision of parents.
4. The lecturers may highlight only important points in each topic and the rest of the activities may be done by the students themselves. More focus should be on helping students becoming self-learners.
5. The lecturers may create WhatsApp groups for different classes or subjects to ingest learning of the topic with brief explanations. This can be done as per the need of the situation.
6. lecturers can explain to the students / parents about each activity over the phone, through SMS and voice recorded messages. The lecturer must continuously ensure that the activities have been conducted by each and every student.
7. For any concept/topic, the lecturers in the group may ask students to go through a particular portion of the chapter/activity. This may help lecturers to know their students thought process and may also observe that the students are progressing in activity.
8. Lecturers should try their level best to ensure that the learner is willingly and enthusiastically doing the activities. The parents/guardians should support learners by creating a conducive atmosphere at home. The parents should also see to it that the learner is indeed making progress in his / her learning.

**Week – wise assignments
for Higher Secondary School
(Week – 1 to 16)**

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Subject: ENGLISH CLASS – XI

Expected Level of Competency/Learning Outcomes	Source/Resource	Week-wise suggested activities (to be guided by teachers)
<p>Read the text thoroughly and try to understand and appreciate the story to express opinion and views independently</p>	<p>TEXTBOOK:HORNBILL The Portrait of a Lady</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>-Khuswant Singh has drawn a portrait of his grandmother with pen and tried to unfold the beautiful relationship with her while telling the readers about his grandmother’s appearance and daily-basis activities</p> <p>-on reading the text try to remember:</p> <p>a) the three phases of the author’s relationship with his grandmother before he left the country to study abroad.</p> <p>b) the three reasons why the author’s grandmother was disturbed when he started going to the city school.</p> <p>c) the three ways in which the author’s grandmother spent her days after he grew up.</p> <p>Q. Summarise the above creatively and add more ideas and views. (5 marks)</p>
<p>Photographs capture a moment in time and with that the emotions felt during the moment the photograph was taken as well. Readers can empathize with the poet’s sense of loss</p>	<p>TEXTBOOK : HORNBILL A Photograph by Shirley Toulson</p>	<p style="text-align: center;"><u>WEEK – 2</u></p> <p>The poem is a tribute to the poet’s mother. An old photograph with a cardboard frame which has three smiling girls at the beach is a favourite childhood memory of her mother. For the poet her mother’s laugh was her favourite memory. The mother has been dead for twelve years, the same age as she was in the photograph. The poet finds it hard to express the grief that she has from her mother’s absence.</p> <p>Read out the poem thoroughly and answer the questions that follow :</p> <ol style="list-style-type: none"> 1) What has the camera captured? 2) What has not changed over the years? Does this suggest something to you? 3) What does “this circumstance” refer to?

<p>The poet beautifully describes the disappearance of his childhood. Learners will be able to know how the innocence of his childhood gets lost as and when we grows older and becomes aware of the realities of life.</p>	<p>TEXTBOOK : HORNBILL ‘Childhood’ <i>By Markus Natten</i></p>	<p style="text-align: center;"><u>WEEK – 3</u></p> <p>‘Childhood’ is a beautiful poem by Markus Natten which revolves around the lost Childhood. The numerous changes with the growing age, two-sided faces of people and the lost childhood are exquisitely narrated with a very simple and engaging voice. The poet talks about the various instances when he could have lost his childhood. Furthermore, a realization comes to the poet that the world is not what it seems. He recalls when his thoughts changed and he realized the hypocrisy of the people around him. He finally settled down to the idea that his childhood went to some forgotten place and is hidden in the face of an innocent infant. Read out the poem thoroughly and answer the questions that follow :</p> <p>1) Identify the stanza that talks of each of the following :</p> <p style="padding-left: 40px;">(i) individuality (ii) rationalism (iii) hypocrisy</p> <p>2) What according to the poet is involved in the process of growing up?</p> <p>3) What is the poet’s feeling towards childhood?</p>
<p>Readers will see the human predicament that follows war. War brings destruction, pain and loss of lives which impacts humans in various ways.</p>	<p>TEXTBOOK: SNAPSHOTS The Address</p>	<p style="text-align: center;"><u>WEEK – 4</u></p> <p>The story ‘The Address’ is divided into pre-war and post-war times. There are clear indications of the hardships which the narrator, a young girl has to go through. Now, she was back to where her past things lay. She was curious to see and touch her belongings in order to relive those memories. Read the text carefully and underline all difficult words. Consult your dictionary for meanings to be able to interpret and appreciate the story.</p>
<p>To help the students in grasping the concepts of English literature. The story revolves around the theme of crisis we encounter in our daily life. The narrator and her mother’s life is disrupted due to war.</p>	<p>TEXTBOOK : SNAPSHOTS The Address</p>	<p style="text-align: center;"><u>WEEK – 5</u></p> <p>‘The Address’ is a poignant account of a woman who goes in search of her childhood home. Answer the following questions after reading your text carefully :</p> <p>1) How did Mrs Dorling react when the narrator said I’m Mrs S’s daughter? (ans on pg 10)</p>

		<p>2) What two reasons did the narrator give to explain that she was mistaken? (ans on pg 10)</p> <p>3) Who had given the narrator the address? When and under what circumstances? (ans on pg 11)</p> <p>4) What does the narrator remember about Mrs Dorling? “ (ans on pg 12)</p>
Gather information, gist and details and interpret and appreciate the story	<p>TEXTBOOK : SNAPSHOTS LESSON - 4 <i>Albert Einstein at School</i></p>	<p><u>WEEK – 6</u></p> <p>The story is about how Einstein struggled each day in school. As each day passed, the school diploma felt like a far- fetched dream. The way Einstein strategizes to get out of the miserable place (school) and how things turned around in the end, makes the story even more interesting.</p> <p>Q. Read the text carefully and gather all difficult words and consult your dictionary to be able to interpret and appreciate the story.</p>
Learners will be able to appreciate insightful information which persuades an individual to think and teaches logic rather than information gathering which is concerned with compilation of facts and figures.	<p>TEXTBOOK : SNAPSHOTS LESSON - 4 <i>Albert Einstein at School</i></p>	<p><u>WEEK – 7</u></p> <p>- Einstein was a boy who believed in standing up for his beliefs - he prefers logic rather than facts - he was more interested in insightful information than information gathering. He was a science and mathematics enthusiast, having trouble in keeping up with history dates.</p> <p>Read out the text thoroughly and answer the questions in about 30 – 40 words :</p> <p>1) What is Einstein’s view about education? 2) What was the history teacher’s opinion of Albert ? 3) How did Albert leave his school where he had spent five years?</p>
Learner’s will be acquainted to a new kind of narrative: adventure, actions, suspense	<p>TEXTBOOK: HORNBILL LESSON -2 “ We’re Not Afraid to Die... if We Can All Be Together”</p>	<p><u>WEEK – 8</u></p> <p>It is a story about extreme bravery and skill exhibited by Gordon Cook, his family and crewmen when facing hazardous experiences in water.</p> <p>Read the text carefully and try to learn new words pertaining to adventure and shipping.</p>

<p>The learner's will be able to appreciate and imbibe the never say 'die' attitude and strength of hope. The learner's will be able to enhance their problem solving skills.</p>	<p>TEXTBOOK: HORNBILL LESSON -2 “ We're Not Afraid to Die... if We Can All Be Together”</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <p>Q. What lessons do we learn from such hazardous experiences when we are face-to-face with death?</p>
<p>The poet has beautifully described the unique experience he had with rain. Readers will be able to appreciate the literary devices such as personification, metaphor, hyperbole and imagery.</p> <p>Ability is tested to depict innovative thinking using the language creatively</p>	<p>TEXTBOOK: HORNBILL “ The Voice of the Rain’ by Walt Whitman</p> <p>Previous knowledge (Notice)</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>The poem is a conversation between the poet and the rain. The poet asks soft-falling shower, ‘Who are you?’ to which she replies that she is the poem of earth. She rises in the form of water vapour in the sky from the land and the bottomless sea. It falls back on the surface of the earth to provide water to ends droughts, settles dust back to the ground, and gives life to seeds and plants that would not grow without it. Thus gratefully it gives life back to its origin. It purifies and beautifies the earth. The rain like a song heard or unheard, returns back to its origin.</p> <p>Read out the poem thoroughly and answer the questions that follow:</p> <ol style="list-style-type: none"> 1. There are two voices in the poem. Who do they belong to? Which lines indicate this? 2. How is the cyclic movement of rain brought out in the poem? Compare it with what you have learnt in science. 3. List the pairs of opposites found in the poem. <p>Q. You lost your Timex wrist-watch in your school. Draft a notice in not more than 50 words, to be placed on your school notice board. You are a student of CI- XI, ABC Higher Secondary School Lunglei. Sign as Liansanga/Liansangi</p>

<p>Learners will be able to appreciate the beauty of the quaint village and its customs and traditions</p>	<p>TEXTBOOK : SNAPSHOT LESSON – 3 'RANGA'S MARRIAGE'</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Ranga is a boy living in the village of Hosahalli in Mysore. He is the first from the village to go to Bangalore to study. Upon returning to the village, all the villagers gathered in his place to notice any change in the boy. The narrator decides to marry off Ranga to a suitable girl. Read the text carefully and underline all difficult words. Consult your dictionary for word meanings to be able to interpret and appreciate the story.</p>
<p>Learners will be able to comprehend the timeless significance of the issue of marriage institution and role of English language.</p>	<p>TEXTBOOK : SNAPSHOTS LESSON – 3 'RANGA'S MARRIAGE'</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Answer the following questions in about 30 – 40 words :</p> <ol style="list-style-type: none"> 1. How does the writer describe his village, Hosahalli? 2. What were Ranga's views on the selection of the bride and marriage? 3. How did the narrator bring Ranga and Ratna face to face?
<p>Learners will be able to depict innovative thinking using the language creatively</p>	<p>Previous knowledge (Letter Writing-Application)</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Q. Draft an application for the post of Physical Education teacher in St. Andrew's Higher Secondary School, Aizawl in response to their advertisement that appeared in 'Vanglaini' daily newspaper dated 1st September, 2020. You are John/Lily</p>
<p>Readers will learn about the importance of peaceful coexistence of all creatures on this planet</p>	<p style="text-align: center;">TEXTBOOK : HORNBILL LESSON – 5 <i>The Ailing Planet :</i> <i>The Green Movement's Role</i></p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>This chapter focuses on the factors that are responsible for the declining health of the earth. It also focuses on overpopulation, deforestation and what should be our responsibility towards the environment.</p> <p>Q. Read the text carefully and underline all difficult words. Consult your dictionary for meanings to be able to interpret and appreciate the chapter.</p>

<p>The Chapter will be able to make the learner a responsible citizen in the near future.</p>	<p>TEXTBOOK : HORNBILL LESSON – 5 <i>The Ailing Planet :</i> <i>The Green Movement’s Role</i></p>	<p><u>WEEK – 15</u></p> <p>The writer raises an issue towards the deteriorating health of the earth. As human beings have been exploiting natural resources for decades, presently the condition has made the environment critical.</p> <p>Answer the question below after reading your text thoroughly.</p> <p>Q. How are the earth’s biological systems being depleted?</p>
<p>Learners will be able to describe the different kinds of advertising appeals using the language creatively</p> <p>Ability is tested to depict innovative thinking using the language creatively</p>	<p>Previous knowledge (Advertisement)</p> <p>Previous knowledge (Report Writing)</p>	<p><u>WEEK – 16</u></p> <p>Q1. You want to let out a newly constructed portion of your house. Prepare an advertisement to this effect for publication in a newspaper giving the location of the building, nature of accommodation, rent expected etc.</p> <p>Q2. You are Rinawma, Secretary, Students Union of your school. Recently your school hosted the inter-school debate competition. Write a report of this event for your school newsletter in about 120 words.</p>

Subject: ENGLISH CLASS – XII

Expected Level of Competency/Learning Outcomes	Sources/Resources	Week-wise suggested activities (to be guided by teachers)
<p>The Learner will : Interpret and appreciate the story and express opinions on issues related to children in difficult circumstances</p>	<p>TEXTBOOK: Flamingo Lesson – I The Last Lesson</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>-Alphonse Daudet in the story ‘The Last Lesson’ highlights the important place of language in the lives of people. -the story focus on the major historical event i.e. the Franco-Prussian War (1870-1871) which affected life in the school where M Hamel, a French teacher took a lot of pain to teach children the French language. Read the text thoroughly and gather all difficult words and consult your dictionary to be able to interpret and appreciate the story.</p>
<p>Develop and share views/opinions on contemporary issues making use of inter-disciplinary knowledge.</p> <p>Be able to depict innovative thinking using the language creatively, explain, describe, discuss, report, comment, compare, contrast and summarise.</p>	<p>TEXTBOOK: Flamingo Lesson – I The Last Lesson</p> <p>Previous knowledge (Notice)</p>	<p style="text-align: center;"><u>WEEK – 2</u></p> <p>-Schools of Alsace and Lorraine (districts in France) were prevented from learning French. -this was because Germany had taken control of these districts after defeating them in war in 1870 -M Hamel was deeply disturbed when the order for not teaching French in school was issued.</p> <p>-languages are communities; they embody the soul of the culture, capturing people’s history and dreams. Q. On the basis of your reading of the text write in your own words ‘The importance of one’s own language’ (5marks)</p> <p>Q. As the Secretary of the Students’ Council of your school, write a notice in not more than 50 words asking the students of your school to donate old clothes, books and bags for the underprivileged students. (5marks)</p>

<p>Depict innovative thinking using the language creatively</p>	<p>Passage</p>	<p style="text-align: center;"><u>WEEK – 3</u></p> <p style="text-align: center;">Note-Making</p> <p>q. Read the passage carefully and answer the questions that follow:</p> <p>Pheasants are shy, charming birds known for their brilliant plumage. These beautiful birds occupy an important niche in nature’s scheme of things. Of the 900 bird species and 155 families, the pheasants belong to the order <i>Galliformes</i> and family <i>Phasinidae</i>. The <i>Galliformes</i> are known as game birds and this includes, pheasants, partridges, quails, grouse, francolins, turkeys and megapodes.</p> <p>There are 51 species of pheasants in the world and these are shown in the identification chart brought out by the Environment Society of India (ESI). The purpose of this chart is to create awareness among members of the school eco-clubs under the National Green Corps (NGC) of the Ministry of Environment and Forests, Government of India.</p> <p>Except for the Congo Peafowl, all the other pheasants are from Asia. Scientists believe that all pheasants originated from the Himalayas, and then scattered to Tibet, China, Myanmar, South and South East Asian countries as well as the Caucasus Mountains. The jungle fowl and the peafowl spread to South India and Sri Lanka long before the early settlers established themselves in the Indo-Gangetic plain.</p> <p>About a third of all the pheasants in the world are found in India. The male blue peafowl (the peacock) is the best known member of the pheasant family and is India’s national bird. It occupies a prominent place in India’s art, culture and folklore.</p> <p>a. On the basis of your reading of the above passage, make notes on it. Supply a suitable title. (4 marks)</p> <p>b. Write a summary of the passage. (3marks)</p>
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<p>Depict innovative thinking using the language creatively, explain, describe, discuss, report, comment, compare, contrast, summarize etc.</p> <p>Learners will understand that beauty is a source of eternal pleasure. The beauty we see on earth is a blessing and the reflection of the beauty from the heavens above.</p>	<p>Previous knowledge (Letter Writing : Application)</p> <p>TEXT BOOK: FLAMINGO Poetry: A Thing of Beauty by John Keats</p>	<p style="text-align: center;"><u>WEEK – 4</u></p> <p>Q. You have come across an advertisement for the post of Customer Support Executive in the Human Resource Division, Wonderland Communication, Zarkawt, Aizawl. Write an application for the said post with all the necessary details. Sign yourself as Zohmingliana /Zohmingliani of H/No -17, Hebron, Electric Veng, Aizawl. (10 marks)</p> <p>The poem gives a clear cut message that a thing of beauty is a constant source of joy. Our earth is filled with innumerable natural objects of beauty. These brighten our spirits and remove the pall of despondency, misery, sadness and sufferings. Nature heals our depressed spirits when we are in a pensive mood. Read the poem and consult your dictionary for words that are unfamiliar. Answer in 30- 40 words.</p> <ol style="list-style-type: none"> 1. How do things of beauty encourage us? 2. What lovely tales does the poet speak of?
<p>Interpret and appreciate the story and express opinions related to problems of modern day world.</p> <p>Develop and share views/opinions on how to cope with the harsh realities of modern day world.</p>	<p>TEXTBOOK : VISTAS LESSON -1 THE THIRD LEVEL</p>	<p style="text-align: center;"><u>WEEK – 5</u></p> <p>1) The Third Level by Jack Finney is about the harsh realities of the modern world where people are in a state of insecurity and full of worries. It tells us about how common man tends to escape reality by various means. In this story, a man named Charley hallucinates and reaches the third level of the Grand Central station which has only two levels.</p> <p>Read the text thoroughly and gather all difficult words and consult your dictionary to be able to interpret and appreciate the story.</p> <p>Q. 'The modern world is full of insecurity, fear, war, worry and stress'. What are the ways in which we attempt to overcome them.</p>

<p>Be able to describe the different kinds of advertising appeals using the language creatively. Learners should learn productive skill of writing and take steps to resolve the problem in a creative and articulate manner.</p>	<p>Previous knowledge (Advertisement + Letter of Complaint)</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <p>1.You are the Personnel Manager of Green Bio Products Ltd, Peter street, Aizawl. You need an efficient Personal Assistant/ Stenographer for your office. Write an advertisement for the ‘situation vacant’ column of a local daily.</p> <p>2.You are L Sharma, a senior and respected citizen of Gold Park, Kolkata. The main park in your locality which was once a model park lies in a state of utter neglect. It has become a favourite spot for anti- social elements and a permanent resting place for stray animals. Write a letter of complaint to the Municipal Commissioner requesting him to take prompt action and restore the park to its original condition.</p>
<p>Relate and recognize the poet’s dilemma. Empathize with the feelings of guilt and longing for her mother. The fear that her mother who is now old will die.</p> <p>Learners will analyze relevant information and present it in a logical, coherent and consistent manner.</p>	<p style="text-align: center;"><u>FLAMINGO</u> <u>POETRY</u></p> <p style="text-align: center;">MY MOTHER AT SIXTY SIX</p> <p>Previous knowledge (Report Writing)</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <p>In the poem ‘My Mother at sixty six’ the poet Kamala Das laments separation. An adult daughter for the first time accepts that her mother is not young anymore. This is the reality of life. The process of aging immediately brings up the fear of losing her mother in her mind.</p> <p>Read the poem carefully and answer the questions in your textbook pg-91. A simile is an overt comparison made between two different things. The poet uses the device of simile on two instances eg-‘her face ashen like that of a corpse’ find the other instance.</p> <p>Q. You are Zama/ Zami, student leader of Lunglei Public School. Your School Joined a campaign organized by various agencies of your city to create awareness among people to conserve water. Write a report in about 125 words highlighting the different activities such as rain water harvesting etc.</p>

<p>Depict innovative thinking using the language creatively, explain, describe, discuss, report, comment, summarize etc.</p> <p>Understand the importance of introspection and spirit of brotherhood.</p>	<p>Previous Knowledge</p> <p>TEXT BOOK: FLAMINGO Poetry: Keeping Quiet by Pablo Neruda</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <p>Q. Write a letter to the Editor of your local newspaper about the necessity and responsibility of all citizens to follow dutifully the guidelines set by the government highlighting the importance of wearing of masks, using sanitizers and social distancing.</p> <p>The poem is a message from the poet that we should be quiet and silent for some time and introspect. This will create a feeling of mutual understanding among men. It conveys to us the poet’s philosophy of an exotic moment of silence which will be an antidote to violence, hatred and wars. Answer in 30-40 words.</p> <ol style="list-style-type: none"> 1. Why does the poet ask us to keep still? 2. What do you understand by the expression ‘the face of the earth’?
<p>Be made aware of the grinding poverty and traditions that condemn the children to a life of exploitation. Childhood is like the spring of life as everything blooms in this season but through the poverty of Saheb and Mukesh we come to know of their stolen childhood.</p>	<p>TEXTBOOK: FLAMINGO LESSON -2 “ LOST SPRING’ by Anees Jung</p> <p>First Part Page 13 – 17 Story of Saheb – e – Alam</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <p>It is a story of the lost childhood of two young children Saheb and Mukesh. The story unveils the utter destitution of the rag pickers of Seemapuri and the bangle makers of Ferozabad. Saheb and other rag pickers have come from Bangladesh. To the children, garbage is wrapped in wonder but for the adults it is a means of survival. Saheb ultimately gets a job but loses his carefree look. Read the text thoroughly and answer the questions.</p> <ol style="list-style-type: none"> 1. “Survival in Seemapuri means rag picking”. Explain. 2. What is the irony in Saheb’s name? 3. Why does the writer say “Saheb is no longer his own master”?
<p>Comprehend the plight of children forced into labour early in life and denied opportunities. The callousness of the society and political class adds to their suffering.</p>	<p>TEXTBOOK: FLAMINGO LESSON – 2 “ LOST SPRING’ by Anees Jung</p> <p>Second Part Page 17 – 20 Story of Mukesh</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>In the bleak stories of exploitation we find glimpses of resilience, fortitude and hope. Mukesh has always worked in the glass making industries of Ferozabad but dreams of becoming a motor mechanic.</p> <p>Q1. How is Mukesh different from the other bangle makers? Q2. Mention two hazards of working in</p>

		a bangle industry. Q3. Why does the author say the bangle makers are caught in a vicious circle?
To highlight the plight of under privileged children that are the so called beneficiaries of govt. funded education.	TEXTBOOK: FLAMINGO POEM An Elementary School Classroom in a Slum By Stephen Spender	<u>WEEK – 11</u> The poem describes the miserable conditions in the slum. It exposes the wide spread neglect of the slum children who are uncared for like rootless weeds. Spender demands equal opportunities for the children to explore the world and find their place in the sun. Q1. How does the world depicted on the class room walls differ from the world of these children? Q2. What does the poet want for the children of the slums?
Be able to learn that humanism transcends all man made prejudices and barriers. Dr. Sadao upholds the ethics of the medical profession in treating an enemy.	TEXTBOOK: VISTAS LESSON – 4 “ The Enemy” by Pearl S. Buck First Part Page 24 – 31	<u>WEEK – 12</u> It is the time of the world war. An American prisoner is washed ashore in a dying state and is found at the door step of a Japanese doctor. He is in a dilemma that being a doctor should he save the wounded man or being a Japanese hand over the enemy to the army. Q1. What was Sadao’s father’s chief concern? Q2. How did Sadao meet Hana? Q3. Why couldn’t Sadao throw the wounded man back into the sea?
A doctor must treat his patient without considering his identity. Sometimes in life one has to put aside petty considerations of race and nationality and act in human consideration.	TEXTBOOK: VISTAS LESSON – 4 “ The Enemy” by Pearl S. Buck Second Part Page 32 – 39	<u>WEEK – 13</u> Q1. Why did the servants leave Dr. Sadao’s house? Q2. Why did the messenger come to Dr. Sadao’s house? What did Hana think about it all?
The Enemy ‘ deals with the paradox of how a human being can also be termed as the enemy of a nation which is at war with another nation. Dr. Sadao gives precedence to the higher laws of humanity than to the harsh and inflexible laws of patriotism.	TEXTBOOK: VISTAS LESSON – 4 “ The Enemy” by Pearl S. Buck Third Part Page 40 – 47	<u>WEEK – 14</u> Q1. What was the General’s plan to get rid of the American prisoner? Q2. How did Sadao get rid of the enemy? Q3. What reason made Sadao indispensable to the General?
Learner’s ability is tested	Previous knowledge	Q. You are Zosanga, the Secretary of

<p>to display information to a specific group of people using the language creatively. Only the most important points should be written.</p>	<p>(Notice)</p>	<p>Chaltlang LLTF. Draft a notice informing the people of your locality about the timings of the opening and closing of shops as lockdown has come into force because of Covid 19. Also inform the residents about the necessity of wearing a face mask and maintaining social distance when they come to shop.</p>
<p>The story teaches the learner the lesson of determination and will power.</p>	<p>TEXT BOOK: FLAMINGO Lesson 3 Deep Water by William Douglas</p>	<p style="text-align: center;"><u>WEEK- 15</u></p> <p>William Douglas wants to convey that nothing stands before a determined person. A person with strong will power can overcome all the obstacles in the path of his success. He had come close to drowning. This experience has a deeper meaning for Douglas because he had experienced both the sensation of dying and the terror that the fear of it can produce. He learnt the will to live in great intensity. Read the text carefully and answer the questions in about 40 words.</p> <ol style="list-style-type: none"> 1. What did Douglas learn from his near drowning experience? 2. What qualities turned Douglas into a good swimmer? 3. What lesson does Douglas want to share with his readers?
<p>Explore a common universal theme of prejudices and humiliation faced by marginalized communities.</p>	<p>TEXT BOOK: VISTAS Lesson 8 Memories of Childhood</p>	<p style="text-align: center;"><u>WEEK- 16</u></p> <p>The lesson is a portrayal of two autobiographical accounts. One by an American Indian woman and the second by a Tamil Dalit writer. Both stories highlight oppression, class barriers, discrimination and exploitation on the basis of caste and social hierarchy. Both the protagonists were victims of prejudice in their childhood but used the power of the pen to fight their oppression. Answer in 30-40 words.</p> <ol style="list-style-type: none"> 1. What does Zitkala remember about her first day in the land of apples? 2. Which words of her brother made a deep impression on Bama?

Subject : MIZO CLASS – XI

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>Zirlai naupang chuan</p> <ul style="list-style-type: none"> • an zirlai bua hla awmte an sa thiam tur a ni. • hla thu harsa awmzia an hre thiam tur a ni. 	<p>MBSE Textbook Mizo Class 11 Then khatna : Hla (Poetry) 'Ka va ngai em Lal ram ropui' by Hleia Part I</p>	<p><u>WEEK — 1</u></p> <ol style="list-style-type: none"> 1. He hla hi sa thiam turin zir la, en lova sak chhuah theih tum tur a ni. 2. Heng hla thute hi hrilhfiyah teh – (a) Thangvan (b) Lal Lunghnêm
<ul style="list-style-type: none"> • an zirlai bua hla thu awmzia an hre thiam tur a ni. • hla thuchah an hria ang a, an sawi chhâwng (interpret) thiam baw k tur a ni. 	<p>'Ka va ngai em Lal ram Ropui' by Hleia Part II</p>	<p><u>WEEK — 2</u></p> <ol style="list-style-type: none"> 1. He hla hi chang khatna leh a thunawn hi tawng tluang pangngaiin han dah teh. 2. "Kum sang rorel" hi i thiam dan danin han sawifiyah teh le.
	<p>'Pathian ralthuam hmangtute chu' by Saihnûna</p>	<p><u>WEEK — 3</u></p> <ol style="list-style-type: none"> 1. He hla hi sa thiam turin zir la, en lova sak chhuah theih tum tur a ni. 2. Pathian ralthuama inthuam tlat thinte chanvo ropui takte chu han zia k chhuak teh.
<ul style="list-style-type: none"> • Mizo tawng thiam taka chhiar (reading) an thiam tur a ni. • an zirlai an hriat thiam bâkah an sawi chhawng (interpret) thiam baw k tur a ni. 	<p>MBSE Textbook Mizo Class 11 Then hnihna : Thu(Prose) 'Hmangaihna' by Lalhmingliana Saiawi</p>	<p><u>WEEK — 4</u></p> <ol style="list-style-type: none"> 1. Hmangaihna essay hi uluk takin chhiar chhuak rawh. 2. Nula leh tlangval inkara hmangaihna lo pian chhuah theih dan kawng hrang hrangte han zia k chhuak teh.
	<p>'Mi puitling' by Lalena</p>	<p><u>WEEK — 5</u></p> <ol style="list-style-type: none"> 1. 'Mi puitling' Lalena ziah hi chhiar dan dik takin han chhiar chhuak teh. 2. 'Mi puitling' ziaktuin mi puitling zia leh nihna a tarlante kha kimchang takin han zia k chhawng teh.
<ol style="list-style-type: none"> 1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar thiam an zir tur a ni. 2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni. 3. Zirlai naupang chuan an zirlai an hriat thiam bakah an sawi chhâwng thiam tur a ni. 	<p>MBSE TEXTBOOK Mizo Class XI THEN IV-NA THAWNTHU TAWI (FICTION) LALI (LALAWMPUII) By Biakliana</p>	<p><u>WEEK – 6</u></p> <ol style="list-style-type: none"> 1. Lali (Lalawmpuii) thawnthu, Biakliana ziah hi uluk takin chhiar chhuak rawh. 2. Lali thawnthu aṭang hian a ziah hun laia Mizo khawtlang nunphung fiah takin han sawi teh. 3. Lali thawnthuah hian tunlaia kan hman lar zui tak loh ṭawngkam nia i hriat apiang han thur chhuak teh.

<ol style="list-style-type: none"> 1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar thiam an zir tur a ni. 2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni. 3. Zirlai naupang chuan an zirlai an hriat thiam bakah an sawi chhâwng thiam tur a ni. 	<p style="text-align: center;">MBSE TEXTBOOK</p> <p style="text-align: center;">Mizo Class XI</p> <p style="text-align: center;">THEN V-NA</p> <p style="text-align: center;">GRAMMAR & COMPOSITION</p> <p style="text-align: center;">MOOD</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <ol style="list-style-type: none"> 1. ‘Mood’ awmzia fiah takin sawi la, mood hman dan tur kan thiam tawk loh avanga kan thu sawi a ngaihnawm loh theih dan leh a awmzia a bo vek theih dan kawng hrang hrangte han sawi teh. 2. In zirlaibu-a sentence-a verb mood dik lo 49 tar lante kha han ziak dik vek teh. 3. In zirlaibu-ah hian mood thlur thum nei chi thenkhat tarlan a ni a. Heng bak hi entirna dang a la awm thei em? Entirna han pe teh.
<ol style="list-style-type: none"> 1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar thiam an zir tur a ni. 2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni. 3. Zirlai naupang chuan an zirlai an hriat thiam bakah an sawi chhâwng thiam tur a ni. 	<p style="text-align: center;">MBSE TEXTBOOK</p> <p style="text-align: center;">Mizo Class XI</p> <p style="text-align: center;">THEN V-NA</p> <p style="text-align: center;">GRAMMAR & COMPOSITION</p> <p style="text-align: center;">TAWNG UPA</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <ol style="list-style-type: none"> 1. Ṭawng upa in zirlai bua mite hi uluk takin chhiar chhuak vek rawh. 2. Ṭawng upa in zirlai bu-a mi pakhatna aṭanga sawmthumnate hi a awmzia tifiaw turin sentence han siam diat diat teh.
<ol style="list-style-type: none"> 1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar thiam an zir tur a ni. 2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni. 3. Zirlai naupang chuan an zirlai an hriat thiam bakah an sawi chhawng thiam tur a ni. 	<p style="text-align: center;">MBSE TEXTBOOK</p> <p style="text-align: center;">Mizo Class XI</p> <p style="text-align: center;">THEN V-NA</p> <p style="text-align: center;">GRAMMAR & COMPOSITION</p> <p style="text-align: center;">TAWNG UPA</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <ol style="list-style-type: none"> 1. In zirlaibu-a ṭawng upa hrang hrangte hi zirlaibu-a lang chin bak, a awmzia leh heng ṭawng upa lo chhuahnate hi i hriat sa bak a awm a nih chuan mi dang zawt chhuak la. Heng a hnuaia ṭawng upate hi a lo chhuahna bul han sawi zau teh. <ol style="list-style-type: none"> 1. Phâr vui hrai 2. Puallenga thlang tla ang 3. Rusum thlâk 4. Sa seh hmuna hruai zawn ang. 5. Sa ṭah chhuak pêk. 6. Sa-ui tan 7. Se bo hnua se kawng khâr ang 8. Thlasik mumang ang 9. Upa sa kah 10. Zuhrei haw lam ang 11. Thu sai sa 12. Thing leh raw innawh lai 13. Vahmim akâra mawng ṭawih 14. Zâwl tling vawn nat

<ol style="list-style-type: none"> 1. Zirlai naupang chuan Mizo ṭawngdik taka chhiar an thiam tûr a ni. 2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hrethiam tûr a ni. 3. Zirlai naupang chuan an zirlai an hriatthiamna aṭangin anmahni ngeiin an phuah chhuak thiam ve tûr a ni. 4. Ram leh hnam hmangaihna leh ngaihhlutna a paw chhuak thei tûr a ni. 	<p style="text-align: center;">MBSE TEXTBOOK MIZO CLASS 11</p> <p style="text-align: center;">THEN –I-NA</p> <p style="text-align: center;">HLA (POETRY)</p> <p style="text-align: center;">Pialleihmun rem kan bel By Dozinga</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <ol style="list-style-type: none"> 1. Zirlai i ni a, awmze nei leh ṭangkai taka i ram tana i tih ve theih ni a i hriat te han sawi teh. 2. ‘Piallei hmun rem kan bel’ tih hla hi sa thiam turin zir la, en lova sak chhuah theih i tum dâwn nia. 3. ‘Piallei hmun rem kan bel’ hla-a thu mal harsa nia i hriat apiang ziak chhuakin a awmzia hriat tum rawh. 4. Dozinga’n Zoram mipuite thlaphang lo tûra a tih chhan kha eng nge ni ? 5. Dozinga’n amah leh a ṭhiante riakmaw sava a intehkhin dan kha sawi rawh. 6. Dozinga’n “<i>Kan ngai bil lo’ng e</i>” a tih kha tute nge ? Engvagin nge kan ngai bil lo’ng e a tih ? 7. Dozinga’n “<i>Lunglai min hnemtu a ni</i>” a tih kha eng nge ? 8. Dozinga’n “<i>Damte’n zân mu kan chhîng ṭhin</i>” a tih kha khawi hmun nge ? 9. Dozinga’n “<i>Dam takin aw-mangṭha le</i>” a tih kha tute nge ? A chhan sawi rawh.
<ol style="list-style-type: none"> 1. Zirlai naupang chuan Mizo ṭawngdik taka chhiar an thiam tur a ni. 2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hrethiam tur a ni. 	<p style="text-align: center;">MBSE TEXTBOOK MIZO CLASS 11</p> <p style="text-align: center;">THEN –I-NA</p> <p style="text-align: center;">HLA (POETRY)</p> <p style="text-align: center;">Chhingkhual Ṭhalengheri By Lalṭanpuia</p>	<p style="text-align: center;"><u>Week – 11</u></p> <ol style="list-style-type: none"> 1. Zirlai ni chung a ngaihzaung neih ṭha i tih leh tih loh sawi la. Zirlai ni chung a ṭha taka ngaihzaung neih dan tur uar takin han sawi bawk teh. 2. ‘Chhingkhual Ṭhalengheri’ hla a thumal harsa i tih zaung zaung ziak chhuak la, a awmzia hriat tum ang che. 3. ‘Chhingkhual Ṭhalengheri’ tih hla hi a awmzia tlangpui han ziak chhuak teh. 4. Lalṭanpuia’n “<i>Ka tan khawtlangpui zaleng an chuai</i>” a tih hi a awmzia hrilh fiah la, engvanga a tan

<p>3. Zirlai naupang chuan an zirlai an hriatthiamna ațangin anmahni ngeiin an phuah chhuak thiam ve tur a ni.</p> <p>4. A hla zir ațangin literary value a man thiam pha tur a ni.</p>		<p>khawtlangpui zalêng chu chuai nge an nih sawi bawkw rawh.</p> <p>5. Eng vangin nge Lalțanpuia'n Chhingkhual Thalengheri kha "Ka tan țahna mai i lo ni" a tih ?</p> <p>6. Lalțanpuia'n nula khan khawi hmunah nge rawn zawng chhuak leh se a tih ?</p> <p>7. Lalțanpuia'n "I tiam ang then lova kan len nan" a tih hi a awmzia hrilhfiah la, a chhan sawi bawkw rawh.</p> <p>8. Chhingkhual Țhalengheri'n he hla phuahu rilru a khawih dan sawi rawh.</p> <p>9. Lalțanpuia'n mikhual nula hnenah inhriat rengna atan intiampui atan a sawm kha eng nge ni ?</p>
<p>1. Zirlai naupang chuan Mizo țawngdik taka chhiar an thiam tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hrethiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriatthiamna ațangin anmahni ngeiin an phuah chhuak thiam ve tur a ni.</p> <p>4. Thilsiamte hlutna leh mahni ram ngei ngaihhlut nachang a hriat chhuah phah thei tur a ni.</p>	<p style="text-align: center;">MBSE TEXTBOOK MIZO CLASS 11</p> <p style="text-align: center;">THEN –II-NA</p> <p style="text-align: center;">THU (PROSE)</p> <p style="text-align: center;">Zoram Pârmawi By C.Rokhûma</p>	<p style="text-align: center;"><u>Week – 12</u></p> <p>1. Ram dangte aw h tham thil Mizoram kan neih vete ni a i hriat thil hrang hrang han sawi teh.</p> <p>2. C. Rokhuma thruziak 'Zoram pârmawi' tih hi a thu laimu nia i hriat sawi rawh</p> <p>3. Thing leh thei, damdawi atan a țha tak tak in zirlaibu-in a sawite kha han ziak chhuak teh.</p> <p>4. C. Rokhuma'n 'Pârmawi vulna ram' a tih kha khawi ram nge ? Chu rama pangpâr chi hrang hrang awm a sawite kha an hming sawi bawkw rawh.</p> <p>5. Pi leh pu ten Khampat an chhuahsan dâwna an thuthlung kha eng nge ni sawi rawh.</p> <p>6. C. Rokhuma'n kan hnam tana din chhuahpui tham tling a sawi kha eng nge ni?</p> <p>7. C. Rokhuma'n mipa lawh chi leh hmeichhe lawh chi thei a sawite kha engte nge ?</p>

<ol style="list-style-type: none"> 1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar an thiam tur a ni. 2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni. 3. Zirlai naupang chuan an zirlai an hriat thiamna aṭangin anmahni ngeiin an phuah chhuak thiam ve tur a ni. 4. Rilru hrisel (mental health) dik tak a zir chhuak thiam tur a ni. 	<p>MBSE TEXTBOOK MIZO CLASS 11</p> <p>THEN –III-NA</p> <p>LEMCHAN (DRAMA)</p> <p>Hausakna nun dik tak By Chawngzika</p>	<p><u>Week – 13</u></p> <ol style="list-style-type: none"> 1. ‘<i>Hausakna nun dik tak</i>’ tih lemchan thawnthua mihring hming (characters) leh an chanvo (role played) te ziak chhuak rawh. 2. ‘<i>Hausakna nun dik tak</i>’ tih lemchan thawnthu in tar lan a tum, a thu laimu han sawi teh. 3. Thangate chhũngkua Beliala thununna aṭanga an chhuahna tura Upa Kawnga pawimawhzia sawi rawh. 4. Tangkain mihring a tihdanglam theihzia in zirlai behchhanin han sawi teh. 5. ‘<i>Hausakna nun dik tak</i>’ tih in zirlaibu-a mi kha uluk takin chhiar chhuak la. Drama ṭha tak a nihzia leh a ṭhat tawkw lohna te inbũk tâwk takin han ziak teh.
<ol style="list-style-type: none"> 1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar an thiam tur a ni. 2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni. 3. Zirlai naupang chuan an zirlai an hriat thiamna aṭangin anmahni ngeiin an phuah chhuak thiam ve tur a ni. 4. Pi leh pute ṭawngkauchheh leh an thu inzirtirte an zir chhuak thiam tur a ni. 	<p>MBSE TEXTBOOK MIZO CLASS 11</p> <p>THEN –V-NA</p> <p>GRAMMAR & COMPOSITION</p> <p>Ṭawngupa</p>	<p><u>Week – 14</u></p> <ol style="list-style-type: none"> 1. In zirlaibu-a Ṭawng upate kha hriatthiam tumin chhiar la, SI No. 31-na aṭanga SI.No 60-na thleng khan a awmzia tifi ah turin sentence han siam leh diat diat teh. 2. Heng ṭawng upate hi a ṭo bul, a lo chhuah dan (a history) han sawi teh. (<i>I hriat sa an ni kher lo ang a, a hre awmte ṭhahnem ngai takin i zâwt dâwn nia</i>) <ol style="list-style-type: none"> 1. <i>a siruk la</i> 2. <i>ai mit thlawn ang</i> 3. <i>bui lung tâwk ang</i> 4. <i>chhim thal bekang puah</i> 5. <i>dawvan kai</i> 6. <i>hnunga kâwl êk thai</i> 7. <i>kawi kâwm thin ang</i> 8. <i>khawhring thawi ang</i> 9. <i>lal hming sak dâl lo</i> 10. <i>mahni dâwi sa ei</i> 11. <i>a seh sam</i> 12. <i>âr khaw thim dai</i> 13. <i>a letlinga vut tui thlawr bêl</i> 14. <i>chawke ni rui ang</i> 15. <i>la hmun zawh.</i>

<ol style="list-style-type: none"> 1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar an thiam tur a ni. 2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni. 3. Zirlai naupang chuan an zirlai an hriat thiamna aṭangin anmahni ngeiin an phuah chhuak thiam ve tur a ni. 4. Pawl thil tih naah ṭangkai taka rilru sen an thiam phah tur a ni. 	<p style="text-align: center;">MBSE TEXTBOOK MIZO CLASS 11</p> <p style="text-align: center;">THEN –V-NA</p> <p style="text-align: center;">GRAMMAR & COMPOSITION</p> <p style="text-align: center;">Report ziah dan Leh Minute ziah dan</p>	<p style="text-align: center;"><u>Week – 15</u></p> <ol style="list-style-type: none"> 1. Report ziah dân hre turin in zirlai bu ngun takin chhiar ang che. 2. Report ṭha tak ziak tura hriat ngai te i hriat fel hnuah in veng / khuua VC /LC inthlan chungchang report tawi fel takin han ziak teh. 3. Minute ziak tura hriat ngai leh model minute, in zirlai bu-a mi kha uluk takin chhiar rawh. 4. In veng Task Force ten Covid-19 hri pui laka invent dan tur te, Lockdown avanga harsatna tâwk in ṭanpui tum dan in relte minute ziah dan tur dik takin han ziak chhuak teh. (<i>committee minute ziah ah chuan thu pass/ resolution chauh ni lo report te, thu kharnate a awm ṭhin tih pawh hre tel la, ziah hmaih suh ang che</i>)
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<ol style="list-style-type: none"> 1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar an thiam tur a ni. 2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni. 3. Zirlai naupang chuan an zirlai an hriat thiamna aṭangin anmahni ngeiin an phuah chhuak thiam ve tur a ni. 4. An ngaihthlak leh an hriatthiamna aṭangin thutlukna siam an thiam phah tur a ni. 	<p>MBSE TEXTBOOK MIZO CLASS 11</p> <p>THEN –V-NA</p> <p>GRAMMAR & COMPOSITION</p> <p>Thu lak tawi (Precis writing)</p>	<p><u>Week – 16</u></p> <ol style="list-style-type: none"> 1. In zirlaibu-in thu lak tawi dan chi hrang hrang a sawite kha sawi chhâwng la, precis awmzia sawi bawkw rawh. 2. Precis ziaak dâwna hriat tur ṭulte kha uluk takin chhiar chhuak la, zawm ngei i tum dawn nia. 3. Precis awmzia leh precis ziaak tura hriat ngaite i hriat thiam hnuah in zirlai bu, phekk 74-na, <i>Chanchin ṭha malsawmna'</i> essay, Z.T.Sangkhuma ziah aṭang khan precis ṭha tak han ziaak teh.
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Subject : MIZO CLASS –XII

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>Zirlai naupang chuan</p> <ul style="list-style-type: none"> • an zirlai bua hla awmte an sa thiam tur a ni. • hla thu harsa awmzia an hre tur a ni. • Lusun khawhar laia Pathian awmpuina pawimawhia an hre thiam tur a ni. 	<p>MBSE Textbook Mizo Class 12</p> <p>Then khatna : Hla (Poetry)</p> <p>‘Phungrual an tin ang a’ by Laithangpuia</p>	<p><u>WEEK – 1</u></p> <ol style="list-style-type: none"> 1. He hla hi sak thiam zir la, en lovin han sa chhuak teh le. 2. Heng hla thute hi hrilhfiah teh – (a) phungrual (b) zing zin 3. He hla phuahtuin ‘Lalpa, ka ngai dâwn êm a che’ a tihna chhan han ziak teh.
<ul style="list-style-type: none"> • hla thu harsa awmzia an hre tur a ni. • kan hnam ro hlu vawn him nachang an hre tur a ni. 	<p>‘I tan ka ding zêl ang’ by T.Zorampêla</p>	<p><u>WEEK – 2</u></p> <ol style="list-style-type: none"> 1. Heng hla thute hi hrilhfiah teh – (a) sem sem dam dam (b) bil ang phir (c) silh puan 2. He hla phuahtuin kan hnam ro hlu vawn him a duhte kha han ziak chhuak teh. 3. Hnam inpumkhat a pawimawhia han ziak teh.
<ul style="list-style-type: none"> • Mizo tawng thiam taka chhiar (reading) an thiam tur a ni. • thu harsa awmzia an hre thiam tur a ni. • Dawhtheihna pawimawhia an hre tur a ni. 	<p>MBSE Textbook Mizo Class 12</p> <p>Then nhina : Thu (Prose)</p> <p>‘Dawhtheihna’ by R.L.Thanmawia</p>	<p><u>WEEK – 3</u></p> <ol style="list-style-type: none"> 1. Dawhtheihna essay hi dik tak leh uluk takin han chhiar chhuak teh. 2. Hengte hi eng nge a awmzia ? (a) a ruh no no chhuakah (b) thatchhe arbâwm khai 3. Kan nun ho naah dawhtheihna pawimawhia han ziak teh.
<ul style="list-style-type: none"> • Mizo tawng thiam taka chhiar (reading) an thiam tur a ni. • thu mal harsa awmzia an hre tur a ni. 	<p>‘Lung In malsawmna thurûk’ by Lallungmuana</p> <p>Part I</p>	<p><u>WEEK – 4</u></p> <ol style="list-style-type: none"> 1. Lung In malsawmna thurûk hi dik tak leh uluk takin han chhiar chhuak teh. 2. Heng thu malte hi han hrilhfiah teh — (a) Thana (b) rip chhung nung (c) lailungdâwt
<ul style="list-style-type: none"> • an zirlai an hriat thiam mai piah lamah an sawi chhâwng (interpret) thei tur a ni. 	<p>‘Lung In malsawmna thurûk’ by Lallungmuana</p> <p>Part II</p>	<p><u>WEEK – 5</u></p> <ol style="list-style-type: none"> 1. He thu ziaktuin zirlai pakhatna a tih hi eng nge ? Khawilai hmunah nge a zir ? 2. He thu ziaktuin Lung In atanga a char chhuah thil hlu tak takte kha han ziak chhuak teh.

<p>1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar thiam an zir tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriat thiam bakah an sawi chhawng thiam tur a ni.</p>	<p>MBSE TEXTBOOK</p> <p>Mizo Class XII</p> <p>THEN VI-NA</p> <p>RAPID READER</p> <p>Chawngmawii Leh Hrangchhuana by R.Rozika</p>	<p><u>WEEK – 6</u></p> <ol style="list-style-type: none"> 1. Chawngmawii leh Hrangchhuana thawnthu hi uluk takin chhiar chhuak rawh. 2. Bungpui khaw lal Tlangchhina pianhmang leh Hriangpui khaw lal Hrangtinluaia pianhmang ziak ve ve la, an mizia khaikhin bawkw rawh. 3. Bungpui khua leh Hriangpui khuate inkara inhmelmakna lo pian chhuah chhoh dan kha kim chang takin han ziak teh. 4. Bungpui khuain Hrangchhuana an man lawk theih lohna chhan ziak la, Siaia leh a ṭhianten Hrangchhuana an man tak dan kha ziak bawkw rawh. 5. Bungpui khua leh Hriangpui khua ten inremna saui an tan dan kimchang takin ziak rawh.
<p>1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar thiam an zir tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriat thiam bakah an sawi chhawng thiam tur a ni.</p>	<p>MBSE TEXTBOOK</p> <p>Mizo Class XII</p> <p>THEN VI-NA</p> <p>RAPID READER</p> <p>Chawngmawii Leh Hrangchhuana by R.Rozika</p>	<p><u>WEEK – 7</u></p> <ol style="list-style-type: none"> 1. Hrangchhuana mu hlawm reng kân ve tura Chawngmawii lo kal chhan leh a mualpho zui tak dan ziak rawh. 2. Chawngmawii'n Hrangchhuana lû, Hrangchhuana nu leh pa hnen a thlenpui dan kha kimchang takin ziak la, Hrangchhuana pa thinlung lo danglam zui tak dan kha han tarlang bawkw teh. 3. 'Chawngmawii leh Hrangchhuana' thawnthuah hian phuahchawp anna lai leh tak tak anna lai hmuh tur ṭhahnem tak a awm a, chungte chu han ziak chhuak teh.
<p>1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar thiam an zir tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriat thiam bakah an sawi chhawng thiam tur a ni.</p>	<p>MBSE TEXTBOOK</p> <p>Mizo Class XII</p> <p>THEN III-NA</p> <p>LEMCHAN (DRAMA)</p> <p>Thangzawra by Lalsangzuala</p>	<p><u>WEEK – 8</u></p> <ol style="list-style-type: none"> 1. Thangzawra lemchan thawnthu hi uluk takin chhiar chhuak rawh. 2. Lalhniangi man atana Lalhniangi pain a ngen kha eng nge ni ? Eng vangin nge Thangzawra pain Lalhniangi pa ngen kha a pêk phal loh? 3. Mizo lalhovin vairam run an duh chhan leh run tura an inbuatsaih dan tawi fel takin han ziak teh. 4. Chawngghrima'n Lalhniangi leh Thangzawra te inneih theih lohna tura ruahmanna a siam dan kha kimchang takin ziak rawh.

		5. Thangzawra'n, "Beidawnna hian mualphona hi laina-ah a vuan a lo nih hi le" a tih hialna chhan kha kimchang takin han ziaik teh.
<p>1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar thiam an zir tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriat thiam bakah an sawi chhawng thiam tur a ni.</p>	<p>MBSE TEXTBOOK</p> <p>Mizo Class XII</p> <p>THEN III-NA</p> <p>LEMCHAN (DRAMA)</p> <p>Thangzawra by Lalsangzuala</p>	<p><u>WEEK – 9</u></p> <p>1. Thangzawra pain Thangzawra nupui man atan silai a pek phal leh hnahnawhna chhan kha han ziaik teh.</p> <p>2. Thangzawra'n hmeichhe rinawmna chungchang kha engtin nge a sawi ?</p> <p>3. Thangzawra'n Lalhniangi laka beiseina a neih reng reng kha beidawnnain a zui zel niin a lang a. Chungte chu han ziaik chhuak teh.</p> <p>4. Thangzawra'n Lalhniangi a neih theih lohna chhan hrang hrangte kha kim takin han ziaik teh.</p> <p>5. Lalhniangi thih thuin Thangzawra, Thangzawra pa leh Thangzawra nu a nghawng dan theuh kha han ziaik teh.</p>
<p>1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar an thiam tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hrethiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriat thiamna atangin anmahni ngeiin an phuah chhuak thiam ve tur a ni.</p> <p>4. Zirlai naupang chuan a zirlai atangin Mizo ṭawng danglam bikna leh a hausak bikna a zir chhuak thiam tur a ni.</p>	<p>MBSE TEXTBOOK</p> <p>MIZO CLASS 12</p> <p>THEN –V-NA</p> <p>GRAMMAR & COMPOSITION</p> <p>ADVERBS</p>	<p><u>Week – 10</u></p> <p>1. In zirlai Then V-na, Adverb chi hrang hrangte kha uluk takin, a awmzia hriat thiam ngei tumin han chhiar chhuak hmasa phawt teh le.</p> <p>2. Adverb hi Mizo ṭawng timawitu, thil a nihna ang leh awmdan puang fiah leh Chiang taka tilangtu a nih dan fiah takin sawi la, a tichiang turin thu (sentence) phuah baw ang che.</p> <p>3. Adverb chi thum, Adjectival adverb, Double adverb leh Emphatic adverb te hi an danglamna sawi la, a tifiang turin thu (sentence) phuah baw rawh.</p> <p>4. In Zirlai Bu, <i>Adverb chungchanga 'TIHTURTE'</i> (exercises) No.2, No.3, leh No.4 te kha han ziaik hlawnm teh.</p>

<p>1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar an thiam tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriatthiamna atangin anmahni ngeiin an phuah chhuak thiam ve tur a ni.</p> <p>4. Pi leh pute ṭawngkau chheh leh an thu lo inzirtir thinte a zir chhuak thiam tur a ni.</p>	<p style="text-align: center;">MBSE TEXTBOOK MIZO CLASS 12</p> <p style="text-align: center;">THEN –V-NA</p> <p style="text-align: center;">GRAMMAR & COMPOSITION</p> <p style="text-align: center;">ṬAWNG UPA</p>	<p style="text-align: center;"><u>Week – 11</u></p> <p>1. In zirlaibu-a ṭawng upa hrang hrangte hi a ṭawngkam lo chhuahna bul hriat tumin zir la, hriat loh i neih chuan a hre awm deuhte i zawt chhuak dawn nia. Tichuan heng a hnuai a ṭawng upate hi a lo chhuahna bul i hriat danin han ziak teh.</p> <ol style="list-style-type: none"> 1. <i>Ar hnu tam ngên ang</i> 2. <i>Bai dai baw harh</i> 3. <i>Bawm ak thu</i> 4. <i>Ngawi hem ṭawng</i> 5. <i>Hnu rûl chuk</i> 6. <i>Khual chau chem thiah</i> 7. <i>Mawngvawm bâ ang</i> 8. <i>Pêm buh bel</i> 9. <i>Riahbuk thing fawm</i> 10. <i>Sangal khawng hrang</i> 11. <i>Se hnuhnungin vuak a tuar</i> 12. <i>Thembu sawh rual</i> 13. <i>Ṭhi beh lo thu</i> 14. <i>Van laia tla ang</i> 15. <i>Zachham lâk</i> <p>2. Ṭawng upa in zirlaibu-a mi Sl.No.1-na atanga Sl.No.35 nate kha a awmzia tifi ah turin nangma irawm chhuak ngeiin sentence han siam diat diat teh.</p>
<p>1. Zirlai naupang chuan Mizo ṭawng dik taka chhiar an thiam tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriat thiamna atangin anmahni ngeiin an phuah chhuak thiam ve tur a ni.</p>	<p style="text-align: center;">MBSE TEXTBOOK MIZO CLASS 12</p> <p style="text-align: center;">THEN –V-NA</p> <p style="text-align: center;">GRAMMAR & COMPOSITION</p> <p style="text-align: center;">ṬAWNG UPA</p> <p style="text-align: center;">LEHKHATHAWN ZIAH</p>	<p style="text-align: center;"><u>Week – 12</u></p> <p>1. Ṭawng upa in zirlai bu-a mi Sl. No. 36-na atanga Sl. No.70-nate kha a awmzia tifi ah turin nangma irawm chhuak ngeiin sentence han siam diat diat teh.</p> <p>2. Thuneitute hnena complaint theh luh te, First Information Report (FIR) theh luhte hi khua leh tui thate tih tur niin i hria em ? A chhan han sawi teh.</p> <p>3. Chawlhkar thum chhûng zet tui (public water supply) in hmu tawh lo va. Hemi chungchanga sawiselna (complaint), in bialtu SDO hnena theh luh tur han ziak teh.</p>

<p>4. An zirlai atangin sawrkar kalphung leh anmahni tih ve tur a hre thiam ang. Sawrkar tanpui turin an pawimawhna an zir chhuak thiam tur a ni.</p>		<p>4. Mi سوالين in dawr an rawk a, thil hlu tak tak engemaw zat an la a. Hemi chungchangahian in chenna atanga hnai ber Police Station-a theh luh tur F.I.R ziaak rawh.</p>
<p>1. Zirlai naupang chuan Mizo tawng dik taka chhiar an thiam tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriat thiamna atangin anmahni ngeiin an phuah chhuak thiam ve tur a ni.</p> <p>4. Mahni rilrua awm te ziah chhuah dan leh sawr chhuah (creativity tihhmasawn) nan an zirlaite an hmang tur a ni.</p>	<p style="text-align: center;">MBSE TEXTBOOK MIZO CLASS 12</p> <p style="text-align: center;">THEN –V-NA</p> <p style="text-align: center;">GRAMMAR & COMPOSITION</p> <p style="text-align: center;">ESSAY ZIAH DAN</p>	<p style="text-align: center;"><u>Week – 13</u></p> <p>1. In Zirlai Bu, phok 189-a ‘<i>Essay ziah dan</i>’ kha uluk takin chhiar chhuak la, vawng reng la, zawm ngei i tum bawk dawn nia.</p> <p>2. “<i>Covid-19 hripui leng leh Mizote</i>” tih thupui hmangin Essay, thumal 300-350 velin han ziaak teh.</p>
<p>1. Zirlai naupang chuan Mizo tawng dik taka chhiar an thiam tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hrethiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriatthiamna atangin anmahni ngeiin an phuah chhuak thiam ve tur a ni.</p> <p>4. An hla zir atangin thu leh hla hlutna (literary value) an zir chhuak thiam tur a ni.</p>	<p style="text-align: center;">MBSE TEXTBOOK MIZO CLASS 12</p> <p style="text-align: center;">THEN –I-NA</p> <p style="text-align: center;">HLA (POETRY)</p> <p style="text-align: center;">Kar a hla by Lalhmingthanga</p>	<p style="text-align: center;"><u>Week – 14</u></p> <p>1. Zirlai ni chungah ngaihawng neih tha i tih leh tih loh sawi la. Zirlai ni chungah tha taka ngaihawng neih dan tur uar takin han sawi bawk teh.</p> <p>2. ‘<i>Kar a hla</i>’ tih hla Lalhmingthanga phuah hi en lova sawi/sachhuak thei turin han zir(<i>learn by-heart</i>) teh.</p> <p>3. ‘<i>Kar a hla</i>’ tih hlain a tarlan tlangpui (summary) ziaak rawh.</p> <p>4. ‘<i>Kar a hla</i>’ tih hla phuahtuin “<i>Min ban di zun ka tanglaiah</i>” a tih hi engnge a awmzia? Di zun bantute chu engte nge ni?</p> <p>5. ‘<i>Kar a hla</i>’ tih hla phuahtuin di ngaih lunglen zai a sakpuite kha engte nge?</p> <p>6. Di ngaih lunglen vanga hlaphuahtu suangtuahna thlarau vah vel dan kha tawi fel takin ziaak rawh.</p>

		<p>7. Heng a hnuai hla thute hi hrilhfiawh rawh:</p> <ol style="list-style-type: none"> 1. <i>Lunglen biahthu</i> 2. <i>Thaikawi bawngte</i> 3. <i>lamtluang</i> 4. <i>chhawrthla kai</i> 5. <i>zai tin chhiar</i>
<p>1. Zirlai naupang chuan Mizo ṭawngdik taka chhiar an thiam tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hrethiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriatthiamna ṭangin anmahni ngeiin an phuah chhuak thiam ve tur a ni.</p> <p>4. An hla zir ṭangin rilru hriselna (mental health) leh ngaihhlut tur dik (moral value) an zir chhuak thiam tur a ni.</p>	<p style="text-align: center;">MBSE TEXTBOOK MIZO CLASS 12</p> <p style="text-align: center;">THEN –I-NA</p> <p style="text-align: center;">HLA (POETRY)</p> <p style="text-align: center;">Phengphenunnem by Zirsangzela Hnamte</p>	<p style="text-align: center;"><u>Week – 15</u></p> <ol style="list-style-type: none"> 1. Zirsangzela phengphehleṭ ṭangin mihringte tana zir tur ṭha tak a phuah ang hian nungcha eng emaw ber hmangin hla ṭha tak pakhat han phuah ve teh. 2. ‘<i>Phengphe nunnem</i>’ tih hla Zirsangzela Hnamte phuah hi en lova sawi/sa chhuak thei turin han zir (<i>learn by-heart</i>) teh. 3. ‘<i>Phengphe nunnem</i>’ tih hlain a tar lan tlangpui (summary) ziaṭ chhuak rawh. 4. Zirsangzela Hnamte hi phengphehleṭ ngaiin a kiu vawng vawng mai a. Eng nge a chhan ? 5. ‘<i>Phengphe nunnem</i>’ hla phuahtu hian theih ni se engtia awm nge a duh le ? 6. ‘<i>Phengphe nunnem</i>’ hla phuahtu hian eng a hmuhin nge ‘<i>hringnun hi ka ṭahpui ṭhin</i>’ a tih? Eng vangin nge hringnun chu a ṭahpui ? 7. Heng a hnuai hla thute hi hrilhfiawhrawh: <ol style="list-style-type: none"> 1. <i>Thlum tin chhim</i> 2. <i>chhunrawl</i> 3. <i>sakruang</i> 4. <i>dâwn za</i> 5. <i>ariang</i>

<p>1. Zirlai naupang chuan Mizo tawng dik taka chhiar an thiam tur a ni.</p> <p>2. Zirlai naupang chuan an zirlai an chhiarin a awmzia an hre thiam tur a ni.</p> <p>3. Zirlai naupang chuan an zirlai an hriat thiamna atangin anmahni ngeiin an phuah chhuak thiam ve tur a ni.</p> <p>4. Ram leh hnam, pi leh pute sulhnu leh an nunphung hriat chianna leh ngaihhlutna an zir chhuak thiam tur a ni.</p>	<p style="text-align: center;">MBSE TEXTBOOK MIZO CLASS 12</p> <p style="text-align: center;">THEN –I-NA</p> <p style="text-align: center;">HLA (POETRY)</p> <p style="text-align: center;">Pi pu chhuahtlang hlui by Liandala</p>	<p style="text-align: center;"><u>Week – 16</u></p> <p>1 ‘<i>Pi pu chhuahtlang hlui</i>’ tih hla Liandala phuah hi en lova sawi/sa chhuak thei turin han zir (<i>learn by-heart</i>) teh.</p> <p>2 ‘<i>Pi pu chhuahtlang hlui</i>’ tih hlain a tar lan tlangpui (summary) ziak chhuak rawh.</p> <p>3 ‘<i>Pi pu chhuahtlang hlui</i>’ hla tanchhanin hmanlai Mizo pi leh puten lungdawh an siam dan sawi la, lungdawha an thil dahte kha tar lang vek bawh rawh.</p> <p>4 ‘<i>Pi pu chhuahtlang hlui</i>’ hla phuahuin pi puten kawtchhuah lungdawha an thil tih thin a tar lante kha han ziak chhuak teh.</p> <p>5 ‘<i>Pi pu chhuahtlang hlui</i>’ hla atang hian hmanlai Mizo khaw kawtchhuah leh lungdawhin kan pi leh pute nuna hmun a chan thuk dan han chhui chhuak teh.</p> <p>6 Heng a hnuaia hla thute hi hrilhfiah rawh:</p> <ol style="list-style-type: none"> 1. <i>thanlai siamtu</i> 2. <i>zawhzazo</i> 3. <i>lenkawl thiang</i> 4. <i>sul tum</i> 5. <i>tuanel</i>
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Subject : POLITICAL SCIENCE CLASS – XI

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
1. Understanding different Political terms. 2. Knowing philosophers. 3. Knowing the origin of Constitution.	NCERT Text. 1. Political Theory Chapter 1: An Introduction 2. Indian Constitution at work	<u>WEEK – 1</u> 1. Prepare a glossary of terms. 2. Write short notes on Kautilya, Aristotle, and Dr. B.R. Ambedkar. 3. What is a Constitution? 4. How was the Indian Constitution made ?
1. Understanding how freedom fighters fought for freedom. 2. Knowing the importance of right.	1. Political Theory Chapter 2: Freedom 2. Indian Constitution at work. Chapter 2: Rights in the Indian constitution.	<u>WEEK – 2</u> 1. Read the biographies of Nelson Mandela and Aung San Sue Kyi. Briefly mention their role in politics. 2. What is the importance of Rights ?
1. Need for equality 2. Understanding the under rural inequalities. 3. Knowing and rights	1. Political Theory Chapter 3 : Equality 2. Indian Constitution at work. Chapter 2: Rights in the Indian constitution.	<u>WEEK – 3</u> 1. Why does equality matter ? 2. Prepare a Chart on urban-rural in equalities based on 2001 census. 3. What are the Fundamental Rights contained in the Indian Constitution ?
1. Understanding equality. 2. Status of Right to Property. 3. Knowing Directive Principles of state policy.	1. Political Theory Chapter 3 : Equality 2. Indian Constitution at work. Chapter 2: Rights in the Indian Constitution.	<u>WEEK – 4</u> 1. What is Equality of opportunity ? 2. What are three dimensions of equality ? 3. Write short notes on Right to Property. 4. Learn by heart - Direct Principles of State Policy.
1. Justice thought different treatment. 2. Mode of representation.	1. Political Theory : Justice 2. Indian Constitution at work : Election and Representation.	<u>WEEK – 5</u> 1. Explain equality through differential treatment. 2. What is proportional representation ?

<ol style="list-style-type: none"> 1. The students will be able to know one's position in the society 2. The students will understand the special reservation system. 	<ol style="list-style-type: none"> 1. Political Theory. Chapter - 4 (NCERT Textbook) 2. Indian Constitution at work. Chapter – 3 (NCERT Textbook) 	<p style="text-align: center;"><u>WEEK – 6</u></p> <ol style="list-style-type: none"> 1. What does it mean to give each person his/her due ? How has the meaning of giving each his due changed over time ? 2. What is the difference between the system of reservation of constituencies and the system of separate electorate ?
<ol style="list-style-type: none"> 1. The students will be able to understand the concept of Social Justice 2. The learner will understand the importance of Universal Adult Franchise 	<ol style="list-style-type: none"> 1. Political Theory. Chapter - 4 (NCERT Textbook) 2. Indian Constitution at work. Chapter – 3 (NCERT Textbook) 	<p style="text-align: center;"><u>WEEK – 7</u></p> <ol style="list-style-type: none"> 1. What is Social Justice ? 2. What is meant by Universal Adult Franchise ?
<ol style="list-style-type: none"> 1. The students will know different kinds of justice. 2. The students will be able to know the nature of Election Commission of India. 	<ol style="list-style-type: none"> 1. Political Theory. Chapter - 4 (NCERT Textbook) 2. Indian Constitution at work. Chapter – 3 (NCERT Textbook) 	<p style="text-align: center;"><u>WEEK – 8</u></p> <ol style="list-style-type: none"> 1. Briefly discuss the three principles of justice outlined in the chapter. Explain each with suitable examples. 2. Write short notes on Election Commission of India.
<ol style="list-style-type: none"> 1. The students will be able to understand the meaning of Rights. 2. The students will know the position of Executive. 	<ol style="list-style-type: none"> 1. Political Theory. Chapter - 5 (NCERT Textbook) 2. Indian Constitution at work. Chapter – 4 (NCERT Textbook) 	<p style="text-align: center;"><u>WEEK – 9</u></p> <ol style="list-style-type: none"> 1. What are Rights ? 2. What is an Executive ?
<ol style="list-style-type: none"> 1. The students will be able to know one's position in the society 2. The students will understand the influence of the council of ministers on the power of the president of India. 3. The students will be able to know the different types of executive. 	<ol style="list-style-type: none"> 1. Political Theory. Chapter-5 (Rights) (NCERT Textbook) 2. Indian Constitution at work. Chapter – 4 (Executive) (NCERT Textbook) 3. Indian Constitution at work. Chapter – 4 (Executive) (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 10</u></p> <ol style="list-style-type: none"> 1. On what grounds are some Rights considered to be universal in nature. Identify three Rights which you consider universal. 2. Do you think is the advice of the council of ministers binding on the President ? Give your answer in not more than 100 words. 3. Prepare a chart on different types of Executive.

<ol style="list-style-type: none"> 1. The students will be able to understand the kinds of Rights 2. The learner will know the Presidential election procedure in India. 3. The students will be able to understand the role of caste system and its effects in individual Rights. 	<ol style="list-style-type: none"> 1. Political Theory. Chapter-5 (Rights) (NCERT Textbook) 2. Indian Constitution at work. Chapter – 4 (Executive) (NCERT Textbook) 3. Political Theory. Chapter-5 (Rights) (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 11</u></p> <ol style="list-style-type: none"> 1. Explain: <ul style="list-style-type: none"> (a) Political Rights (b) Economic Rights (c) Cultural Rights 2. How is the President of India elected ? 3. “A Panchayat in Haryana decided that the boy and the girl from different castes who married each other will not be allowed to live in the village.” Give your opinion.
<ol style="list-style-type: none"> 1. The students will know their Rights to defend against authorities. 2. The students will be able to know the neutrality of Civil Services. 3. The students will be able to know different types of Civil Services in India. 	<ol style="list-style-type: none"> 1. Political Theory. Chapter-5 (Rights) (NCERT Textbook) 2. Indian Constitution at Work. Chapter – 4 (Executive) (NCERT Textbook) 3. Indian Constitution at Work. Chapter – 4 (Executive) (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 12</u></p> <ol style="list-style-type: none"> 1. Rights place some limitations on the authority of the state. Explain with examples. 2. What is meant by neutrality of Civil Services ? 3. Prepare a table on Classification of Civil Services in India.
<ol style="list-style-type: none"> 1. The students will be able to understand the Rights and obligations. 2. The students will know the composition of Indian Parliament. 3. Students will be able to know how people migrated from one place to another. 	<ol style="list-style-type: none"> 1. Political Theory. Chapter - 6 (Citizenship) (NCERT Textbook) 2. Indian Constitution at Work. Chapter – 5 (Legislature) (NCERT Textbook) 3. Political Theory. Chapter - 6 (Citizenship) (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 13</u></p> <ol style="list-style-type: none"> 1. Citizenship as full and equal membership of a political community involves both rights and obligations. Which Rights could citizens expect to enjoy in most democratic State today? What kind of obligation will they have to their State and fellow citizens ? 2. Explain the composition of the Indian Parliament or Union Legislature. 3. Survey three families of workers in your neighbours. Find out <ol style="list-style-type: none"> 1) Their ancestral place. 2) Why did they come here. 3) How many people share the accommodation? 4) Do their children attend the school ?

<ol style="list-style-type: none"> 1. Students will be able to know differences among citizens. 2. Students will be able to know the role of Parliamentary Committee. 	<ol style="list-style-type: none"> 1. Political Theory. Chapter – 6 (Citizenship) (NCERT Textbook) 2. Indian Constitution at work. Chapter – 5 (Legislature) (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 14</u></p> <ol style="list-style-type: none"> 1. All citizens may be granted equal rights but all may not be able to equally exercise them. Explain. 2. How has the system of Parliamentary Committee affected the overseeing and appraisal of legislation by the parliament ?
<ol style="list-style-type: none"> 1. The students will be able to know the problems faced by refugees. 2. The students will be able to know how Laws are passed in the Indian Parliament. 3. Students will be able to know the role of UNHCR 	<ol style="list-style-type: none"> 1. Political Theory. Chapter – 6 (Citizenship) (NCERT Textbook) 3. Indian Constitution at work. Chapter – 5 (Legislature) (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 15</u></p> <ol style="list-style-type: none"> 1. What are some of the problems faced by refugees ? In what ways could the concept of global citizenship benefit them ? 2. Mention the various stages for passing a Bill in the Indian Parliament ? 3. Write a paragraph on UNHCR.
<ol style="list-style-type: none"> 1. Students will know the problems faced by migrant workers and their contribution in local economy. 2. Students will be able to know how Parliament control the Executive in India. 3. The students will be able to know how Laws are passed in the Indian Parliament. 	<ol style="list-style-type: none"> 1. Political Theory. Chapter – 6 (Citizenship) (NCERT Textbook) 2. Indian Constitution at work. Chapter – 5 (Legislature) (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 16</u></p> <ol style="list-style-type: none"> 1. Migration of people to different regions within the country is often resisted by the local inhabitants. What are some of the contributions that the migrants could make to the local economy ? 2. How does the Parliament control the Executive ? 3. Prepare a chart on how Laws are passed in the Indian Parliament.

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
1. Understanding cold war and arms race. 2. Role of Nehru in framing the constitution.	1. Contemporary World Politics Chapter 1: The cold war era. 2. Politics in India since independence Chapter 1 : Challenges of nation building.	<p style="text-align: center;"><u>WEEK – 1</u></p> 1. The cold war produced and arms race as well as arms control. What were the reasons or both these developments ? 2. What were the reforms being used by Nehru for keeping India a secular ? Do you think these reasons were only ethical and sentimental ? or Were these some prudential reasons as well.
1. Role of military alliance in world politics. 2. Challenges of India times of Nation Building.	1. Contemporary World Politics Chapter — 1 : The cold war era. 2. Politics in India since Independence Chapter — 1 : Challenges of nation building. 3. News and Youtube	<p style="text-align: center;"><u>WEEK – 2</u></p> 1. Why did super power have military alliances with smaller Countries ? Comment your answer with reference to the present International Crises. 2. Bring out two major difference between the challenge of nation building for east and westerns region of the country at the time of independence.
1. Break up of Soviet Union. 2. Knowing Indian political parties.	1. Contemporary World Politics Chapter — 2 2. Politics in India since Independence Chapter — 2 3. Internet	<p style="text-align: center;"><u>WEEK – 3</u></p> 1. What were the major consequences of disintegration of Soviet Union for countries like India ? 2. Prepare a Chart on different Political party in India with their symbols.
1. India’s foreign policy towards US and USSR. 2. Effects of single party dominance.	1. Contemporary World Politics Chapter 2: 2. Politics in India since independence Chapter 2 : 3. Internet	<p style="text-align: center;"><u>WEEK – 4</u></p> 1. Write an essay on or against the following propositions: With the disintegration of USSR, India should change its foreign policy and focus more on friendship with US rather than with traditional friend like Russia,” Add comments with present

		<p>Sino-Indian border crises.</p> <p>2. Did the prevalence of a one party dominance system affect adversely the democratic nature of Indian politics ?</p>
<p>1. Knowing US power and challenges.</p> <p>2. Role of leadership in Indian foreign policy.</p>	<p>1. Contemporary World Politics Chapter — 3 (NCERT Teaxtbook)</p> <p>2. Politics in India since Independence Chapter — 4 (NCERT Textbook)</p>	<p><u>WEEK – 5</u></p> <p>1. What are the constraints an American hegemom today ?</p> <p>2. How does political leadership of a nation affect its foreign policy. Explain with the help of examples from Indian foreign policy.</p>
<p>The students will be able to:</p> <ul style="list-style-type: none"> - identify different kinds of US hegemony - understand the importance of foreign policy in Indian politics 	<p>1. Contemporary World Politics. Chapter — 3 (NCERT Textbook)</p> <p>2. Politics in India since Independence. Chapter — 4 (NCERT Textbook)</p>	<p><u>WEEK – 6</u></p> <p>1. Give an example each of the three kinds of hegemony that are dealt with in the chapter. Do not cite examples that are in the chapter.</p> <p>2. Why did Nehru regard conduct of foreign relations as an essential indicator of the independence? State any two reasons with examples to support your reading.</p>
<p>The students will be able to:</p> <ul style="list-style-type: none"> - understand changes in US dominance in the pre and post Cold War period. - understand the relations of domestic and foreign policy bases on International politics. 	<p>1. Contemporary World Politics. Chapter — 3 (NCERT Textbook)</p> <p>2. Politics in India since Independence. Chapter — 4 (NCERT Textbook)</p>	<p><u>WEEK – 7</u></p> <p>1. Mention three ways in which US dominance since the Cold War is different from its position as a super power during the cold war.</p> <p>2. “The conduct of foreign affairs is an outcome of a two way interaction between domestic compulsions and prevailing International climate”. Take one example from India’s external relations in the 1960s to substantiate your answer.</p>
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - understand Indo-US relations - analyze India’s foreign policy. 	<p>1. Contemporary World Politics. Chapter — 3 (NCERT Textbook)</p> <p>2. Politics in India since Independence. Chapter — 4 (NCERT Textbook)</p>	<p><u>WEEK – 8</u></p> <p>1. Read the three extracts in the chapter from the Lok Sabha debate on the Indo-US deal. Make notes on anyone of these defending a certain position on Indo-US relations.</p>

		2. Identify any two aspects of India's foreign policy that you would like to retain and two that you would like to change, if you were to become a decision maker. Give reasons to support your position.
<p>The students will be able to:</p> <ul style="list-style-type: none"> - know US power and its dominance. - the student will be able to understand India's Nuclear policy and dealing with foreign policy matters. 	<ol style="list-style-type: none"> 1. Contemporary World Politics. Chapter — 3 (NCERT Textbook) 2. Politics in India since Independence. Chapter — 4 (NCERT Textbook) 	<p style="text-align: center;"><u>WEEK – 9</u></p> <ol style="list-style-type: none"> 1. "If big and resourceful states cannot resist the US hegemony, it is unrealistic to expect much smaller and weaker non-state actors to offer any assistance". Examine this proposition and give your opinion. 2. Write short notes on the following: <ul style="list-style-type: none"> a) India's Nuclear Policy b) Consensus in Foreign policy matters.
<ol style="list-style-type: none"> 1. The students will be able to know the nature of regional organizations. 2. Learners will understand the outcome of India's foreign policy in International Politics. 	<ol style="list-style-type: none"> 1. Contemporary World Politics. Chapter — 4 (NCERT Textbook) 2. Politics in India since Independence. Chapter — 4 (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 10</u></p> <ol style="list-style-type: none"> 1. What are the objectives of establishing regional organization? 2. India's foreign policy was built around the principles of peace and co-operation. But India fought three wars in a space of ten years between 1962 and 1971. Would you say that this was a failure of the foreign policy ? Or Would you say that this was a result of international situation ? Give reasons to support your answer.
<ol style="list-style-type: none"> 1. The students will be able understand the role of geographical location for the formation of regional organizations. 2. Students will understand India's ambition with the neighboring countries. 	<ol style="list-style-type: none"> 1. Contemporary World Politics. Chapter — 4 (NCERT Textbook) 2. Politics in India since Independence. Chapter — 4 (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 11</u></p> <ol style="list-style-type: none"> 1. How does geographical proximity influence the formation of regional organizations ? 2. Does India's foreign policy reflect her desire to be an important regional power ? Argue your case with the Bangladesh War of 1971 as an example.

<ol style="list-style-type: none"> 1. The Students will know the ASEAN and its components 2. Students will know the reasons for the mid-term election in 1980. 	<ol style="list-style-type: none"> 1. Contemporary World Politics. Chapter — 4 (NCERT Textbook) 2. Politics in India since independence. Chapter — 6 (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 12</u></p> <ol style="list-style-type: none"> 1. What are the components of ASEAN Vision 2020? 2. What were the reasons which led to the mid-term elections in 1980 ?
<ol style="list-style-type: none"> 1. The students will be able to know ASEAN objectives. 2. The student will be able to understand The Shah Commission and its necessity. 	<ol style="list-style-type: none"> 1. Contemporary World Politics. Chapter — 4 (NCERT Textbook) 2. Politics in India since Independence. Chapter — 6 (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 13</u></p> <ol style="list-style-type: none"> 1. Name the pillars and objectives of the ASEAN Community. 2. The Shah Commission was appointed in 1977 by the Janata Party Government. Why was it appointed and what were its findings ?
<ol style="list-style-type: none"> 1. The students will be able to know changes in Chinese economy. 2. The student will be able to know the reasons for the declaration of National emergency in 1975. 	<ol style="list-style-type: none"> 1. Contemporary World Politics. Chapter — 4 (NCERT Textbook) 2. Politics in India since Independence. Chapter — 6 (NCERT Textbook) 	<p style="text-align: center;"><u>Week – 14</u></p> <ol style="list-style-type: none"> 1. In what ways does the present Chinese economy differs from its command economy? 2. What reasons did the Government give for declaring a National Emergency in 1975.

<ol style="list-style-type: none"> 1. Students will be able to know the formation of European Union. 2. Students will learn the causes of National Emergency in 1975. 3. Students will learn the role of regional organisations and its effect in international politics. 	<ol style="list-style-type: none"> 1. Contemporary World Politics. Chapter — 4 (NCERT Textbook) 2. Politics in India since Independence. Chapter — 6 (NCERT Textbook) 3. Contemporary World Politics. Chapter — 4 (NCERT Textbook), Newspapers, and Internet 	<p style="text-align: center;"><u>Week —15</u></p> <ol style="list-style-type: none"> 1. How did the European countries resolve their post second world war problem ? Briefly outline the attempt that led to the formation of the European Union. 2. The 1977 elections for the first time saw the opposition coming to power at the Centre. What would you consider as the reasons for this development ? 3. The peace and prosperity of countries lay in the establishment and strengthening of regional economic organisations. Justify the statement with reference to the present international situation.
<ol style="list-style-type: none"> 1. Students will be able to know the role of European Union in world politics. 2. Students will have an insights regarding emergency provisions. 	<ol style="list-style-type: none"> 1. Contemporary World Politics. Chapter — 4 (NCERT Textbook) 2. Politics in India since Independence. Chapter — 6 (NCERT Textbook) 	<p style="text-align: center;"><u>Week —16</u></p> <ol style="list-style-type: none"> 1. What makes the European Union a highly influential regional organization ? 2. In what way did the imposition of emergency affect the party system in India ? Elaborate your answer with examples.

Subject : HISTORY CLASS – XI

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggested activities (to be guided by teachers)
<p>The learner : — understands the changes in the language of the Mesopotamians. — acquires knowledge about the urban economy in the cities of Mesopotamia.</p>	<p>Theme — 2 Writing and City Life — Page 29 The significance of urbanism — Page 32</p>	<p><u>WEEK – 1</u> Read the theme carefully and answer the following questions – 1. What was the first known language of Mesopotamia ? What other languages were used in 2400 BCE and 1000 BCE ? 2. Explain the features of urban economy. What is the mark of urban life ?</p>
<p>— learns about the establishment of Empires in Mesopotamia and its geography and culture</p>	<p>Theme — 2 Writing and City Life — Page 29 & 30</p>	<p><u>WEEK – 2</u> 1. What do ancient stories tell us about the civilization of Mesopotamia ?</p>
<p>— learns an early Empire across three continents (the early empire) — learns and understands Roman society, culture and economy</p>	<p>Theme — 3 An Empire across three continents. • Gender, Literacy and Culture • Economic expansion • Controlling workers — Pages 64 to 70</p>	<p><u>WEEK – 3</u> 1. Go through the chapter carefully and pick out some basic features of Roman society and economy which you think make it look quite modern.</p>
<p>— understands the history of the Central Islamic Lands between 600 BCE and 1200 BCE</p>	<p>Theme — 4 The Central Islamic Lands. • The rise of Islam in Arabia • The Umayyads and the centralization of polity • Break up of the Caliphate and the rise of Sultanates • The Crusaders — Pages 79 to 89</p>	<p><u>WEEK – 4</u> — Give examples of the Cosmopolitan character of the states set up by Arabs, Iranians and Turks in about 200 words.</p>
<p>— able to describe and explain the Crusades and its effect on Europe and Asia.</p>	<p>Theme — 4 The Central Islamic Lands. — The Crusades</p>	<p><u>WEEK – 5</u> 1. Define the Crusade. 2. What were the effects of the Crusades on Europe and Asia ?</p>

<p>The learner :</p> <p>— acquires knowledge and understand about the socio-economic and political changes in Western Europe between the 9th and 16th centuries.</p>	<p><u>Themes in World History</u></p> <p>Theme — 6 The Three Orders</p> <ul style="list-style-type: none"> • an Introduction to Feudalism • the Three Orders <p>— Page 135</p>	<p><u>WEEK – 6</u></p> <p>Read the chapter carefully and answer the following questions.</p> <ol style="list-style-type: none"> 1. Write an essay on feudalism. How did it develop in England ? 2. What were the ‘Three Orders’ that existed in Europe during the medieval period ? Give some important characteristic features of the clergy. 3. Why did the knights become a distinct group ? When did they decline ?
<p>— will be able to recall the previous knowledge and use his/her understanding of the topic in some meaningful way.</p>	<p>Theme — 6 The Three Orders</p> <p>— the Third order : Peasants, Free and Unfree</p> <p>— the crisis of the fourteenth century</p>	<p><u>WEEK – 7</u></p> <p>Study the theme to recall any important topic associated with the ‘Three Orders’ and answer the following questions :</p> <ol style="list-style-type: none"> 1. Compare the conditions of life of free peasants’ and ‘serfs’. 2. Briefly describe the crises of the 14th Century Europe.
<p>— understands the transformation of industry and economy between 1780s and 1850s</p>	<p>Themes — 9 The Industrial Revolution</p> <ul style="list-style-type: none"> • Why Britain ? 	<p><u>WEEK – 8</u></p> <p>Read thoroughly the whole chapter and answer the following questions :</p> <ol style="list-style-type: none"> 1. What is the meaning of Industrial Revolution ? 2. Why did the Industrial Revolution begin in Britain ? 3. What were the impacts of Industrialisation in Britain ?
<p>— understands how Industrial Revolution brought about changes in life which led to new innovations and inventions.</p>	<p>Theme — 9 Women, Children and Industrialisation</p> <p>— Page 206 to 207</p>	<p><u>WEEK – 9</u></p> <p>Read the chapter from page 201 to 207 and answer the following questions :</p> <ol style="list-style-type: none"> 1. Why was steam engine important to the Industrial Revolution ? 2. What were the advantages of canal and railway transportation ? 3. How were the lives of British women and children affected by the Industrial Revolution ?

<p>The learner :</p> <p>— learns about an early empire across the three continents i.e. Europe, Africa and Asia</p> <p>— identifies the social, political and economic life of different groups</p>	<p>Textbook in History for Class XI (NCERT textbook)</p> <p>An Empire across the Continents</p> <p>— The Early Empire</p> <p>— Controlling Workers</p> <p>— Economic Expansion</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>Read the Early Empire, Economic Expansion and Controlling workers thoroughly and be able to give the answers for the following questions:</p> <ol style="list-style-type: none"> 1. Explain the following terms and concept : <ol style="list-style-type: none"> (i) Principate (ii) Slave breeding (iii) Conscripted army (iv) Civil war (v) Denarius 2. Who were the three main players in the political history of the Roman Empire ? Write one or two units about each of them. 3. Archaeologists who work on the remains of pottery are bit like detectives. Can you explain why ? Also what can Amphorae tell us about the economic life of the Mediterranean in Roman period ?
<p>— explains gender literacy and culture of the Roman Empire (the early and late Roman empire)</p>	<p>Textbook in History for Class XI – (NCERT textbook)</p> <p>Theme — 3</p> <ul style="list-style-type: none"> • Gender, Literacy and Culture 	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Read the chapter carefully and answer the following questions :</p> <ol style="list-style-type: none"> 1. Women in the Roman Empire had a strong legal position. Explain. 2. Who was Saint Augustine ? 3. What is called the “Jewish War” ? 4. Explain the term “Christianization” ? 5. What is meant by “Late Antiquity”. Briefly describe the reforms made by the two emperors — Diocletian and Constantine.

<p>— learns about the rise of Islam and its expansion over a vast territory extending from Egypt to other parts of the world.</p> <p>— teachings of Muhammad</p> <p>— understands about the Abbasid Revolution and changes brought about by the Revolution in the political structure and culture of Islam.</p>	<p>Textbook in History for Class XI (NCERT textbook)</p> <p>Theme — 4</p> <ul style="list-style-type: none"> • The Central Islamic Lands • The Rise of Islam in Arabia : Faith, Community and Politics 	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>After going through the chapter, answer the following questions:</p> <ol style="list-style-type: none"> 1. Who was the founder of Islam ? Give his main teachings. 2. What was the turning point in the history of Islam ? 3. Write a brief note on “The Dome of the Rock” 4. What do you understand by the term ‘Abbasid Revolution’?
<p>— will be able to understand the crusades and its effect on Christian-Muslim relationship.</p> <p>— understands the Quran and its importance in Islamic religion.</p>	<p>Textbook in History for Class XI (NCERT textbook)</p> <p>Theme — 4 Central Islamic Lands</p> <ul style="list-style-type: none"> • The Crusaders • The Quran 	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Read the chapter carefully and answer the following questions :</p> <ol style="list-style-type: none"> 1. Who were regarded as the ‘People of the Book’ in medieval Islamic Societies ? 2. Explain the term ‘Crusaders’. Describe the impact of the Crusaders on Christian-Muslim relations. 3. Define the Quran in accordance with the Muslim tradition.
<p>– understands the imperial policy of the Europeans</p> <p>— learns about the natives of North America</p> <p>— understands the effect of European influence on the natives</p>	<p>Textbook in History for Class XI – (NCERT textbook)</p> <p>Themes in World History Theme —10 Displacing Indigenous Peoples.</p> <ul style="list-style-type: none"> • European Imperialism • The Native People • Encounters with Europeans 	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Read the whole chapter and answer the following questions :</p> <ol style="list-style-type: none"> 1. In what way did the European colonial policy change after the 18th Century ? 2. Explain the mode of living of the native peoples of North America. 3. What does the term ‘native’ denote ? 4. What items did the European give to the natives in exchange for local goods ? 5. What was the effect of alcohol on the natives ?

<p>— understands about the perception of the Europeans towards the natives.</p> <p>— learns about the differences between the natives and the Europeans.</p> <p>— learns about the territorial expansions of USA.</p> <p>— understands about slavery system in South America.</p> <p>— learns about the plight of the natives.</p>	<p>Textbook in History for Class XI (NCERT textbook)</p> <p>Theme —10 Displacing Indigenous Peoples</p> <ul style="list-style-type: none"> • mutual perceptions • the native peoples lose their land 	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Read the chapter carefully and answer the following questions :</p> <ol style="list-style-type: none"> 1. Why did the North American natives appear uncivilised to the Western Europeans ? 2. Give a comparison between the natives and the Europeans 3. How did USA expanded the territory in the beginning of the 19th Century ? 4. How was slavery ended in South America ? 5. How did the native peoples lose their land ?
<p>— acquires knowledge about the gold rush.</p> <p>— learns about the rise of USA.</p> <p>— understands about the rights of the natives.</p> <p>— learns about the original inhabitants of Australia.</p> <p>— learns about the capital of Australia.</p>	<p>Textbook in History for Class XI (NCERT textbook)</p> <p>Theme —10 Displacing Indigenous Peoples</p> <ul style="list-style-type: none"> • The Gold Rush and the Growth of Industries. • The winds of change. • Australia 	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>Go through the source thoroughly and try to find out information about the native peoples and answer the following questions :</p> <ol style="list-style-type: none"> 1. What was the ‘Gold Rush’? 2. How did USA become the leading industrial power in the world in 1890 ? 3. What was the ‘Declaration of Indian Rights’ ? 4. What is the meaning of ‘aborigines’ ? 5. Who were Torres Strait Islanders ? 6. In 1911, what was the new capital built for Australia ? What does the name ‘Kamberra’ denote ?

Subject : HISTORY CLASS – XII

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggested activities (to be guided by teachers)
<p>The learner will :</p> <p>— become aware of early urban centres.</p> <p>— understand how and why Harappan civilization is also known as Indus valley civilization.</p>	<p>Textbook in History for Class XII Themes in Indian History Part- I</p> <p>Theme – 1 : Bricks, Beads and Bones.</p> <ul style="list-style-type: none"> • Finding out about craft production (Pages 10 & 11) • Beginnings. • Subsistence Strategies (Pages 2 & 3) • Terms, Places, Times (Page 1) 	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>Theme – 1: Bricks, Beads and Bones The Harappan Civilization</p> <p>- read the theme/chapter carefully and study different terms and concepts appearing in theme 01</p> <p>- after learning and reading, answer the following questions</p> <ol style="list-style-type: none"> 1. list the materials used to make beads in the harappan civilization. 2. what are the specific features of early harappan civilization (in about 200 words?) 3. why is Indus valley civilization also known as harappan civilization? (write in about 200 words)
<p>— learn certain abbreviations related to dates.</p> <p>— learn Mohenjodaro (a well planned urban centre)</p>	<p>Theme – 1 : Bricks, Beads and Bones.</p> <ul style="list-style-type: none"> • Mohenjodaro – a planned urban centre (Pages 5 - 8) • problems of piecing together the past (Pages 22 - 24) 	<p style="text-align: center;"><u>WEEK – 2</u></p> <p>Theme – 1: Bricks, Beads and Bones The Harappan Civilization</p> <p>- try to identify certain abbreviations like BP, BCE, CE and C in the chapter</p> <p>- answer the following in about 200 words</p> <ol style="list-style-type: none"> 1. briefly describe some of the distinctive features of Mohenjodaro 2. How did Archaeologists reconstruct the past?
<p>— learn about the economic and social conditions of the Zamindars and peasants</p> <p>— identify the people living in the hills of RajMahal</p>	<p>Themes in Indian History Part III</p> <p>Theme —10 Colonialism and the countryside</p> <ul style="list-style-type: none"> • In the hill of RajMahal • The Santhals : Pioneer settlers (Pages 266 – 272) 	<p style="text-align: center;"><u>WEEK – 3</u></p> <p>After reading Theme – 10</p> <p>— try to understand the meaning of colonialism and how the British ruled over India and be able to understand the livelihood of the Paharias and the santhals. And answer the following in about 200 words –</p> <ol style="list-style-type: none"> 1. In what way was the livelihood of the Paharias different from that of the santhals ? 2. Why were many zamindars auctioned after the British introduction of permanent settlement ?

<p>— learn about the revolt of 1857.</p> <p>— explain the causes and its consequences.</p> <p>— identify the various measures taken by the British to suppress the uprising.</p>	<p>Theme — 11 Rebels and the Raj</p> <ul style="list-style-type: none"> • Pattern of the Rebellion (Pages 289 – 304) • Repression (Pages 305 – 312) 	<p style="text-align: center;"><u>WEEK – 4</u></p> <p>After reading and learning carefully about the Revolt of 1857, please answer the following questions in about 250 words.</p> <ol style="list-style-type: none"> 1. What were the causes that led to the rise of the revolt of 1857 ? (mainly focus on social, religious, military and political causes) 2. What steps did the British take to quell the uprising of 1857 ?
<p>— learn about the vision of different social groups in the Revolt of 1857.</p>	<p>Theme — 11 Rebels and the Raj</p> <ul style="list-style-type: none"> • How the mutinies began (Pages 289 – 304) 	<p style="text-align: center;"><u>WEEK – 5</u></p> <p>Read source 5 of your textbook (page 301 – 302) and give the answer to this question:</p> <ol style="list-style-type: none"> 1. To what extent did the vision of different social groups differ in the Revolt of 1857? (in an about 200 words)
<p>— understand the condition of states in the 6th to 7th Century.</p> <p>— know the important factors for a strong state during that period.</p> <p>— improve his/her map skill.</p> <p>— learn the importance of Ashokan inscriptions.</p>	<p>Themes in Indian History – Part I</p> <p>Theme — 2 Kings, Farmers and Towns Early States and Economies (c. 600 BCE – 600 CE)</p> <p>Theme — 2 Map 2 : Distribution of Ashokan inscriptions</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <p>Read the chapter carefully to understand the whole concept of early states and becomes during this period. After going through the chapter, answer the following questions.</p> <ol style="list-style-type: none"> 1. Among the sixteen Mahajannapadas which state emerged the strongest during the 6th to 4th century BCE ? What were the reasons? 2. Trace the map of India using a graph paper and locate the following places: <ol style="list-style-type: none"> a) 5 major rock edicts b) 5 minor rock edicts c) 5 pillar inscriptions <p>After you are fluent with the graph paper, you may practice locating the places on a plain sheet of paper with imaginary lines. <i>(If graph paper is not available, you may draw several vertical and horizontal lines on a plain paper to imitate the graph paper)</i></p>

<p>— acquire skills on answering source based questions.</p> <p>— acquire knowledge about historical evidence from inscriptions</p>	<p>Theme — 2 Source 4 : In praise of Samudragupta</p> <p>Theme — 2 7.3 – Historical evidence from inscriptions</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <p>Read the passage on page 37, Source 4 – In praise of Samudragupta. — After reading the passage, answer the following questions.</p> <ol style="list-style-type: none"> i. From where has this excerpt been taken? Whose composition was this? ii. Who was Samudragupta? With which gods has he been compared? iii. Which qualities and achievements of Samudragupta have been discussed by the author? <p>After reading the text, try to understand the Asokan inscriptions and answer the following questions.</p> <ol style="list-style-type: none"> i. What does the terms devanampiya and piyadassi denote? ii. Whom do it refers to?
<p>— acquire knowledge about Nationalist movement and the entering of Gandhi in Indian Politics</p> <p>— be able to recognise specific details and information of various mass movements launched</p> <p>— be able to examine the repressive measures undertaken by the British towards the Nationalists</p>	<p>Themes in Indian History Part III</p> <p>Theme — 13 Mahatma Gandhi and the Nationalist Movement</p> <p>• Civil Disobedience and Beyond (Page 346 – 374)</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <p>Read the Theme/Chapter (page 346 – 374) carefully and answer the following questions :</p> <ol style="list-style-type: none"> 1. When Gandhi came back to India in 1915 from Africa, he felt that India was quite different from which he had left in 1893. How will you express the experiences of Gandhiji in this regard ? 2. What understanding did the Government and the Congress reach under the Gandhi – Irwin Pact of March 1931 ? 3. What were the factors which started the Non – Cooperation Movement ? Mention the methods adopted by the Indian Nationalists to oppose the British rule.
<p>— be able to recall from the earlier readings, the role of Gandhiji in transforming Nationalist movement into a mass movement.</p> <p>— be able to explain the role of common masses in the Civil Disobedience Movement.</p>	<p>Theme — 13 Mahatma Gandhi and the Nationalist Movement</p> <p>• Civil Disobedience and Beyond</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <p>Read the theme from page 355 – 374 thoroughly and answer the following questions :</p> <ol style="list-style-type: none"> 1. Briefly describe the developments which preceded the Civil Disobedience Movement. (Note – A number of incidents between 1928 – 1930 created conditions for the launching of the Civil Disobedience Movement)

<p>— be able to examine the repressive measures undertaken by the British towards the Nationalists.</p>		<p>2. Answer the following short answer type questions :</p> <ol style="list-style-type: none"> At which session of the congress, non – cooperation movement proposal was adopted in December, 1920 ? Which event marked the beginning of Civil Disobedience Movement ? Who was the author of Hind Swaraj ? Which date is chosen by Gandhiji to start Satyagraha against the Rowlatt Act of 1919 ? Which Government of India Act promises some form of representative ?
<p>— acquire knowledge about the social life and class differences during the period.</p> <p>— learns the meaning of certain terms.</p> <p>— acquire knowledge about family and how patriliney was important.</p>	<p>Themes In Indian History Part I</p> <p>Theme – 3 Kinship, Caste and Class : Early Societies (c. 600 BCE to 600 CE)</p> <ul style="list-style-type: none"> • The critical edition of Mahabharata • Terms for family and kin • Finding out about families • The ideal of patriliney 	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>Read the topic carefully and answer the following questions :</p> <ol style="list-style-type: none"> What is the Mahabharata ? How was the critical edition of the Mahabharata prepared ? Explain the following terms : kula, jnati, vamsha. Discuss the evidence that suggests that Brahmanical prescriptions about kinship and marriage were not universally followed. Differentiate between patriliney and matriliney.

<p>— familiarise himself / herself with issues of society during the period under study.</p> <p>— learn about the status of women in the society.</p> <p>— understand the concept of the varna order.</p>	<p>Theme — 3 Kinship, Caste, and Class</p> <ul style="list-style-type: none"> • Rules of marriage • The gotra of women • The right occupation 	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Carefully go through the topic and answer the following questions :</p> <ol style="list-style-type: none"> 1. Mention four types of marriages under the Brahmanical society. How was polyandry evident in the central story of the Mahabharata? 2. Write two features of gotra and mention two rules followed under this system. 3. Explain the rules about the ideal occupations of the four varnas as laid down in the Dharmasutras and Dharmashastras.
<p>— develops an understanding of the concept of divinity.</p> <p>— acquires knowledge about social inequality during that period.</p> <p>— understands the social order under the varna system.</p> <p>— understands gender inequality during that period.</p>	<p>Theme — 3 Kinship, Caste, and Class</p> <p>Source 6</p> <ul style="list-style-type: none"> • A divine order on page 61 • The right occupation • Beyond the four varnas • Subordination and conflict • Beyond birth : Resources and status • Gendered access to property 	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Read through the whole chapter and answer the following questions</p> <ol style="list-style-type: none"> 1. Read source 6 “A divine order” and answer the following: <ol style="list-style-type: none"> a) According to Purushasukta, how did the four varnas emanate ? b) Which policies were adopted by the Brahmanas to ensure proper implementation of the rules of occupation ? 2. Explain two strategies evolved by Brahmanas to enforce the norms of the varna order. 3. Who were designated as Chandalas ? What were their duties ? 4. How important were gender difference in early societies ? Give reasons for your answer.

<p>— understands developments of religious beliefs and practices during 8th to 18th century.</p> <p>— familiarizes the main teachings and practices associated with Bhakti Movement.</p> <p>— familiarize himself / herself with the contributions of Mirabai.</p> <p>— come to understand the integration of cults.</p>	<p>Themes in Indian History Part-II Theme — 6 Bhakti - Sufi Traditions :</p> <p>Changes in Religious Beliefs and Devotional Texts (c. 8th —18th century)</p> <ul style="list-style-type: none"> • The Alvars and Nayanars of Tamil nadu • Early traditions of Bhakti • Difference and conflict Page-143 • Mirabai, the devotee princess • The integration of cults 	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Read the source/theme thoroughly and try to bring out information and understanding within the contents and answer the following questions accordingly:-</p> <ol style="list-style-type: none"> 1.Mention the two earliest Bhakti Movements of Tamil Nadu. 2.In which two categories did historians often classify Bhakti tradition? 3.Name two sects associated with the Bhakti tradition. 4.Briefly explain Mirabai and her contribution to the Bhakti Movement. 5.Explain what historians mean by the integration of cults.
<p>— identify and understand the similarities and dissimilarities between Sufism and Bhakti Movements.</p> <p>— understand the rise and growth of Sikhism in India</p> <p>— acquire knowledge about Sufism and its practices and beliefs.</p>	<p>Themes in Indian History Part II Theme — 6 Bhakti - Sufi Traditions</p> <ul style="list-style-type: none"> • Khanqahs and Silsilas • Faiths of rulers and subjects • The popular practice of Islam • Baba Guru Nanak and the sacred word • The growth of Sufism 	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Read the whole chapter thoroughly and answer the following questions with the help of the text book.</p> <ol style="list-style-type: none"> 1. What is meant by the term ‘Silsila’ in the context of Sufism ? 2. Give the meaning of Zimma and who were ‘Zimmis’ ? 3. What are the five pillars of the Islamic faith ? 4. Briefly describe the major teachings of Baba Guru Nanak or briefly describe the emergence of Sikhism. 5. Describe the major beliefs and practices of Sufism.

<p>— understands the contributions of Vijayanagara in the 14th to 16th century.</p> <p>— learn about the contributions of Colin Mackenzie to the East India Company.</p> <p>— identify the importance of historical architecture and water works.</p>	<p>Themes in Indian History Part II Theme —7 An Imperial Capital : Vijayanagara (c. 14th – 16th century)</p> <ul style="list-style-type: none"> • Introductory Source –1 : Colin Mackenzie • The rayas and nayakas • Water resources 	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Read the theme thoroughly and try to familiarize the source/topic to answer the following questions :</p> <ol style="list-style-type: none"> 1. Write the meaning of Vijayanagara. 2. When and by whom was the Vijayanagara Empire founded ? 3. Read the passage on Source -1 ‘Colin Mackenzie’ and answer the following questions : <ol style="list-style-type: none"> a) Who was Colin Mackenzie ? b) In what way did Colin Mackenzie make the governance of the colony easier ? c) According to Mackenzie, what benefits would the East India Company gain after studying Vijayanagara ? 4. Who were Amara-nayakas ? 5. How were the water requirements of Vijayanagara met?
<p>— recall the previous knowledge about the kingdom of Vijayanagara, monuments and earlier traditions of ritual architecture adopted by the rulers of Vijayanagara</p> <p>— learn about foreign travellers who visited the city of Vijayanagara</p>	<p>Theme — 7 An Imperial Capital : Vijayanagara</p> <ul style="list-style-type: none"> • Gopurams and Mandapas • Finding out about the city • The apogee and decline of the Empire • Other buildings in the royal centre 	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>Read the chapter thoroughly and answer the following questions :</p> <ol style="list-style-type: none"> 1. Mention two characteristic features of Virupaksha temple. 2. Name the three foreign travellers who have left vivid accounts of the city of Vijayanagara. 3. Write a brief note on the ‘Battle of Talikota’. 4. Mention one of the most beautiful buildings in the royal centre. 5. Discuss whether the term ‘royal centre’ is an appropriate description for the part of the city for which it is used.

Subject : SOCIOLOGY CLASS – XI

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>The learner -</p> <ul style="list-style-type: none"> understands the concept society and how societies are unequal in nature. 	<p>NCERT Textbook Introducing Sociology</p> <p>Chapter – 1 Sociology and Society</p>	<p><u>WEEK – 1</u></p> <p>Read the chapter from pages 1 - 10</p> <ol style="list-style-type: none"> Who coined the term Sociology ? Write down the meaning of : - (i) Capitalism (ii) Values (iii) Empirical Investigation
<ul style="list-style-type: none"> understands the development of Sociology as a discipline. 	<p>NCERT Textbook Introducing Sociology</p> <p>Chapter – 1 Sociology and Society</p>	<p><u>WEEK – 2</u></p> <p>Read the chapter from pages 10 to 20.</p> <ol style="list-style-type: none"> Write down the scope of Sociology. (Page 15) What is Dialectic ? What is Social Constraint ?
<ul style="list-style-type: none"> understands groups, stratification and social control in the society. 	<p>NCERT Textbook Introducing Sociology</p> <p>Chapter – 2 Terms, Concepts and their use in Sociology</p>	<p><u>WEEK – 3</u></p> <ol style="list-style-type: none"> Read the chapter from pages 24 to 30. Define groups. What are the characteristics of a social group ? Read pages 31 to 35. What is social stratification ? Give examples of stratification system that have existed in human societies
<ul style="list-style-type: none"> understands the social process in the society. 	<p>NCERT Textbook Understanding Society</p> <p>Chapter —2 Social Change and Order in Rural and Urban Society</p>	<p><u>WEEK – 4</u></p> <p>Read the chapter from pages 22 to 27 and answer the following questions :</p> <ol style="list-style-type: none"> What is Social Change ? (2) What is Structural Change ? (2) Describe some kinds of environmental related social change. (4)
<ul style="list-style-type: none"> understands the changes that is taking place in the society. 	<p>NCERT Textbook Understanding Society</p> <p>Chapter —2 Social Change and Order in Rural and Urban Society</p>	<p><u>WEEK – 5</u></p> <p>Read the chapter from pages 27 to 38 and answer the following questions :</p> <ol style="list-style-type: none"> Name the book written by Max Weber. (1) Define Legitimacy. (2) Define Authority. (2)

<p>The learner will be able to :</p> <ul style="list-style-type: none"> • understand social changes and order in the society. 	<p>NCERT Textbook Understanding Society</p> <p>Chapter —2 Social Change and Order in Rural and Urban Society</p>	<p><u>WEEK – 6</u></p> <p>Read pages 38 to 48 and answer the following questions :</p> <ol style="list-style-type: none"> 1. Who are the Dominant Caste ? (2) 2. How are a village, town and city distinguished from each other ? (2)
<ul style="list-style-type: none"> • understand the ideas and insights of Western Thinkers. 	<p>NCERT Textbook Understanding Society</p> <p>Chapter — 4 Introducing Western Sociologists</p>	<p><u>WEEK – 7</u></p> <p>Read pages 66 to 76 and make notes on the following :</p> <ol style="list-style-type: none"> 1. What are the ideals of the French Revolution ? (2) 2. What is alienation ? (2) 3. What is Enlightenment ? (2) 4. Write down the differences between ‘mechanical’ and ‘organic’ solidarity. (4)
<ul style="list-style-type: none"> • understand the various social institutions. 	<p>NCERT Textbook Introducing Sociology</p> <p>Chapter — 3 Understanding Social Institutions</p>	<p><u>WEEK – 8</u></p> <p>Read pages 40 to 47 and make notes on the following :</p> <ol style="list-style-type: none"> 1. What is patriarchal family ? (2) 2. Define marriage. (2) 3. Explain the different forms of marriage. (4)
<ul style="list-style-type: none"> • understand the political institution. 	<p>NCERT Textbook Introducing Sociology</p> <p>Chapter — 3 Understanding Social Institutions</p>	<p><u>WEEK – 9</u></p> <p>Read pages 47 to 55 and make notes on the following :</p> <ol style="list-style-type: none"> 1. Define work. (2) 2. What is power and authority ? (4) 3. What are citizenship rights ? Explain. (4)
<p>The learner will be able to understand and explain :</p> <ul style="list-style-type: none"> • the meaning of culture. • the dimensions of culture. 	<p>NCERT Textbook in Sociology for Class XI Introducing Sociology</p> <p>Chapter — 4 Culture and Socialization</p>	<p><u>WEEK – 10</u></p> <p>Read the introduction, diverse settings, different cultures carefully and answer the following questions :</p> <ol style="list-style-type: none"> 1. What is culture ? (2) 2. Define ethnocentrism. (2) 3. Write the dimensions of culture. (4)

<p>The learner will be able to understand and analyse :</p> <ul style="list-style-type: none"> • the agencies of socialization. • other socializing agencies. 	<p>NCERT Textbook in Sociology for Class XI Introducing Sociology</p> <p>Chapter — 4 Culture and Socialization</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Read the topic on Socialization agencies, agencies of socialization carefully and answer the following questions :</p> <ol style="list-style-type: none"> 1. Define peer groups. (2) 2. Explain the role of school in Socialization. (4)
<p>The learner will be able to understand and differentiate :</p> <ul style="list-style-type: none"> • French revolution and the Industrial revolution. • the western sociologists with their contributions. 	<p>NCERT Textbook in Sociology for Class XI Understanding Society</p> <p>Chapter — 4 Introducing Western Sociologists</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Read the topic of the French Revolution, the Industrial Revolution, Bureaucracy and biography of Karl Marx, Emile Durkheim, Max Weber carefully and answer the following questions :</p> <ol style="list-style-type: none"> 1. What are the basic features of Bureaucracy ? (4) 2. Differentiate between French Revolution and Industrial Revolution. (4)
<p>The learner will be able to know and appreciate :</p> <ul style="list-style-type: none"> • the Indian Sociologists and their contributions. 	<p>NCERT Textbook in Sociology for Class XI Understanding Society</p> <p>Chapter — 5 Indian Sociologists</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Read chapter 5 from the beginning till Ghurye on Caste and Race carefully and answer the following question :</p> <ol style="list-style-type: none"> 1. How did Ananthakrishna Iyer and Sarat Chandra Roy come to practice social anthropology ? (6)
<p>The learner will be able to understand and explain :</p> <ul style="list-style-type: none"> • the sociological theory of DP Mukerji. 	<p>NCERT Textbook in Sociology for Class XI Understanding Society</p> <p>Chapter — 5 Indian Sociologists</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Read Chapter 5; topic ‘DP Mukerji on Tradition and Change’ carefully and answer the following question:</p> <ol style="list-style-type: none"> 1. What does DP Mukerji mean by a ‘living tradition’ ? (4)
<p>The learner will be able to understand :</p> <ul style="list-style-type: none"> • the unique features of the welfare state. 	<p>NCERT Textbook in Sociology for Class XI Understanding Society</p> <p>Chapter — 5 Indian Sociologists</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Read Chapter 5; topic ‘AR Desai on the State’ and answer the following questions :</p> <ol style="list-style-type: none"> 1. What is a welfare state ? (2) 2. Write the biography of AR Desai 1950-1994. (4)

<u>WEEK – 16</u>		
<p>The learner will be able to know and appreciate :</p> <ul style="list-style-type: none"> • the life-long focus of interest of Srinivas on the Indian village and village society. 	<p>NCERT Textbook in Sociology for Class XI Understanding Society</p> <p>Chapter — 5 Indian Sociologists</p>	<p>Read chapter 5 topic ‘MN Srinivas on the village’ carefully and answer the following questions :</p> <ol style="list-style-type: none"> 1. What are the two broad types of Srinivas writings on the village ? (2) 2. Suppose you have friends from another planet who were visiting the Earth for the first time and never heard of something called a ‘village’. What are the five clues you would give them to identify a village if they ever came across one. (4)

Subject : SOCIOLOGY CLASS – XII

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>The learner :</p> <ul style="list-style-type: none"> understands social demography and its importance in Sociology understands the theory of Demography Transition 	<p>NCERT Textbook Indian Society</p> <p>Chapter – 2 The Demographic Structure of Indian Society</p>	<p><u>WEEK – 1</u></p> <p>Read the chapter from pages 10 to 16.</p> <p>1. Find out the meaning of :</p> <p>(a) Demography (2)</p> <p>(b) Population Explosion (2)</p> <p>(c) Death rate (refer glossary) (2)</p> <p>2. Write about the Malthusian Theory of Population Growth (page 12 & 13) (4)</p>
<ul style="list-style-type: none"> understands the size and growth of population in India. 	<p>NCERT Textbook Indian Society</p> <p>Chapter – 2 The Demographic Structure of Indian Society</p>	<p><u>WEEK – 2</u></p> <p>Read the chapter from pages 16 to 38.</p> <p>1. Find out the meaning of :</p> <p>(a) Epidemic (2)</p> <p>(b) Replacement level (2)</p> <p>(c) Sex Ratio (refer glossary) (2)</p> <p>2. What are some of the implications of a declining sex ratio ? (see page 31) (4)</p>
<ul style="list-style-type: none"> understands the various social institutions of the Indian society. 	<p>NCERT Textbook Indian Society</p> <p>Chapter – 3 Social Institutions — Continuity and Change</p>	<p><u>WEEK – 3</u></p> <p>Read the chapter from pages 42 to 50.</p> <p>1. Explain the following terms :</p> <p>(a) Caste (2)</p> <p>(b) Varna (2)</p> <p>(c) Dominant Caste (2)</p> <p>(d) Sanskritisation (refer glossary) (2)</p> <p>2. What is the role of the ideas of separation and hierarchy in respect of caste system ? (see page 44) (4)</p>
<ul style="list-style-type: none"> understands the social changes taking place in the society. understands the different concepts of Industrialisation, Urbanisation and Colonialism. 	<p>NCERT Textbook Social Change and Development in Indian Society</p> <p>Chapter – 1 Structural Change</p>	<p><u>WEEK – 4</u></p> <p>1. Read pages 2 to 14. Find out the meaning of :-</p> <p>(i) Colonialism (2)</p> <p>(ii) Urbanization (2)</p> <p>(iii) Industrialisation (2)</p>
<ul style="list-style-type: none"> understands the outcome of the different Social Reform Movements. 	<p>NCERT Textbook : Social Change and Development in Indian Society</p> <p>Chapter – 2 Cultural Change Read on Social Reform Movements in the 19th and early 20th century and cultural practices.</p>	<p><u>WEEK – 5</u></p> <p>Read pages 18 to 32.</p> <p>1. Write notes on -</p> <p>(i) Westernisation (4)</p> <p>(ii) Sanskritisation (4)</p>

<p>The learner will be able to :</p> <ul style="list-style-type: none"> • understand the nature and development in the rural society before and after Independence. 	<p>NCERT Textbook Social Change and Development in Indian Society</p> <p>Chapter – 4 Change and Development in Rural Society</p>	<p><u>WEEK – 6</u></p> <p>Read pages 58 to 63 and make notes on the following :</p> <ol style="list-style-type: none"> 1. What is the single most important resource and form of property in rural society ? (1) 2. What does the term agrarian structure refer to ? (1) 3. Explain the Land Reform Laws which was passed in Independent India ? (4) 4. Mention two outcome of the Green Revolution. (2)
<ul style="list-style-type: none"> • understand the land reform system and the changes of cultivation in rural society. 	<p>NCERT Textbook Social Change and Development in Indian Society</p> <p>Chapter – 4 Change and Development in Rural Society</p>	<p><u>WEEK – 7</u></p> <p>Read pages 64 to 69 and make notes on the following :</p> <ol style="list-style-type: none"> 1. Discuss the transformation in rural society after Independence. (4) 2. What led to the feminization of agricultural labour force ? (2) 3. What is Contract Farming system ? (2)
<ul style="list-style-type: none"> • understand the classification of tribal societies. 	<p>NCERT Textbook Indian Society</p> <p>Chapter – 3 Social Institutions — Continuity and Change</p>	<p><u>WEEK – 8</u></p> <p>Read on pages 50 to 55 and make notes on the following :</p> <ol style="list-style-type: none"> 1. How have tribes been classified in India ? (page 50 & 51) (2) 2. What are the factors behind the assertion of tribal identities today ? (see page 54 & 55) (2) 3. What are the two classifications of Tribal Societies ? (2) 4. Mention the Indian tribes along with their occupations. (2)
<ul style="list-style-type: none"> • understand the different types of family and kinship. 	<p>NCERT textbook Indian Society</p> <p>Chapter – 3 Social Institutions — Continuity and Change</p>	<p><u>WEEK – 9</u></p> <p>Read the chapter from pages 56 – 59 and make notes on the following :</p> <ol style="list-style-type: none"> 1. Define Kinship. (2) 2. Define Family. (2) 3. Explain in brief the different types of family. (page 57, 58) (4)

<p>The learner will be able to understand :</p> <ul style="list-style-type: none"> • the market as social institution. • capitalism as a social system. 	<p>NCERT textbook Indian Society</p> <p>Chapter – 4 The Market as a Social Institution</p>	<p><u>WEEK – 10</u></p> <p>Read pages 62 to 70 and answer the following questions :</p> <ol style="list-style-type: none"> 1. Wht is meant by the phrase ‘Invisible Hand’ ? (pg. 62, 63) (4) 2. In what way is a market such as <i>a weekly village market</i> – a social institution ? (page 63 & 64) (2)
<ul style="list-style-type: none"> • Globalisation • interlinking of local, regional, national and international markets. 	<p>NCERT textbook Indian Society</p> <p>Chapter – 4 The Market as a Social Institution</p>	<p><u>WEEK – 11</u></p> <p>Read pages 70 to 78 and answer the following questions :</p> <ol style="list-style-type: none"> 1. Explain the following terms - <ul style="list-style-type: none"> (a) Mode of production (2) (b) Consumption (2) (c) Liberalisation (2) (d) Globalisation (2) (e) Marketisation (refer glossary) (2) 2. Explain the meaning of - ‘commoditisation’ with the help of example. (page 71, 73) (6)
<ul style="list-style-type: none"> • the change and development in industrial society (Industrialisation, Globalisation and Liberalisation in India) 	<p>NCERT textbook Social Change and Development in Indian Society</p> <p>Chapter – 5 Change and Development in Industrial Society</p>	<p><u>WEEK – 12</u></p> <p>Read chapter 5, sections 5.1-5.4 carefully and make notes on the following:</p> <ol style="list-style-type: none"> 1. What are the two main ways of making workers produce more? (2) 2. What does the organized sector consist of? (1) 3. How has Liberalisation affected employment patterns in India?(4)
<ul style="list-style-type: none"> • the working conditions and how work is carried out in industrial society. 	<p>NCERT textbook Social Change and Development in Indian Society</p> <p>Chapter – 5 Change and Development in Industrial Society</p>	<p><u>WEEK – 13</u></p> <p>Read chapter 5, sections 5.5 to 5.7 carefully and make notes on the following :</p> <ol style="list-style-type: none"> 1. What does the home based work include? (2) 2. Mention the main problems which the trade unions in India have to overcome. (2) 3. What is the full form of BIRA? (1)
<p>The learner will be able to explain :</p> <ul style="list-style-type: none"> • the impact of Globalisation in Indian society. 	<p>NCERT textbook Social Change and Development in Indian Society</p> <p>Chapter – 6 Globalisation and Social Change</p>	<p><u>WEEK – 14</u></p> <p>Read chapter 6, sections 6.1 & 6.2 along with the introduction and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is the full form of QR? (1) 2. Discuss the distinctive features of a Globalized economy? (4)

<p>The learner will be able to understand :</p> <ul style="list-style-type: none"> the changes brought about by globalisation in different social aspect. 	<p>NCERT textbook Social Change and Development in Indian Society</p> <p>Chapter – 6 Globalisation and Social Change</p>	<p><u>WEEK – 15</u></p> <p>Read chapter 6, sections 6.3-6.8 carefully and make notes on the following questions :</p> <ol style="list-style-type: none"> What is Globalisation ? (1) Define corporate culture ? (2) Discuss the relationship between Globalisation and culture. (4)
<ul style="list-style-type: none"> the features of social movement and its importance in sociology. 	<p>NCERT textbook Social change and development in Indian Society</p> <p>Chapter – 8 Social Movement</p>	<p><u>WEEK – 16</u></p> <p>Read chapter 8, sections 8.1 & 8.2 carefully and answer the following questions :</p> <ol style="list-style-type: none"> Distinguish between social change and social movements.(2) What is the main aim of a Social Movement ? (1) Discuss the theory of relative deprivation and resource mobilization theory. (2+2=4)

Subject: EDUCATION CLASS -XI

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggested activities (to be guided by teacher)
The learner understands the concept of education.	A book of Education for beginners – Bhatia and Bhatia Unit-1(Concept of Education)	<u>WEEK – 1</u> 1. Explain the meaning of education with any one definition. (2+1 = 3) 2. What are the three types of education? Explain them. (1+6 =7)
		<u>WEEK – 2</u> 1. Explain the narrower meaning of education. (4) 2. Explain the broader meaning of education. (4)
		<u>WEEK – 3</u> 1. What is literacy? (2) 2. Differentiate between literacy and education. (4)
The learner develops a strong understanding of the concept of literacy and the differences between literacy and education.	Chapter II (Constitutional Provision relating to education)	<u>Week – 4</u> 1. What are the Constitutional provisions for free and compulsory education? (Art.21A) (2) 2. Explain the constitutional provision of equality of opportunity and religious instruction. (2+2 = 4) 3. Explain language safeguards and education of minorities of the constitutional provision. (2+2 = 4)
The learner understands the importance of the Constitutional provision relating to education.		
The learner understands about the contemporary issues in Indian education.	Unit III Contemporary issues in Indian education	<u>WEEK – 5</u> Collect the information and write about the needs and importance of- 1. Sarva Shiksha Abhiyan (SSA) 2. Rastriya Madhyamik Shiksha Abhiyan (RMSA) 3. Rastriya Uchcharat Shiksha Abhiyan. (5+5+5)
To understand the aims of education	A Book of Education for Beginners – Bhatia & Bhatia <u>UNIT – IV</u> Aims of Education	<u>WEEK – 6</u> Q1. Discuss the individual aims of education. (5) Q2. Discuss the social aim of education. (5)

To develop understanding of great educators and their influence in educational methods and practices in the modern world.	<u>UNIT – V</u> Educational ideas of some great educators	<u>WEEK – 7</u> Q1. Write briefly the life sketch of Maria Montessori. (4) Q2. Briefly discuss the principles underlying the Montessori method. (6)
To develop understanding of great educators and their influence in educational methods and practices in the modern world.	<u>UNIT – V</u> Educational ideas of some great educators	<u>WEEK – 8</u> Q1. Briefly explain the exercises for practical life in the plan of Montessori method of education. (4) Q2. Briefly explain the exercises for sensory training in the plan of Montessori method of education. (4) Q3. Briefly explain the didactic exercises in the plan of Montessori method of education. (4)
To develop understanding of great educators and their influence in educational methods and practices in the modern world.	<u>UNIT – V</u> Educational ideas of some great educators	<u>WEEK – 9</u> Q1. Write briefly the life sketch of Rabindranath Tagore. (4) Q2. Explain any five (5) essential features of Tagore’s educational philosophy. (5) Q3. Write short Notes on Tagore’s Shantiniketan. (4)
The learner will be able to develop an understanding of great educators and their influence in educational methods and practices in the modern world.	<u>Unit – V</u> A book of Education for beginners – Bhatia & Bhatia	<u>WEEK – 10</u> Read Unit V – Educational ideas of Montessori and Tagore and answer the question given below : Q. Make a comparison between the educational ideas of Montessori and Tagore. Which do you think is more relevant in our present system of education? (7)
The learner will be able to develop knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.	<u>Unit – VI</u> Any relevant books/internet/other sources.	<u>WEEK – 11</u> Q1. Write down the meaning of environmental education. – (2) Q2. Discuss with your friends through a whatsapp group the importance of environmental education and write down the important points highlighted in your discussion. – (4)

<p>The learner will be able to develop knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.</p>	<p><u>Unit – VI</u></p> <p>Any relevant books/internet/other sources.</p>	<p><u>WEEK – 12</u></p> <p>Q1. Find out at least (3) three causes and effects of the following types of pollution : –</p> <ol style="list-style-type: none"> 1. Noise pollution 2. Air pollution 3. Water pollution <p>(3 marks each)</p>
<p>The learner will be able to develop knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.</p>	<p><u>Unit – VI</u></p> <p>Any relevant books or other sources.</p>	<p><u>WEEK – 13</u></p> <p>Q1. Try to find out which type of pollution is most harmful to the environment of your locality. Suggest measures to reduce it. (2 + 5 = 7)</p>
<p>The learner should be able to develop a proper set of values – social, moral, spiritual and other values.</p>	<p>A Book of Education for beginners – Bhatia & Bhatia</p> <p>Unit – VII</p>	<p><u>WEEK – 14</u></p> <p>Read Unit 10 : Meaning of values and types of values carefully and answer the following questions.</p> <p>Q1. What are values? – (2)</p> <p>Q2. What are the different types of values? – (4)</p>
<p>The learner should be able to develop a proper set of values – social, moral, spiritual and other values.</p>	<p>A Book of Education for beginners – Bhatia & Bhatia</p> <p>Unit – VII</p>	<p><u>WEEK – 15</u></p> <p>Read the topic of concept of value – oriented education from your textbook and answer the following questions : –</p> <p>Q1. What is meant by Value Oriented Education? – (2)</p> <p>Q2. Bring out the need and importance of Value– Oriented Education. – (4)</p>
<p>The learner should be able to develop a proper set of values – social, moral, spiritual and other values.</p>	<p>A Book of Education for beginners – Bhatia & Bhatia</p> <p>Unit – VII</p>	<p><u>WEEK – 16</u></p> <p>Q1. What are moral values? – (2)</p> <p>Q2. What is the role of the teacher/ school in inculcating moral values in the students? – (4)</p>

Subject: EDUCATION CLASS – XII

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggested activities (to be guided by teachers)
The learner will be able to understand the concept of psychology and education.	A book of Education for beginners – Bhatia and Bhatia Educational Psychology – S.K. Mangal Unit-1(Psychology as a Behavioural Science)	<u>WEEK – 1</u> 1. What do you understand by the term psychology? Write any one definition. (2+1 = 3) 2. What is education? Write any one definition of education. (2+1 = 3) 3. Explain the latest concept of psychology. (2)
The learner will develop understanding of the concept of psychology and education	A book of Education for beginners – Bhatia and Bhatia Educational Psychology – S.K. Mangal Unit-1(Psychology as a Behavioural Science)	<u>WEEK – 2</u> 1. Define educational psychology. (2) 2. Explain the relative importance of psychology and education. (4) 3. Explain the nature of educational psychology. (4)
The learner will understand the concept and process of human growth and development.	A book of Education for beginners – Bhatia and Bhatia Educational Psychology – S.K. Mangal Unit II (Growth and Development upto adolescence)	<u>WEEK – 3</u> 1. What is Growth? (2) 2. What is development? (2) 3. Differentiate between growth and development? (4)
The learner will develop understanding of the special characteristics of adolescence and develop a positive and healthy acceptance of self.	A book of Education for beginners – Bhatia and Bhatia Educational Psychology – S.K. Mangal Unit II (Growth and Development upto adolescence)	<u>WEEK – 4</u> 1. What do you understand by the term adolescence? (2) 2. Explain the characteristics of adolescence period?. (7)
The learner understand about the meaning and importance of heredity and environment.	A book of Education for beginners – Bhatia and Bhatia Educational Psychology – S.K. Mangal Unit III (Heredity and Environment)	<u>WEEK – 5</u> 1. What is heredity? (2) 2. What is environment? (2) 3. Explain the relative importance of heredity and environment. (6)

Developing understanding of the concept of learning and insight into the different theories of learning.	A book of Education for beginners – Bhatia and Bhatia Educational Psychology – S.K. Mangal UNIT – IV (LEARNING)	<u>WEEK – 6</u> Q1. What do you understand by the concept of learning? (2) Q2. Explain briefly the theory of Trial and Error learning. (2) Q3. Discuss the experimental evidence of Trial and Error learning. (5)
Developing understanding of the concept of learning and insight into the different theories of learning.	A book of Education for beginners – Bhatia and Bhatia Educational Psychology – S.K. Mangal UNIT – IV (LEARNING)	<u>WEEK – 7</u> Q1. How does conditioning take place?(2) Q2. Explain the experimental evidence of the theory of learning by Conditioning. (6)
Developing understanding of the concept of learning and insight into the different theories of learning.	A book of Education for beginners – Bhatia and Bhatia Educational Psychology – S.K. Mangal UNIT – IV (LEARNING)	<u>WEEK – 8</u> Q1. What is learning by insight? (4) Q2. Explain with experimental evidence the theory of learning by Insight. (4)
The students will develop an understanding of attention and interest in the process of learning.	A book of Education for beginners – Bhatia and Bhatia Educational Psychology – S.K. Mangal Unit – VI MEMORY AND FORGETTING	<u>WEEK – 9</u> Q1. What is attention? Write any one definition. (4) Q2. Briefly explain any four characteristics of attention. (5)
The students will develop an understanding of attention and interest which will help in effective learning processes.	A book of Education for beginners – Bhatia and Bhatia Educational Psychology – S.K. Mangal Unit – VI MEMORY AND FORGETTING	<u>WEEK – 10</u> Q1. Write the meaning of interest with any one definition. (4) Q2. What is the relationship between attention and interest? (4)

<p>The learner will understand the importance of memory and forgetting in the process of learning.</p>	<p>A book of Education for beginners – Bhatia and Bhatia</p> <p>Educational Psychology – S.K. Mangal</p> <p>Unit – VI MEMORY AND FORGETTING</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Read the chapter on ‘Memory and forgetting’ and answer the following questions :</p> <p>Q1. What is memory? – (2)</p> <p>Q2. What are the factors affecting memory? – (4)</p>
<p>The learner will understand the importance of memory and forgetting in the process of learning.</p>	<p>A book of Education for beginners – Bhatia and Bhatia</p> <p>Educational Psychology – S.K. Mangal</p> <p>Unit – VI MEMORY AND FORGETTING</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Read the chapter on ‘Memory and forgetting’ and answer the following questions :</p> <p>Q1. What is forgetting? – (2)</p> <p>Q2. What are the causes of forgetting? – (4)</p>
<p>The learner will understand the importance of memory and forgetting in the process of learning.</p>	<p>A book of Education for beginners – Bhatia and Bhatia</p> <p>Educational Psychology – S.K. Mangal</p> <p>Unit – VI MEMORY AND FORGETTING</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Read the chapter on ‘Memory and forgetting’ and answer the following questions :</p> <p>Q1. What are the remedies for forgetfulness? – (2)</p> <p>Q2. Make a list of the things that you should do so that you do not forget your previously learnt lessons. – (4)</p>
<p>The learner will develop better understanding of the terms personality and Intelligence and the theories of intelligence.</p>	<p>A book of Education for beginners – Bhatia and Bhatia</p> <p>Educational Psychology – S.K. Mangal</p> <p>Unit – VII PERSONALITY AND INTELLIGENCE</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Read the chapter on ‘Personality’ and attempt the following :</p> <p>Q1. What is personality? – (2)</p> <p>Q2. Read all the definitions of personality given in your book and learn by-heart any two (2) of them.</p>
<p>The learner will develop better understanding of the terms personality and Intelligence and the theories of intelligence.</p>	<p>A book of Education for beginners – Bhatia and Bhatia</p> <p>Educational Psychology – S.K. Mangal</p> <p>Unit – VII PERSONALITY AND INTELLIGENCE</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Read the chapter on ‘Personality’ and answer the questions given below :</p> <p>Q1. What are Extroverts?</p> <p>Q2. Who are Introverts?</p> <p>Q3. Who are Ambiverts? (2 marks each)</p>

<p>The learner will develop better understanding of the terms personality and Intelligence and the theories of intelligence.</p>	<p>A book of Education for beginners – Bhatia and Bhatia</p> <p>Educational Psychology – S.K. Mangal</p> <p>Unit – VII</p> <p>PERSONALITY AND INTELLIGENCE</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>Read the chapter on ‘Personality’ and answer the questions given below :</p> <p>Q1. What is Intelligence? – (2)</p> <p>Q2. Explain Spearman’s Two Factor Theory of intelligence. – (4)</p>
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Subject: PSYCHOLOGY CLASS – XI

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggested activities (to be guided by teachers)
The learner identifies psychology as an established discipline	<p>Introduction to psychology, Textbook for Class XI (NCERT Publication)</p> <p>Chapter – 1 What is Psychology</p>	<p><u>WEEK – 1</u></p> <ol style="list-style-type: none"> 1. What do you understand by the term Psychology? (2) 2. What is behaviour? Explain overt and covert behaviour. (1+2 =3) 3. Analyse things/situations around you which can be better understood with the help of Psychology. Monitor yourself how you have been feeling since the past 3 days and which possible psychological processes are involved in it. (4)
The learner understands different branches of psychology and evolution of psychology		<p><u>WEEK – 2</u></p> <ol style="list-style-type: none"> 1. Explain the evolution of Psychology. (2) 2. Explain any three branches of psychology. (3) 3. Explain psychology as a social science with the help of an example. (4)
The learner identifies the relationship of research and applications		<p><u>WEEK – 3</u></p> <ol style="list-style-type: none"> 1. Human behaviour can be controlled and modified through the application of psychological principles. Explain. (4) 2. Distinguish between basic psychology and applied psychology. (3)
The learner understands that psychology deals with other disciplines.		<p><u>WEEK – 4</u></p> <ol style="list-style-type: none"> 1. Collect information and discover what psychologists do. (3) 2. Explain the relationship between psychology and medicine (3)
The learner identifies psychologists at work and their necessities		<p><u>WEEK – 5</u></p> <ol style="list-style-type: none"> 1. Different between a psychologist and a psychiatrist. (3) 2. What are the roles played by school psychologists? (3)
The learner understands the goals of psychological enquiry and nature of psychological data	<p>Psychology Textbook for CLASS 11 (NCERT Publication)</p> <p>Chapter-2 METHODS OF ENQUIRY IN PSYCHOLOGY</p>	<p><u>WEEK – 6</u></p> <p><i>Read pages 23 to 27</i></p> <ol style="list-style-type: none"> 1. Describe any four goals of psychological enquiry. (4) 2. Describe the various steps involved in conducting a scientific enquiry. (4) 3. What is data? (2) 4. Explain the types of psychological data. (4)

The learner identifies the importance of Observational and Experimental methods	-do-	<u>WEEK – 7</u> <u>Read pages 28 to 32</u> 1. Explain the types of observation. (4) 2. What is variable? (2) 3. Differentiate between independent variable and Dependent variable. (3) 4. Distinguish between experimental and control groups. (2)
The learner identifies correlational research survey research and psychological testing	-do-	<u>WEEK – 8</u> <u>Read pages 32 to 36</u> 1. Explain the three types of correlational research. (3) 2. Distinguish between structured and unstructured types of interview. (4) 3. Explain the characteristics of a standardised test. (3) 4. Explain the three types of psychological tests. (6)
The learner understands case study and identifies analysis of data and limitations of psychological enquiry and ethical issues.	-do-	<u>WEEK – 9</u> <u>Read pages 37 to 41</u> 1. Describe the limitations of psychological enquiry. (3) 2. What are the ethical guidelines that a psychologist needs to follow while conducting a psychological enquiry? (6)
The learner will be able to understand the meaning of evolutionary perspective and biological basis of behaviour	Psychology Textbook for CLASS-XI (NCERT Publication) Chapter-3: The Bases of Human Behaviour	<u>WEEK – 10</u> Read the chapter 3 ‘The Bases of Human Behaviour’; Evolutionary perspective and Neurons section carefully and answer the following questions: 1. What do you understand by the term evolution? (2) 2. Analyse the three important features of modern human beings. (3) 3. What is neuron? Describe how neurons transmit information. (1+3=4) 4. Draw and label the structure of a neuron. (4)

<p>The learner will be able to understand the functions of nervous system.</p>	<p>-do-</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Read the chapter 3 ‘The Bases of Human Behaviour’; Nervous system (Peripheral nervous system) carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. Draw a schematic representation of the Nervous system. (3) 2. Describe the Peripheral Nervous system. (3) 3. Differentiate between Sympathetic and Parasympathetic division. (4)
<p>The learner will be able to identify the functions of the Central Nervous system and Endocrine system</p>	<p>-do-</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Read the chapter 3 ‘The Bases of Human Behaviour’; Central Nervous system and Endocrine system section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. Explain the function of Medulla Oblongata and Pons. (2) 2. What is Reticular Activating System? (2) 3. Name the four lobes of the cerebral cortex. What functions do they perform? (4) 4. What are the two main functions of Spinal Cord? (2) 5. Name the various endocrine glands and the hormones secreted by them and their functions. (1+5=6)
<p>The learner will be able to understand the role of culture in shaping human behaviour</p>	<p>-do-</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Read the chapter 3 ‘The Bases of Human Behaviour’; Cultural basis: Enculturation, Socialisation and Acculturation section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. Differentiate between enculturation and acculturation. (2) 2. Define Socialisation. Explain the four main socialisation agents. (2+4=6) 3. Discuss the acculturative strategies adopted by individuals during the course of acculturation. (4)

<p>The learner will be able to understand the meaning and process of Development</p>	<p>Psychology Textbook for CLASS-XI (NCERT Publication) Chapter-4 Human Development</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Read the chapter 4 ‘Human Development’; Meaning of development, Factors influencing development and Context of development section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. Define development. (2) 2. Explain in brief biological processes, cognitive processes and socio-emotional processes. (3) 3. Describe any six main features of life-span perspective on development. (6) 4. Differentiate between genotype and phenotype. (2) 5. Discuss Bronfenbrenner’s contextual view of development. (4)
<p>The learner will be able to identify the stages of development and major characteristics of infancy and childhood.</p>	<p style="text-align: center;">-do-</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Read the chapter 4 ‘Human Development’; Overview of developmental stages, Prenatal Stage, Infancy and Childhood section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is meant by developmental tasks? (2) 2. What are teratogens? (2) 3. Write down Piaget’s stages of Cognitive development. (4) 4. Explain the two principles of physical development during Childhood stage. (3)
<p>The learner will be able to identify the stages of Adolescence, Adulthood and Old age</p>	<p style="text-align: center;">-do-</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>Read the chapter 4 ‘Human Development’; Adolescence, Adulthood and Old-age section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. Define the term adolescence.(2) 2. Explain the concept of egocentrism. (3) 3. What are the major challenges faced by adolescence? (6) 4. What are the challenges faced by individuals on entry to adulthood? (3) 5. Interact with your parents/grandparents/ relatives. Talk to them about:- (6) <ol style="list-style-type: none"> (a) Major transitions that have taken place in their lives. (b) How they feel these transitions have affected them.

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
The learner understand individual differences and variations in terms of characteristics and behaviour	Psychology, Textbook for Class XII (NCERT Publication) Chapter – 1 Variations in Psychology attributes	<p style="text-align: center;"><u>WEEK – 1</u></p> 1. What are individual differences? (2) 2. Write down some domains of psychological attributes. (4) 3. What are the methods used in psychological assessment? (4)
The learner understand the meaning of intelligence and different theories of intelligence		<p style="text-align: center;"><u>WEEK – 2</u></p> 1. Define intelligence. (2) 2. Explain theory of multiple intelligences. (6) 3. Explain Triarchic Theory of intelligence. (3) 4. Write the careers that interest you. Reflect on which multiple intelligences are important for these careers. (2+2=4)
The learner identify individual differences in intelligence and assessment of intelligence		<p style="text-align: center;"><u>WEEK – 3</u></p> 1. What is intelligence Quotient? Write down the formula. (1+1=2) 2. Differentiate between mental age and chronological age. (3) 3. Find out the intelligence quotient of a 16 year old child having the mental age of an 18 year old. (2) 4. Think of any 3 people who you think are intelligent. Classify and prepare a list of their behaviour and actions. (3)
The learner understand variations of intelligence and types of intelligence tests		<p style="text-align: center;"><u>WEEK – 4</u></p> 1. Explain the three basic features of intellectual disability. (3) 2. Differentiate between Talent and Giftedness. (3) 3. Write down some important characteristics of gifted children. (4) 4. Explain different types of Intelligence Tests. (6)
The learner understand culture and intelligence, and emotional intelligence		<p style="text-align: center;"><u>WEEK – 5</u></p> 1. Find out which aspects in Indian culture are considered intelligent behaviours. Are the same aspects considered intelligent in Western countries? (4) 2. Are culture and intelligence related? Write points which indicate the relationship exists. (3) 3. Define emotional intelligence. (2)

<p>The learner understand the concept of self and learns some ways for self regulation of behaviour</p>	<p>Psychology Textbook for CLASS 12 (NCERT Publication)</p> <p>Chapter-2 SELF AND PERSONALITY</p>	<p><u>WEEK – 6</u></p> <p><u>Read pages 24 to 26</u></p> <ol style="list-style-type: none"> 1. What is self? (2) 2. Distinguish between personal identity and social identity. (3) 3. What is self esteem? (2) 4. Define self concept. (2) 5. Explain the three psychological techniques of self control. (3) 6. Explain self regulation and self-control. (2)
<p>The learner understand the concept of personality and type and trait approaches to the study of personality</p>	<p>-do-</p>	<p><u>WEEK – 7</u></p> <p><u>Read pages 28 to 33</u></p> <ol style="list-style-type: none"> 1. Define personality. (2) 2. Explain- type approach, trait approach and interactional approach. (3) 3. Discuss Allport’s trait theory of personality. (3) 4. Describe Jung’s classification of personality. (3) 5. Explain Sheldon’s theory of personality. (3)
<p>The learner identify psychodynamic approach to the study of personality</p>	<p>-do-</p>	<p><u>WEEK – 8</u></p> <p><u>Read pages 34 to 37</u></p> <ol style="list-style-type: none"> 1. Explain the three levels of consciousness. (3) 2. How does Freud explain the structure of personality. (3) 3. What is defence mechanism? Describe the different types of defence mechanisms. (1+5=6)
<p>The learner understand different techniques for personality assessment and develops insight into the development of healthy personality</p>	<p>-do-</p>	<p><u>WEEK – 9</u></p> <p><u>Read pages 42 to 47</u></p> <ol style="list-style-type: none"> 1. What is projective technique? Which two projective tests are widely used by psychologists? Explain. (1+5=6) 2. Explain any three behavioural analysis used in personality assessment. 3. Describe yourself using Self report measures. (4)
<p>The learner will be able to understand the nature, types and sources of stress as life challenges.</p>	<p>Psychology Textbook for CLASS-XII (NCERT Publication)</p> <p>Chapter-3 Meeting Life Challenges</p>	<p><u>WEEK – 10</u></p> <p>Read the chapter 3 ‘Meeting life Challenges’; Nature, types and sources of Stress section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. Define Stress. (2) 2. Explain different types of Psychological stress. (4) 3. Describe the sources of stress. (3)

<p>The learner will be able to identify the effects of stress on psychological functioning and life styles</p>	<p>-do-</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Read the chapter 3 ‘Meeting life Challenges’; Effects of stress on psychological functioning and lifestyle section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. Explain the effects of stress on psychological functioning. (4) 2. What is burnout? (2) 3. Describe Selye’s General Adaptation Syndrome (GAS) model of stress. (3) 4. What do you understand by the term lifestyle? (2)
<p>The learner will be able to understand the ways to cope with stress and factors that promote positive health and well-being.</p>		<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Read the chapter 3 ‘Meeting life Challenges’; Coping with stress, stress management and promoting positive health and well-being section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. What coping strategies would you suggest to your friends to cope with stress in their lives? (3) 2. Describe the stress management techniques. (6) 3. What is positive health? Discuss the factors that lead to positive health and well-being. (1+5=6) 4. Discuss with your parents and grandparents the unique stressors they faced in their lives and how they coped with them. (4)
<p>The learner will be able to understand the basic issues in abnormal behaviour</p>	<p>Psychology Textbook CLASS-XII (NCERT Publication) Chapter-4 Psychological Disorders</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Read the chapter 4 ‘Psychological Disorders’; Concept of abnormality and psychological disorders and factors underlying abnormal behaviour section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. What are the four common features found in abnormality? (2) 2. Explain biological factors and socio-cultural factors of abnormal behaviour. (3) 3. Explain the psychological models which provide a psychological explanation of mental disorders. (4) 4. Describe diathesis-stress model. (3)

<p>The learner will be able to identify major psychological disorders (anxiety disorders, somatoform disorders and dissociative disorders)</p>	<p>-do-</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Read the chapter 4 ‘Psychological Disorders’; Anxiety disorders, Somatoform disorders and Dissociative disorders section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. Define anxiety. Discuss the major anxiety disorders and their symptoms. (1+5=6) 2. Explain the three types of Somatoform disorders. (3) 3. What do you understand by the term dissociation? (2) 4. Discuss the three types of Dissociative disorders. (3)
<p>The learner will be able to identify mood disorders and Schizophrenic disorders</p>	<p>-do-</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Read the chapter 4 ‘Psychological Disorders’; Mood disorders and Schizophrenic disorders section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is bipolar mood disorder? (2) 2. What do you understand by the term Schizophrenia? (2) 3. Describe the different types of hallucinations. (4) 4. Explain the Psychomotor symptoms of Schizophrenia. (3) 5. Can you identify which kind of delusion each of these is:- (3) <ol style="list-style-type: none"> (a) A person who believes that she/he is going to be the next president of India. (b) One who believes that the intelligence agencies/police are conspiring to trap her/him in a spy scandal (c) One who believes that the tsunami occurred to prevent her/him from enjoying her/his holidays.
<p>The learner will be able to identify behavioural and developmental disorders and substance use disorders.</p>	<p>-do-</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>Read the chapter 4 ‘Psychological Disorders’; Behavioural and developmental disorders and Substance use disorders section carefully and answer the following questions:</p> <ol style="list-style-type: none"> 1. Describe the characteristics of ADHD.(3) 2. Write the symptoms of Separation Anxiety Disorder (SAD). (2) 3. Explain the three forms of eating disorders. (3) 4. What are substance related and addictive disorders? (2) 5. Discuss the adverse consequences of Cocaine. (3)

Subject : COMPUTER SCIENCE – Class XI

Expected level of competency / learning outcomes	Sources / Resources	Week – Wise suggestive activities (to be guided by teachers)
<p>The learner learns</p> <ul style="list-style-type: none"> • The concepts of computer system. • The different components of a computer system. • Organization and interactions of different components through system buses 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 1</p>	<p style="text-align: center;"><u>Week – 1</u></p> <ul style="list-style-type: none"> • Introduction to computer system • Computer Organization • Input and output units • The central processing unit • The memory and cache memory • The storage unit and system bus <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Draw the diagram for organization of the different components of a computer system. • Create a table of different units for computer memory measurements.
<p>The learner understands</p> <ul style="list-style-type: none"> • Mobile system organization • Different mobile systems and subsystems • Types of software including system software and application software 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 1</p>	<p style="text-align: center;"><u>Week – 2</u></p> <ul style="list-style-type: none"> • Mobile system organization • The mobile CPU and APU • The display and camera subsystems • The mobile system memory • The types of software • The system software • Application software and software libraries <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Draw the diagram of mobile system organization. • Draw the diagram of working hierarchy in a computer.
<p>The learner will be able to define</p> <ul style="list-style-type: none"> • Basic flow of compilation • Compilers and interpreters • Role of operating system. 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 4</p>	<p style="text-align: center;"><u>Week – 3</u></p> <ul style="list-style-type: none"> • Introduction to program execution • Basic flow of compilation • Understanding translation process • Difference between compilation process and interpretation process • Role of an operating system in running a program. <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Compare and contrast compiler and interpreter in a tabular form. • Draw the diagram of different states of a process and briefly define each state.

<p>The learner will be able to understand</p> <ul style="list-style-type: none"> • History of Python programming • Advantages and disadvantages of Python programming • How to install Python interpreter • Different Python IDE or text editors 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 6</p>	<p style="text-align: center;"><u>Week – 4</u></p> <ul style="list-style-type: none"> • Introduction to Python • Python pluses and some minuses • Working with Python • Working with CPython distribution • Working in Jupyter Notebook and Spider IDE • Compiling Python program • Installing Python / Anaconda package <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Download anaconda package for Python and install in your computer. • Run a simple program in Jupyter Notebook and also in Spider IDE.
<p>The learner will be able to know</p> <ul style="list-style-type: none"> • Python fundamental concepts • Variables and assignments • Simple python programs 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 7</p>	<p style="text-align: center;"><u>Week – 5</u></p> <ul style="list-style-type: none"> • Python fundamentals such as character set, tokens, keywords, identifiers, literals, operators and punctuators • Barebones of a python program • Variables and assignments • Multiple assignments and dynamic typing • Read numbers and print output <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Write a python to take two numbers and print its sum and multiplication. • Demonstrate multiple assignments in Python program.
<p>The learner will be able to describe</p> <ul style="list-style-type: none"> • Different data types • Python lists, tuples and dictionary • Mutable and immutable types 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 8</p>	<p style="text-align: center;"><u>Week – 6</u></p> <ul style="list-style-type: none"> • Introduction to data handling • Data types such as numbers, strings, lists and tuples, sets and dictionary • Mutable and immutable types • Variable intervals <p>Assignment / Activity</p> <ul style="list-style-type: none"> • Write a python program to take your name, roll number and class and display in separate lines.

<p>The learner will be able to demonstrate</p> <ul style="list-style-type: none"> • The usage of different types of operators • Operator associativity or precedence • Expression and evaluating expression 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 8</p>	<p style="text-align: center;"><u>Week – 7</u></p> <ul style="list-style-type: none"> • Different types of operators such as arithmetic, relational, identity, logical, bitwise operators • Operator associativity and precedence • Expression and type casting • Evaluating expression <p>Assignment / Activity</p> <ul style="list-style-type: none"> • Program to obtain length and breadth of a rectangle and print its area.
<p>The learner will be able to appreciate</p> <ul style="list-style-type: none"> • Python standard library module such as math, statistics and random module. • Debugging errors in a program. 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 8</p>	<p style="text-align: center;"><u>Week – 8</u></p> <ul style="list-style-type: none"> • Introduction to Python standard library modules • Working with math module of Python • Using random module and statistics module • Debugging errors in a program. <p>Assignment / Activity</p> <ul style="list-style-type: none"> • Write a program to generate a random number using random module.
<p>The learner will be able to gain knowledge in</p> <ul style="list-style-type: none"> • Statement flow control • Different forms of if statement • The nested if statement. 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 9</p>	<p style="text-align: center;"><u>Week – 9</u></p> <ul style="list-style-type: none"> • Introduction to flow of control • Types of statement in Python • Statement flow control • The different forms of if statement • The if...else statement • The if...elif statement • The nested if statement <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Write a program to demonstrate the if statement. • Write a program to compare three numbers and print the smallest.

<p>The learner will be able to demonstrate</p> <ul style="list-style-type: none"> • The working of loops such as for loop and while loop. • The usage of break and continue statements. 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 9</p>	<p style="text-align: center;"><u>Week – 10</u></p> <ul style="list-style-type: none"> • Introduction to iteration or looping statements. • The for and while loop. • The jump statement – break and continue • The loop else statement and nested loops <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Write a program to print the factorial of a number. • Write a program to find the Fibonacci series
<p>The learner will be able to recognize</p> <ul style="list-style-type: none"> • Strings and basic string operators. • Membership and comparison operators • String slices, functions and methods 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 10</p>	<p style="text-align: center;"><u>Week – 11</u></p> <ul style="list-style-type: none"> • Introduction to string manipulation • Traversing a string, string operators – basic, membership and comparison operators. • String slices • String functions and methods <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Write a program to input a string and display if it is palindrome or not. • Program to read a line of text and print statistics like no. of upper case, lowercase, alphabets, digits and symbols.
<p>The learner understands</p> <ul style="list-style-type: none"> • Lists and its basic operations • How to create and slice a list using Python. • Perform various operations such as appending, sorting, etc. 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 11</p>	<p style="text-align: center;"><u>Week – 12</u></p> <ul style="list-style-type: none"> • Introduction to list • Creating and accessing lists • List operations and joining lists • Repeating or replicating lists • Slicing the list and making true copy of a list • Sorting a list. <p>Assignment / Activity</p> <ul style="list-style-type: none"> • Create a python program to demonstrate creation, slicing, appending, sorting of lists.

<p>The learner will be able to comprehend</p> <ul style="list-style-type: none"> • The concept of two-dimensional lists. • Various list functions and methods 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 11</p>	<p style="text-align: center;"><u>Week – 13</u></p> <ul style="list-style-type: none"> • Lists functions and methods • Nested and two-dimensional lists • Working with lists such as appending, inserting, modifying or update lists. • Deleting an element from a list. <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Implement a list in python to demonstrate two dimensional lists, list functions like insert, sum, min, max, etc.
<p>The learner will be able to implement</p> <ul style="list-style-type: none"> • Tuples using Python programming. • Various tuple functions and methods. • Nested tuples and its functions 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 12</p>	<p style="text-align: center;"><u>Week – 14</u></p> <ul style="list-style-type: none"> • Introduction to tuple • Creating and accessing tuple elements • Tuple operations such as joining and slicing • Tuple functions and methods • Nested tuples and functions for nested tuples. <p>Assignment / Activity</p> <ul style="list-style-type: none"> • Implement a tuple in Python and apply the concept of sorting. Also, calculate the sum and find the minimum and maximum and display it.
<p>The learner understands</p> <ul style="list-style-type: none"> • The concept of Python dictionary • Creating and accessing elements of Python dictionary. 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 13</p>	<p style="text-align: center;"><u>Week – 15</u></p> <ul style="list-style-type: none"> • Introduction to Python dictionary. • Creating and accessing elements of dictionary. • Characteristics and working of a dictionary. • Multiple ways of creating dictionary • Adding elements to dictionary. <p>Assignment / Activity</p> <ul style="list-style-type: none"> • Implement a dictionary of phone book having name and phone number with search facility.
<p>The learner will be able to implement</p> <ul style="list-style-type: none"> • Various dictionary functions and methods. • Extending and updating • Making shallow copy 	<p>Computer Science with Python for Class XI by Sumita Arora Chapter 13</p>	<p style="text-align: center;"><u>Week – 16</u></p> <ul style="list-style-type: none"> • Dictionary functions and methods • Accessing items, keys and values • Extending and updating dictionary. • Making shallow copy of dictionary • Deleting elements and sorting dictionary elements. <p>Assignment / Activity</p> <ul style="list-style-type: none"> • Create a dictionary of result containing name and mark. Display the result in sorted order of name alphabetically.

Subject : COMPUTER SCIENCE – Class XII

Expected level of competency / learning outcomes	Sources / Resources	Week – Wise suggestive activities (to be guided by teachers)
<p>The learner will be able to recall</p> <ul style="list-style-type: none"> • The fundamental concepts of Python programming • The concepts like tokens, operators, variables, data types, expressions and type casting 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 1</p>	<p style="text-align: center;"><u>Week – 1</u></p> <ul style="list-style-type: none"> • Tokens, Keywords, Identifiers, Literals • Operators and Punctuators • Variables and Assignments • Simple Input and Output • Data Types – mutable and immutable • Expressions and type casting. <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Download and install the latest version of python packages called Anaconda • Run simple programs using Jupyter and Spider editors.
<p>The learner will be able to decide</p> <ul style="list-style-type: none"> • The use of different forms of if statements • When to use the different loops • The used of breaks and continue statements and nested loops 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 1</p>	<p style="text-align: center;"><u>Week – 2</u></p> <ul style="list-style-type: none"> • Flow control statements like if statements • The if...else, if...elif and nested if • Storing conditions • Loops statements – for and while loops • Break and continue statements • Nested loops <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Write a python program to demonstrate different forms of flow control statements • Demonstrate the use of for loop and while loop • Write python program for nested loops including break and continue
<p>The learner will be able to define</p> <ul style="list-style-type: none"> • String and its operations • Lists and its operations, manipulations and functions • Tuple operations, functions and methods 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 2</p>	<p style="text-align: center;"><u>Week – 3</u></p> <ul style="list-style-type: none"> • Strings (traversing, operators, slice and functions) • List operations, manipulations and functions • Tuple operations, functions and methods <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Write any python program to demonstrate strings operators, slices and functions • Write list program in python for list manipulations • Create a python program involving tuple methods and functions

<p>The learner will be able to demonstrate</p> <ul style="list-style-type: none"> • Dictionary using python program including dictionary functions and methods • Bubble sort and insertion sort using Python programming 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 2</p>	<p style="text-align: center;"><u>Week – 4</u></p> <ul style="list-style-type: none"> • Dictionary in python • Creating and accessing dictionary • Dictionary operations, functions and methods • Sorting using bubble sort and insertion sort <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Write python program to demonstrate dictionary functions and methods • Write a python program to demonstrate bubble sort • Write python program to demonstrate insertion sort
<p>The learner will be able to understand</p> <ul style="list-style-type: none"> • The concept of function and function call in Python programming • Different parameters and scope variables 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 3</p>	<p style="text-align: center;"><u>Week – 5</u></p> <ul style="list-style-type: none"> • Defining and calling functions • Flow of execution in a function call • Passing different types of parameters • Composition and scope of variables <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Define and call a simple function in python • Implement a function with arguments that returns a value • Write a function that can return multiple values
<p>The learner will be able to describe</p> <ul style="list-style-type: none"> • The usage of different python library functions and modules • The process of creating and using package or module. 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 4</p>	<p style="text-align: center;"><u>Week – 6</u></p> <ul style="list-style-type: none"> • Python libraries and modules • Importing and using modules • Python standard library functions and modules • Creating python module package and using it. <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Demonstrate the use of Python standard library modules • Create and use python library package
<p>The learner will be able to know</p> <ul style="list-style-type: none"> • How to work with text files such as creating, reading and writing to text files 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 5</p>	<p style="text-align: center;"><u>Week – 7</u></p> <ul style="list-style-type: none"> • Creating / opening and closing files • Working with text files • The flush() function • File handling using file pointer • Standard input, output and error streams

<ul style="list-style-type: none"> • How to use file pointer for file handling • Standard input, output and error streams 		<p>Assignments / Activities</p> <ul style="list-style-type: none"> • Write a python program to create a simple text file and save data into it. • Write a program to demonstrate reading, writing, flush() function in text file.
<p>The learner will be able to appreciate</p> <ul style="list-style-type: none"> • Python methods and functions for working with binary files. • Various modules and functions for opening, writing and reading CSV files 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 5</p>	<p style="text-align: center;"><u>Week – 8</u></p> <ul style="list-style-type: none"> • Creating, opening and closing binary files • Picking and unpicking a binary file • Searching and updating in a binary file • Opening and closing CSV files • Writing and reading CSV files <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Write a program for creating binary file and demonstrate various operations on it. • Demonstrate various Python methods for working with CSV files.
<p>The learner will be able to gain knowledge in</p> <ul style="list-style-type: none"> • Recursion and recursive functions • Implementing recursive binary search 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 6</p>	<p style="text-align: center;"><u>Week – 9</u></p> <ul style="list-style-type: none"> • Introduction to recursion and recursive functions • How recursion works in Python • Recursive binary search • Comparison of recursion and iterations <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Write a simple recursive program in Python • Write a recursive binary search program in Python.
<p>The learner will be able to classify</p> <ul style="list-style-type: none"> • Different types of networks based on geographical area and component roles • Different switching techniques or methods 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 10</p>	<p style="text-align: center;"><u>Week – 10</u></p> <ul style="list-style-type: none"> • Introduction to computer networks • Components of a computer networks • Types of networks based on geographical spread and component roles • Evolution of networking • Switching techniques <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Classify computer networks based on geographical spread component roles • Explain the history of computer networking.

<p>The learner will be able to recognize</p> <ul style="list-style-type: none"> • Data communication terminologies • Different transmission medias • Network topologies 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 10</p>	<p style="text-align: center;"><u>Week – 11</u></p> <ul style="list-style-type: none"> • Data communication terminologies • Transmission media – twisted pair cable, coaxial cable, optical fibers, microwave, radio wave, satellite, etc. • Network topologies such as point to point, star, bus, ring, tree and mesh topology. <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Collect different photos of different transmission media online and arrange in a page. • Write diagrams of different network topologies in a single page.
<p>The learner will be able to identify</p> <ul style="list-style-type: none"> • Different networking devices such as Switch, Bridge, Repeaters, Routers, etc. • Networking protocols and networking terms 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 10</p>	<p style="text-align: center;"><u>Week – 12</u></p> <ul style="list-style-type: none"> • Different network devices such as Modem, RJ-45, NIC, Hub, Switch, Repeater, Bridge, Router, Gateway, WiFi Card, etc. • Network protocols – HTTP, FTP, TCP/IP, SLIP/PPP, Wireless and mobile computing • Networking terms and concepts <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Prepare a labelled collage photos of different networking devices.
<p>The learner will be able to comprehend</p> <ul style="list-style-type: none"> • The concept of relational database model • The history of MySQL and different SQL statements including DDL. 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 11</p>	<p style="text-align: center;"><u>Week – 13</u></p> <ul style="list-style-type: none"> • Introduction to relational database model • Views and structure of database • History of MySQL • Data definition language • Classification of SQL statement <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Install MySQL / packages containing MySQL to practice SQL commands • Practice a simple data definition language statements using MySQL
<p>The learner will be able to implement</p> <ul style="list-style-type: none"> • Data definition languages such as creating tables practically in MySQL. • Different SQL commands like UPDATE, DELETE, DROP, etc. 	<p>Computer Science with Python for Class XII by Sumita Arora Chapter 13</p>	<p style="text-align: center;"><u>Week – 14</u></p> <ul style="list-style-type: none"> • Creating and using databases • Creating and altering tables • Data integrity through constraints • Inserting data into table • Modifying data with UPDATE command • Deleting data with DELETE command • Removing table with DROP command

		<p>Assignments / Activities</p> <ul style="list-style-type: none"> • Create a table having at least 5 columns having different data types and primary key. • Insert at least 10 records and practices UPDATE and DELETE commands on only few selected records.
<p>The learner will be able to apply</p> <ul style="list-style-type: none"> • Their theoretical knowledges of MySQL commands practically. • SQL commands like SELECT, WHERE, DISTINCT, ALL • Simple calculations and expressions 	<p>Computer Science with Python for Class XII by Sumita Arora <i>Chapter 12</i></p>	<p style="text-align: center;"><u>Week – 15</u></p> <ul style="list-style-type: none"> • MySQL elements such as literals and data types, null values, etc. • Access database and selecting all columns • Commands involving DISTINCT and ALL keywords • Simple calculations and scalar expressions • Viewing table structures and column aliases • Using SELECT and WHERE clause <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Perform simple calculations and scalar expressions including column aliases • Perform different possible usage of SELECT, WHERE, DISTINCT, ALL, commands.
<p>The learner will be able to adopt</p> <ul style="list-style-type: none"> • SQL knowledges in selecting rows based on range, lists and patterns. • Sorting techniques using ORDER BY clause. • Various SQL functions such as string, numerical, aggregate, date and time. 	<p>Computer Science with Python for Class XII by Sumita Arora <i>Chapter 12</i></p>	<p style="text-align: center;"><u>Week – 16</u></p> <ul style="list-style-type: none"> • Relational operators in MySQL • Condition based on range or lists • Condition based on pattern matches • Searching for NULL and NOT NULL • Sorting by using ORDER BY clause • String Functions in MySQL • Numerical Functions in MySQL • Date and Time functions in MySQL • Aggregate functions in MySQL <p>Assignments / Activities</p> <ul style="list-style-type: none"> • Perform condition based on range, lists and pattern matching in MySQL. • Perform sorting of rows using ORDER BY clause. • Perform the different functions such as string, numerical, aggregate, date and time using MySQL commands.

Subject : HOME SCIENCE CLASS – XI

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
The students will be able to understand the self.	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT I Chapter 2 (A)	<p style="text-align: center;"><u>WEEK – 1</u></p> Read understanding the self carefully and answer the following. <ol style="list-style-type: none"> 1. What is self? 2. Why is it important to understand the self?
The Learner will be able to learn Development and Characteristics of the self.	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT I Chapter 2 (B)	<p style="text-align: center;"><u>WEEK – 2</u></p> <ol style="list-style-type: none"> 1. Distinguish between real self and ideal self. 2. What is the characteristics of middle childhood?
The student will be able to understand influences on identity. How do you develop a sense of self.	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT I Chapter 2 (C)	<p style="text-align: center;"><u>WEEK – 3</u></p> <ol style="list-style-type: none"> 1. Why each of one us has a unique identity? 2. Discuss the concepts of puberty and pubescence.
The children will be able to learn food, nutrition, health and fitness	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT I Chapter 3	<p style="text-align: center;"><u>WEEK – 4</u></p> <ol style="list-style-type: none"> 1. What is nutrition? 2. What is the factors that influence eating behavior at adolescence? 3. What is anorexia nervosa?
The learner will be able to learn management of resources.	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT I Chapter 4	<p style="text-align: center;"><u>WEEK – 5</u></p> <ol style="list-style-type: none"> 1. Define resources. 2. Why should resources be managed? 3. Write the characteristics of resources.
The students will be able to understand nutrition, health and hygiene	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT I Chapter 10	<p style="text-align: center;"><u>WEEK – 6</u></p> <ol style="list-style-type: none"> 1. How do good health and nutrition help? 2. Why is malnutrition? 3. “Nutrition affects productivity, income and quality of life.” Write your opinion about this statement.
The students will be able to learn resource availability and management.	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT I Chapter 10	<p style="text-align: center;"><u>WEEK – 7</u></p> <ol style="list-style-type: none"> 1. Why is time management necessary? 2. Describe time and space resource.
The students will be able to understand management.	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT I Chapter 10	<p style="text-align: center;"><u>WEEK – 8</u></p> <ol style="list-style-type: none"> 1. How good is your time management? 2. Discuss the steps in a time and activity plan.

The students will be able to understand – - the meaning of colostrums and benefits of breastfeeding	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT III Chapter 12	<u>WEEK – 9</u> 1. What is colostrum? 2. Write the benefits of breastfeeding.
The learner will be able to understand – - the meaning of complimentary food - healthy eating habits for preschoolers	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT III Chapter 12	<u>WEEK – 10</u> 1. Define complimentary foods. 2. List out any six points of the guidelines for healthy eating for preschoolers
The students will be able to – - understand the meaning of obesity. - know the healthy eating habits	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT III Chapter 12	<u>WEEK – 11</u> 1. Define Obesity. 2. “Childhood obesity is on the increase.” Give any two reasons. 3. Write the different points of healthy habits a school children should follow.
The students will be able to understand – - functions of clothing - factors affecting the selection of clothing.	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT III Chapter 14	<u>WEEK – 12</u> 1. Give any three reasons for why you wear clothes. 2. What are the factors that affect the selection of clothing for children?
The students will be able to understand – - the clothing needs of children - the clothes for children with special needs.	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT III Chapter 14	<u>WEEK – 13</u> 1. Discuss any four clothing needs of children. 2. What should be the features of clothes for children with special needs?
The students will be able to understand – - the meaning of family income. - type of family income	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT IV Chapter 16	<u>WEEK – 14</u> 1. Define money. 2. What is family income? 3. Write the different types of family income.
The students will be able to understand – - the meaning of budgets. - the meaning of income management. - steps in making a budget.	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT IV Chapter 16	<u>WEEK – 15</u> 1. What is budget? 2. Define income management. 3. List the different steps in making a budget.
The students will be able to understand – - the meaning of savings and investment. - the principles underlying sound investment.	Class XI : Home Science Textbook, Humanecology and family sciences by NCERT, UNIT IV Chapter 16	<u>WEEK – 16</u> 1. Differentiate between saving and investment. 2. Discuss the principles underlying sound investments.

Subject : HOME SCIENCE CLASS – XII

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
*The learner will be able to- -explain adolescence -understand the principles of growth and development.	Class – XII Home Science textbook. Asha Das & Dr Puja Gupta. Arya Book Depot Chapter I Understanding adolescents.	<u>WEEK – 1</u> 1) Define the term adolescence. 2) Write the principles of growth and development. 3) Suggest a way for helping your friends who is suffering from depression.
*The learner will be able to- -understand the meaning of peer pressure.	Home Science textbook for Class XII. Asha Das & Dr Puja Gupta. Arya Book Depot Chapter I Understanding adolescents.	<u>WEEK – 2</u> 1) What is peer pressure? 2) During adolescence, friends often pressure each other to get involved in anti-social activities. In what four ways an adolescents can be trained from this pressure.
*The learner will be able to understand- -the meaning of adulthood -the meaning of career -the factor influencing the career choice.	Home Science Text book for Class XII Chapter 2 Transition to adulthood	<u>WEEK – 3</u> 1) Define adulthood. 2) What do you mean by career? 3) Write the different factors which influence the choice of a career.
*The students will be able to – - understand the meaning of population education -effect of population explosion.	Home Science Text book for Class XII Chapter 2 Transition to adulthood	<u>WEEK – 4</u> 1) What is Population education? 2) Explain any four effects of population explosion.
*The learner will be able to -understand the meaning of anger -understand anger management	Home Science Text book for Class XII Chapter 4 Anger management	<u>WEEK – 5</u> 1) Define anger 2) Write the importance of anger management.
*The students will be able to- - understand the meaning of anger management - understanding anger management tips	Home Science Text book for Class XII Chapter 4 Anger management	<u>WEEK – 6</u> 1) What is anger management? 2) Regular exercise helps in anger management. Discuss. 3) Suggest two ways of the healthiest way to express anger.

<p>*The students will be able to-</p> <ul style="list-style-type: none"> -enumerate different types of families -understand the meaning of nutrition -understand food groups 	<p>Home Science Text book for Class XII Chapter 5 Essentials of meal planning.</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <ol style="list-style-type: none"> 1) Differentiate between nuclear family and joint family. 2) What do you mean by nutrition? 3) Write the different types of food groups and their two functions each.
<p>* The learner will be able to</p> <ul style="list-style-type: none"> -therapeutic modification of diet - explain the needs of therapeutic meal 	<p>Home Science Text book for Class XII Chapter 7 Therapeutic modification of normal diet</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <ol style="list-style-type: none"> 1) Define Therapeutic. 2) Meals for a patient can be modified from normal meals by changing the consistency and the cooking method. Support this statement with the help of one example each.
<p>* The learner will be able to</p> <ul style="list-style-type: none"> -understand the causes of common ailments. -explain the needs of varying the nutritional requirements for common ailments. 	<p>Home Science Text book for Class XII Chapter 8 Therapeutic modification of normal diet for common ailments</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <ol style="list-style-type: none"> 1) What is the normal blood sugar level? 2) What is the effect of constipation on a person suffering from piles/fusures? 3) What can be the cause of fever in an individual?
<p>* The learner will be able to-</p> <ul style="list-style-type: none"> -identify the various components of the family income - understand sources of family income. 	<p>Home Science Text book for Class XII Chapter 10 Family income and expenditure</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <ol style="list-style-type: none"> 1) What is real income? 2) Why do we need to maintain accounts of our expenditure? 3) Mahes does not believe in maintaining his monthly household account. What could be four drawbacks for not doing so?
<p>* The learner will be able to understand and explain-</p> <ul style="list-style-type: none"> -consumer education. -right of consumer 	<p>Home Science Text book for Class XII Chapter 12 Consumer Education</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <ol style="list-style-type: none"> 1) Who is a consumer? 2) As a consumer, what are your duties if you find a shopkeeper weighing the box along with sweets? 3) List any six rights a consumer has.

<p>* The learner will be able to explain- -consumer aids</p>	<p>Home Science Text book for Class XII Chapter 13</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Read chapter 13 ,page 237-239 and answer the following questions.</p> <ol style="list-style-type: none"> 1) Name the food items which bear ISI marks. 2) Write two characteristics of “ False advertisement” and give example of the same.
<p>*The students will be able to- -understand the importance of clothing. -understand the importance of elements and principles of Art and design for beauty, functionalism, and self expression in clothing.</p>	<p>Home Science Text book for Class XII Chapter 15 Application of elements of art and principles of designing in apparel design.</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <ol style="list-style-type: none"> 1) How does over occupation influence our selection of clothes? 2) Why are fat person advised to wear vertical lines in clothing and then horizontal lines? 3) State four suggestions by which you can use various colour in clothing to disguise figure flows.
<p>*The students will be able to explain- -factor influencing selection of apparel.</p>	<p>Home Science Text book for Class XII Chapter 17</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Read chapter 17 carefully and answer the following:</p> <ol style="list-style-type: none"> 1) How do climatic conditions and fashion trends influence choice of clothes? 2) What points would you keeping in mind while selecting clothes for picnic?
<p>*The learner will be able to- - care, maintain and store their clothes</p>	<p>Home Science Text book for Class XII Chapter 18</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Read page 291-306 and answer the following questions.</p> <ol style="list-style-type: none"> 1) How will you remove tea stain from white cotton shirt? 2) Why should we store woollens once winters over? Mention two important precautions to be taken while storing them. 3) Give two advantages of washing clothes with soap.
<p>*The learner will be able to learn/classify/explain- -water quality -water safety -the importance of water.</p>	<p>Home Science Text book for Class XII Chapter 19 Water safety</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <ol style="list-style-type: none"> 1) What are the two main sources of water? 2) Write the importance of drinking clean water.

Subject : GEOGRAPPHY Class – XI

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>The learner will be able to understand the meaning of Geography explain and identify the different branches of Geography</p>	<p>Text book Of Geography- Class XI Arya Publications & Internet Part A: Chapter 1 Geography: Nature and Scope.</p>	<p><u>WEEK – 1 (Part A Chapter – 1)</u></p> <ol style="list-style-type: none"> 1. What do you mean by geography ? Who first used this term ? 2. Name the different branches of physical geography. 3. Write the different sub-fields of human geography. 4. Name the Different geographic methods and techniques 5. Discuss at least 3 points on the importance of physical geography.
<p>The learner will be able to develop interests and understand the origin of the earth better.</p>	<p>Text book Of Geography- Class XI Arya Publications & Internet Part A: Chapter 2 Origin of the Earth</p>	<p><u>WEEK – 2 (Part A Chapter – 2)</u></p> <ol style="list-style-type: none"> 1. What is a galaxy ? 2. Nebular hypothesis was put forward by which scholar ? 3. How do you understand Collision hypothesis on the origin of planets ? You may use other sources of information besides your textbook.
<p>The learner will be able to explain the layers of the earth.</p>	<p>Text book Of Geography- Class XI Arya Publications & Internet Part A: Chapter 3 Interior of the Earth</p>	<p><u>WEEK – 3 (Part A Chapter – 3)</u></p> <ol style="list-style-type: none"> 1. Explain with a diagram the three layers of the interior of the earth ? 2. Name there kinds of wave generated by earthquakes.
<p>The learner will be able to relate causes and effects of earthquakes</p>	<p>Text book Of Geography- Class XI Arya Publications & Internet Part A: Chapter 4 Earthquakes and Volcanoes</p>	<p><u>WEEK – 4 (Part A Chapter 4)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. What are earthquakes? 2. Define focus and epicentre. Illustrate your answer with diagram 3. How is earthquake caused? 4. Write the effects of earthquakes.

<p>The learner will be able to understand major landmasses understand theories describing the evolution of major landforms and distribution of continents understand major plate boundaries.</p>	<p>Text book Of Geography- Class XI Arya Publications & Internet Part A: Chapter 5 Origin of Continents and Oceans</p>	<p><u>WEEK – 5 (Part A Chapter – 5)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. Define Pangea and Panthalassa 2. Who propounded the continental drift theory? Discuss the theory 3. What are plate tectonics? Name the major tectonic plates of the world. 4. How is constructive plate margin different from destructive plate margin
<p>The learner will be able to understand rocks and their characteristics explain formation of metamorphic rocks.</p>	<p>Text book Of Geography- Class XI Arya Publications & Internet Part A: Chapter 6 – Rocks and minerals</p>	<p><u>WEEK – 6 (Part A Chapter 6)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. What are rocks. Name the major types of rock. 2. Write five characteristics of igneous rocks. 3. Write five characteristics of sedimentary rocks. 4. How are metamorphic rocks formed?
<p>The learner will be able to understand the different names of India describe locations, sizes, etc know India's neighbours.</p>	<p>Text book Of Geography- Class XI Arya Publications & Internet Part B: Chapter 1 –Location and Space Relations</p>	<p><u>WEEK – 7 (Part B Chapter 1)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. Mention how India got its different name. 2. Mention the countries, which have borders with India. 3. How is the location of a place mentioned? Describe the geographical location of India 4. Which is the standard meridian of India? 5. Describe the size of India. 6. Mention the extreme land points of India 7. Mention the six major racial types of India.

<p>The learner will be able to Understand physical division of India classify relief features of India understand geographical terms reason the causes of events</p>	<p>Text book Of Geography- Class XI Arya Publications & Internet</p> <p>Part B: Chapter 3 Physiography of India</p>	<p>WEEK – 8(Part B Chapter 3)</p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. Mention the seven physiographic units of India. 2. Give an account on the origin of the Himalaya. 3. Describe the Himalayan mountain system. 4. Mention the four main sections of the Himalayas from west to east.
<p>The learner will be able to understand different land features know the evolution of different landforms understand the operation of weathering understand the cycle of erosion</p>	<p>Text book Of Geography- Class XI Arya Publications & Internet</p> <p>Part A: Chapter 8 Evolution of Landforms</p>	<p><u>Week 9 (Part A Chapter 8)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. Write short notes on the following: (2 marks each) <ol style="list-style-type: none"> a) Delta b) Mushroom rocks c) V-shaped valley d) Rejuvenation e) Sand dunes f) Crevasses g) Sea cliffs h) Lagoon 2. Distinguish between : (2 marks each) <ol style="list-style-type: none"> (i) Gorge and canyon (ii) ii) Erosion and weathering iii) Physical and chemical weathering iv) Meanders and oxbow lake 3. Explain the three orders of landforms - 3 4. How are waterfalls formed? Why are gorges situated with waterfalls? -3 5. Briefly explain geomorphic significances of weathering. - 3 6. What is cycle of erosion? Describe various stages of cycle of erosion. - 4 7. <i>Explain the features made by glacial deposition. – 4</i>

<p>The learner will be able to understand the importance of atmosphere know the composition of air understand the layer nature of the atmosphere</p>	<p>Text book Of Geography- Class XI Arya Publications</p> <p>Internet</p> <p>Part A: Chapter 9 Composition and Structure of Atmosphere.</p>	<p><u>Week – 10 (Part A Chapter 9)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. How does atmosphere act as a blanket on the earth surface? - 2 2. Differentiate between weather and climate. - 2 3. What are the general characteristics of air? - 3 4. Briefly explain the constituents of pure dry air. - 3 5. Explain the structure of an atmosphere by giving details of each layer. – 5
<p>The learner will be able to explain relief features of the north Indian plain the plains in North Eastern region of India the relief features of peninsular India know the coastal plains the islands</p>	<p>Text book Of Geography- Class XI Arya Publications</p> <p>Internet</p> <p>Part B: Chapter 3 Physiography of India (continue)</p>	<p><u>WEEK – 11 (Part B Chapter 3)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. Explain the area and extent of the north Indian plain (1) 2. Divide the Ganga plain into sections. Mention the characteristics of each section (3) 3. Explain in brief the four physiographic division of the Ganga plain between the foothills of Himalayas and the Ganga river. (4) 4. Describe briefly the physical features of peninsular plateau (4) 5. Compare the western and eastern coastal plain of India (4) 6. Describe the islands of India in the Bay of Bengal and Arabian sea (2)
<p>The learner will be able to explain Drainage, watershed and river basin remember important rivers in India and their tributaries understand different names given to the same river at different regions theory of the origin of Himalayan rivers classify rivers into groups</p>	<p>Text book Of Geography- Class XI Arya Publications</p> <p>Internet</p> <p>Part B: Chapter 4 Drainage of India</p>	<p><u>WEEK – 12 (Part B Chapter 4)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. Define a drainage system (1) 2. How is a river basin different from watershed? (1) 3. Mention the important tributaries of the Ganga River.(5 x ½=2 1/2) 4. Mention the two most important rivers in the North Eastern Region of India? (2x ½=1) 5. Which river is called (a) Sorrow of Bihar (b) Sorrow of Bengal? (1+1) 6. Name the second largest river in India? Why is it called Vridha Ganga? (1+1)

		<p>7. Name two rivers flowing westward into the Arabian sea. (1+1)</p> <p>8. What is delta? (1)</p> <p>9. Name the two rivers which do not delta in their mouths. (1+1)</p> <p>10. Explain the origin of the Himalayan river systems (3)</p>
<p>The learner will be able to understand terms related to the atmosphere different types of winds pressure belts and the relationship with planetary wind system</p>	<p>Text book Of Geography- Class XI Arya Publications</p> <p>Internet</p> <p>Part A: Chapter 11 Atmospheric Pressure, Winds, Air masses and Cyclones</p>	<p><u>WEEK – 13 Part A Chapter 11</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> Define the following - (1 mark each) <ol style="list-style-type: none"> Atmospheric pressure Millibar Isobar Pressure gradient Cyclone Doldrums Coriolis Force Name the three main types of winds.(1) Name the three periodic winds (1) What are planetary winds? Name them. (1+1=2) Which factors affect direction and speed of winds? (2) Write two properties each of – (1x3=3) <ol style="list-style-type: none"> Trade Winds Westerlies Polar Winds. Write the seven permanent atmospheric pressure belts of the world. Illustrate your answer with suitable diagram.(1 ½ x2= 3) Write the two causes for occurrence of high and low pressure belts. Explain either one of them. (1+2 =3)
<p>The learner will be able to explain different types of clouds water cycle different forms of precipitation atmospheric humidity</p>	<p>Text book Of Geography- Class XI Arya Publications</p> <p>Internet</p> <p>Part A: Chapter12 Atmospheric Moisture</p>	<p><u>WEEK – 14 (Part A Chapter 12)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> Name the three major types of clouds. (1) What is rain shadow area? (1) What is hydrological cycle? Explain your answer with the help of diagram (1+1=2) Distinguish between evaporation and condensation. (2) How is wind ward side different from Leeward side ? (2)

		6. What do you understand by convectional precipitation ? Draw a suitable diagram (3) 7. What is precipitation ? Mention the four forms of precipitations (1+2 =3) 8. What is humidity ? Explain the three types of humidity (1+3=4)
The learner will be able to understand the term relating to monsoon climate origin of monsoon winds nature of monsoon system seasons in India with their period bases of climatic classification Koeppen and Thornthwaite's climatic regions annual rainfall pattern	Text book Of Geography- Class XI Arya Publications & Internet Part B: Chapter 5 Climate of India	<u>WEEK – 15 (Part B Chapter 5)</u> Read the chapter carefully and make notes on the following:- 1. What is climate (1) 2. What is meant by monsoon? (1) 3. Define (a) jet stream, b) ITCZ, c) western disturbances (1+1+1) 4. Explain the two concepts of the origin of monsoon (2+2) 5. What is drought? (1) 6. What are the bases of classification of climate? (1+1) 7. Mention the climatic region of Koeppen (5×1) 8. Describe the seasons of India with temperature and rainfall conditions in particular across India (3×1)
The learner will be able to understands the differences between natural hazards, disasters and man-made disaster understand the preventive as well as mitigation of disaster understand the process of disaster management.	Text book Of Geography- Class XI Arya Publications & Internet Part B: Chapter 8 Natural Hazards and Disasters	<u>Week 16 (Part B Chapter 8)</u> 1. What do you mean by natural hazards? 2. Define disaster 3. Mention three ways to lessen the impact of earthquakes. 4. Mention three ways to mitigate the impact of landslides 5. Mention three ways to prevent the outbreak of fire disaster. 6. Mention the ways to mitigate the impact of strong winds. 7. What is disaster management? What are processes / phases involved in disaster management?

Subject : GEOGRAPHY CLASS – XII

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>Students will understand the concept of Human Geography</p>	<p>Text book Of Geography- Class XII Arya Publications & Internet Part A: Chapter 1 Human Geography: Nature and Scope.</p>	<p><u>WEEK – 1 (Chapter – 1)</u></p> <ol style="list-style-type: none"> 1. Write the different definitions of Human Geography? 2. Explain the two approaches to the study of human geography. 3. Explain the nature of Human Geography 4. Describe the scope of Human Geography.
<p>Students will develop the ability to explain the nature, composition and growth of populations.</p>	<p>Text book Of Geography- Class XII Arya Publications & Internet Part A: Chapter 2 Population of the World – Number, Growth and Density</p>	<p><u>WEEK – 2 (Chapter – 2)</u></p> <ol style="list-style-type: none"> 1. Look at Fig. 2.1, assess the growth of population. 2. Which factors effect population distribution and density as a whole? 3. What are the factors responsible for increase in world population? 4. What is sex ratio? 5. Mention two reasons why sex ratio is high in Europe. 6. What are the determinants of age composition in a population? Explain them. 7. Which continent is the most urbanized in the world?
<p>Students will develop the ability to</p> <ol style="list-style-type: none"> a) Understand concepts of Scheduled Tribes and Castes b) Can compare livelihood and areas occupied by them. c) Languages spoken in India and the concept of unity in diversity. 	<p>Text book Of Geography- Class XII Arya Publications & Internet Part B: Chapter 9 Population : Ethnic and Socio cultural Attributes</p>	<p><u>WEEK – 3 (Chapter – 9)</u></p> <ol style="list-style-type: none"> 1. In which places do Scheduled Tribes live? 2. Observe table 9.2 and explain the concentration of tribal population in India 3. Give an account on spatial distribution of scheduled castes. 4. Define scheduled caste on the basis of the daily work for living. 5. Classify the major language groups of India. 6. Explain the concept of unity in diversity in India.

<p>Students will develop the ability to</p> <ol style="list-style-type: none"> Understand concepts in population analysis Compare Reason the causes of events Update their knowledge 	<p>Text book Of Geography- Class XII Arya Publications & Internet</p> <p>Part B: Chapter 10: Population of India: Aspects of Spatial Distribution and Growth</p>	<p><u>WEEK – 4 (Chapter 10)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> When was the first census of India conducted? At what interval of time is it conducted? What do you mean by density of population? Mention the density of population in India. Define intra state and interstate migration. As per 2011 census, Write the names of states /UT with <ol style="list-style-type: none"> Three most populations. Three states with highest density of population The lowest density of population state
<p>Students will develop the ability to</p> <ol style="list-style-type: none"> Understand population elements Compare two related but different things Understand geographical terms Reason the causes of events Update their knowledge 	<p>Text book Of Geography- Class XII Arya Publications & Internet</p> <p>Part B: Chapter 11: Population composition: Demographic Attributes</p>	<p><u>WEEK – 5 (Chapter – 11)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> What do you mean by demographic attributes? Distinguish between rural and urban population on the basis of <ol style="list-style-type: none"> Residence Occupation Percentage to total population Lifestyles Social relationship From the internet, find out five most urbanized states of India. Find out five most urbanized states of India, according to you textbook p-B38. What do you mean by sex ratio? Why are the sex ratio of India low? Define participation rate, main worker, marginal worker and migrant worker.
<p>Students will develop the ability to</p> <ol style="list-style-type: none"> Define population terms Compare and make distinction Explain, Measure fertility and mortality Understand the importance of population study 	<p>Text book Of Geography- Class XII Arya Publications & Internet</p> <p>Part A: Chapter 3 – Population Change.</p>	<p><u>WEEK – 6 (Chapter 3)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> What do you mean by population change? Write the difference between natural growth and overall growth of population. Why is the study of population changes important? Define fertility? How is the fertility of a country's population measured? Define mortality? How is it measured? How is migration different from commutation?

		7. Write the four streams of migration? 8. Explain briefly the factors determining migration.
<p>Students will develop the ability to</p> <ol style="list-style-type: none"> Understand how development is measured Population behavior Compare and Update their knowledge 	<p>Text book Of Geography- Class XII Arya Publications & Internet</p> <p>Part A: Chapter 4- Human Development</p>	<p><u>WEEK – 7 (Chapter 4)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> What is meant by human development? Explain briefly the indicators of human development. What do you mean by ageing population? How is juvenile population different from senile population? From the internet/ google, find out the following:- <ol style="list-style-type: none"> Five countries with highest GDP at present with the year. Five countries of highest Life expectancy Five countries with the highest literacy at present with the year. Rank of India in the latest United Nations Human Development Report
<p>Students will develop the ability to</p> <ol style="list-style-type: none"> Understand concepts in population analysis Compare Reason the causes of events Update their knowledge 	<p>Text book Of Geography- Class XII Arya Publications & Internet</p> <p>Part B: Chapter 13 Population, Environment and Development</p>	<p><u>WEEK – 8 (Chapter 13)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> Write the distinct phases of population growth since 1901. (2) Explain briefly the reasons of tremendous population growth in India after 1951. (2) How is sudden population growth effected our environment (3) How is India’s agricultural development causing environmental degradation (5) How is urbanization in India causing environmental degradation. Give examples from Aizawl city. (5)
<p>Students will develop the ability to</p> <ol style="list-style-type: none"> Understand population elements Compare two related but different things Understand geographical terms 	<p>Text book Of Geography- Class XII Arya Publications & Internet</p>	<p><u>Week 9(Chapter 14)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> What are the factors that influence the types of rural settlements (3) What are urban areas according to census of India, 1981.(1)

<p>d) Reason the causes of events</p> <p>e) Update their knowledge</p>	<p>Part B: Chapter 14: Human settlements and House types</p>	<p>3. Mention the categories of urban places in India with the population ranges in each category (5)</p> <p>4. Write the morphology of Indian towns (5)</p> <p>5. Compare in two points the rural house type in hilly and plain areas of India. (2) (<i>hint: number of rooms, courtyard, housing materials, orientation of the house</i>)</p>
<p>Students will develop the ability to</p> <p>a) Define human settlements of different types</p> <p>b) Compare and make distinction between rural and urban, centres</p> <p>c) Explain the model of land use in a city</p> <p>d) Describe the reasons why and how different shapes of villages evolve</p> <p>e) Understand the problems of settlements in developing countries</p>	<p>Text book Of Geography- Class XII Arya Publications</p> <p>Internet</p> <p>Part A: Chapter 8 – Human Settlements.</p>	<p><u>Week – 10 (Chapter 8)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. What are the basic needs of man today?. (1) 2. What do you meant by a settlement? (1) 3. What are the two divisions of settlement? (2X1=2) 4. Write three differences between rural and urban settlement. (3X1) 5. Explain briefly the types of rural settlement. (2X1) 6. Explain briefly the various patterns of rural settlements with a diagram. (5X1) 7. What do you mean by urban settlement? (1) 8. Write the characteristics of urban settlement. (4X1) 9. Classify urban settlements on the basis of size and mention the minimum population of each. (4X1) 10. Explain with a diagram, the urban land use structure. 3+2) 11. Write the problems of rural settlements in developing countries (5x1) 12. Write the problems of urban settlements in developing countries (5)
<p>Students will develop the ability to</p> <p>a) Understand human activities</p> <p>b) Understand different activities under primary activities</p> <p>c) Compare the sub categories under the same activity</p>	<p>Text book Of Geography- Class XII Arya Publications</p> <p>Internet</p> <p>Part A: Chapter 5-Human Activities</p>	<p><u>WEEK – 11 (Chapter 5)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. What do you mean by human activities/ economic activities (1) 2. Divide human activities into groups (1) 3. What is primary activities? (1) 4. What is gathering? (1)

<p>d) Understand the importance of primary activities.</p>		<p>5. Mention the two types of gathering activities. Explain them (1+1) 6. What is pastoralism? 7. Divide pastoralism into two categories. Explain each category (2) 8. What is transhumance? Why is it necessary? (1+1) 9. Write five differences between nomadic animal herding and commercial animal grazing (5)</p>
<p>Students will develop the following abilities:</p> <p>a) Understand natural resources exploitation and their distribution around the globe. b) Know different types of ores and their mineral content c) Understand different form of agriculture and can differentiate each of them d) Know the growth requirements of food crops, beverages crops, fibre crops etc., and able to select crops for cultivation</p>	<p>Text book Of Geography- Class XII Arya Publications</p> <p>Internet</p> <p>Part A: Chapter 5 Human Activities</p>	<p><u>WEEK – 12 (Chapter 5)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. What is mining? Explain briefly the three types of mining (1+3) 2. What are minerals? Write their characteristics (1+4) 3. How are minerals classified? 4. What is an ore? Mention the types of iron ore with iron content. (1+4) 5. Write the producing countries of copper (1+2) 6. What is the ore from which aluminum is extracted? (1) 7. Write the different types of coal with their carbon content. (3) 8. What is subsistence agriculture? (1) 9. Explain the two types of subsistence agriculture (2) 10. Write the characteristics of shifting agriculture. (5) 11. What do you mean by modern agriculture? Write its four characteristics. (1+4) 12. Write the distribution and the geographical conditions necessary for the successful cultivation of <i>any one of</i> the following major crops: (3+1 marks each) <ol style="list-style-type: none"> a. Wheat b. Tea c. Cotton 13. What are secondary activities? 14. What are called tertiary activities?
<p>Students will :</p> <p>a) Understand the concept of resources b) Understand the importance of technology in resource development</p>	<p>Text book Of Geography- Class XII Arya Publications</p> <p>Internet</p>	<p><u>WEEK – 13 Chapter 15</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> 1. What do you mean by resources? (1) 2. Explain how technology of a society helps in resource development. (4) 3. Suggest steps to be taken to develop land

<p>c) Know the various resources that are given to</p> <p>d) India</p> <p>e) Know the sources of water and the problems associated with them</p> <p>f) Understand the role of forests.</p>	<p>Part B: Chapter 15</p> <p>Natural Resources of India</p>	<p>resources of India (4)</p> <p>4. What are the major sources of water in India? (3)</p> <p>5. Mention the different sources of irrigation. (3)</p> <p>6. Mention the reasons why scarcity of water happens in India (5)</p> <p>7. What do you mean by rain water harvesting? Mention the uses of rooftop rain water harvesting. (1+4)</p> <p>8. What is watershed management? Write the various activities under watershed management are programmed. (1+3)</p> <p>9. What are the protective and productive functions of forests? (2+2)</p> <p>10. Explain the statement: “India has a very large bovine population, but its productivity is low.” (4)</p>
<p>Students will:</p> <p>a) Know different modes of transport, advantages and disadvantages, hurdles in their developments</p> <p>b) Know the most develop country in different forms of transport</p> <p>c) Understand the importance of transport</p> <p>d) Understand the meaning of communication, specially the term related to internet of things</p>	<p>Text book Of Geography- Class XII Arya Publications</p> <p>Internet</p> <p>Part A: Chapter 6 Transport and Communication</p>	<p><u>WEEK – 14 (Chapter 6)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <p>1. Classify the different modes of transport (1)</p> <p>2. Write the five significances of road transport. (5)</p> <p>3. Write the limits in road transport (4)</p> <p>4. What do you mean by road density? (1)</p> <p>5. Which country has the longest roads in the world? (1)</p> <p>6. Write the advantages of having railway transport (5)</p> <p>7. Suggest measures to modernize railways (5)</p> <p>8. Which continent has the most extensive railway network and most technically developed railways? (1)</p> <p>9. Which country of Asia has the densest railway network? (1)</p> <p>10. What is transcontinental railway? (1)</p> <p>11. What is a pipeline? (1)</p> <p>12. What are the advantages of pipeline transport (5)</p> <p>13. Write a note on the role of transportation systems in the economic development of a country. (4)</p>

<p>Students will know</p> <ol style="list-style-type: none"> Importance of agriculture Methods of agriculture in India Progresses and efforts of government in agricultural development Different cropping season in India 	<p>Text book Of Geography- Class XII Arya Publications</p> <p>&</p> <p>Internet</p> <p>Part B: Chapter 16 Agriculture</p>	<p><u>WEEK – 15 (Chapter 16)</u></p> <p>Read the chapter carefully and make notes on the following:-</p> <ol style="list-style-type: none"> What are the roles of Indian agriculture? What do you mean by package technology or green revolution technology? What do you mean by dry land agriculture? What agricultural practices are adopted by farmers of India? Explain their utility. What are the different crop seasons in India? What is intensity of cropping? What factors are influencing the intensity of cropping? Mention the reasons why agriculture is not equally developed in India. Mention the land reforms carried out by the government after independence.
<p>Students will understand that</p> <ol style="list-style-type: none"> Meaning of manufacturing industries Factors that influence the location of industries Impact of liberalization, privatization and globalization 	<p>Text book Of Geography- Class XII Arya Publications</p> <p>&</p> <p>Internet</p> <p>Part B: Chapter 17 Manufacturing Industries</p>	<p><u>Week 16 (Chapter 17)</u></p> <ol style="list-style-type: none"> What do you mean by manufacturing industries? Explain briefly each of the geographical factors that influence the location of industry. Explain briefly each of non- geographical factors that influence the location of industry. Classify industries on the basis of size. What do you mean by major industrial region? Describe in detail <i>any one of</i> the two: <ol style="list-style-type: none"> The Hooghly Industrial Region The Chhotanagpur Industrial Region. What do you mean by Liberalization, privatization and globalization? How do they effect the location of industries?

Subject: ECONOMICS CLASS – XI

Expected Level of Competency/Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)												
<p>The Learner: Understands what Economics, Economy and Central Problems of an Economy is about</p>	<p><u>MICRO-ECONOMICS</u> Chapter 1 – Economics, Economy and Central Problems of an Economy (Page 34)</p>	<p><u>WEEK – 1</u></p> <ul style="list-style-type: none"> - Meaning of Economics - Economic Problems - Economic Activities - Positive and Normative Economics 												
<p>Identifies the Central Problems of an Economy</p>	<p><u>MICRO-ECONOMICS</u> Chapter 1 – Economics, Economy and Central Problems of an Economy (Page 20,21)</p>	<p><u>WEEK – 2</u></p> <p>Central Problems of an Economy</p> <ul style="list-style-type: none"> - What to produce? - How to Produce? - For whom to Produce? 												
<p>Understand the nature of Economics and Significance of Statistics in Economics</p>	<p><u>STATISTICS</u> Chapter 1 – Concept of Economics and Significance of Statistics in Economics (Page 3,4)</p>	<p><u>WEEK – 3</u></p> <ul style="list-style-type: none"> - - Who is a consumer? - What is consumption? - Who is a producer? - What is production, savings, Investment and Economic Activity. 												
<p>Understands and applies the Arithmetic Mean formula for Individual series</p>	<p><u>STATISTICS</u> Chapter 9 – Measures of Central Tendency – Arithmetic Mean (Page 140,144)</p>	<p><u>WEEK – 4</u></p> <p><u>Simple Arithmetic Mean</u> Individual series: a) Direct Method: $\bar{X} = \frac{\sum x}{N}$ b) Short Cut Method: $\bar{X} = A + \frac{\sum d}{N}$ Eg. Find Mean by using the two methods. 70,10,500,75,13,250,8,42.</p>												
<p>Understands and applies the Arithmetic Mean formula for Discrete series</p>	<p><u>STATISTICS</u> Chapter 9 – Measures of Central Tendency – Arithmetic Mean (Page 144-148)</p>	<p><u>WEEK – 5</u></p> <p><u>Simple Arithmetic Mean</u> Discrete series: a.Direct Method: $\bar{X} = \frac{\sum fx}{N}$ b.Short Cut Method: $\bar{X} = A + \frac{\sum fd}{N}$ c.Step Deviation Method: $\bar{X} = A + \frac{\sum fd'}{N \times C}$ Eg. Find Mean by using the three methods.</p> <table border="1" data-bbox="831 1675 1407 1756"> <tbody> <tr> <td>x</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>f</td> <td>12</td> <td>10</td> <td>18</td> <td>20</td> <td>24</td> </tr> </tbody> </table>	x	4	5	6	7	8	f	12	10	18	20	24
x	4	5	6	7	8									
f	12	10	18	20	24									

<p>The Learner :</p> <ul style="list-style-type: none"> * Understands the meaning of Utility * Distinguishes between MU and TU * Understands the law of diminishing marginal utility 	<p><u>MICRO-ECONOMICS</u> Chapter 2 – Concept of Utility and Law of Diminishing Marginal Utility (page 41 – 46)</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <ul style="list-style-type: none"> * What is meant by Utility? (page 41) * Distinguish between Marginal Utility and Total Utility. (page 41, 42) * State the law of diminishing marginal utility. Mention its two basic assumptions. (page 46)
<ul style="list-style-type: none"> * Recapitulates Simple Arithmetic mean in individual and discrete series * Applies formulae for frequency distribution 	<p><u>STATISTICS</u> Chapter 9 – Measures of Central Tendency – Arithmetic (page 148-152)</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <p>Calculation of Simple Arithmetic mean in case of frequency distribution</p> <ol style="list-style-type: none"> 1. Direct Method 2. Short Cut Method 3. Step Deviation Method <p>Exercises : Solve question no. 1 & 2 from page 152</p>
<ul style="list-style-type: none"> * Understands the different concepts relating Consumers Equilibrium. 	<p><u>MICRO-ECONOMICS</u> Chapter 3 – Consumer’s Equilibrium (page 67)</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <p>Power Points (Page 67)</p> <ul style="list-style-type: none"> * Consumers Equilibrium * Conditions of Consumers Equilibrium * Budget set * Indifference Curve * Price Line or Budget Line * IC Analysis
<ul style="list-style-type: none"> * Identify the central value of a series by using positional average i.e. median. 	<p><u>STATISTICS</u> Chapter 10 – Measures of Central Tendency – Median and Mode (page 171-176)</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <p>Calculation of median</p> <ol style="list-style-type: none"> 1. Individual series 2. Discrete series <p>Exercises : Solve question no. 1,2 & 3 from page 174 and question no. 1 & 2 from page 176</p>
<p>The Learner</p> <ul style="list-style-type: none"> - will be able to understand the meaning of demand. -will be able to identify the relationship between demand and price 	<p><u>MICRO ECONOMICS</u> CHAPTER 4: THEORY OF DEMAND</p> <ul style="list-style-type: none"> -Concept of Demand -Demand Schedule -Demand Curve -Demand Function and Determinants of Demand -Law of Demand 	<p style="text-align: center;"><u>WEEK – 10</u></p> <ul style="list-style-type: none"> -Discuss with your friends how this Pandemic affect demand for commodities in your locality/village. -Give a brief report and submit it to the teacher concern.

<p>The Learner -will be able to solve median in a frequency distribution series.</p>	<p style="text-align: center;"><u>STATISTICS</u> CHAPTER -10 : MEASURES OF CENTRAL TENDENCY - MEDIAN AND MODE</p> <p>-Frequency Distribution Series and the median -Cumulative Frequency Series and the Median -Inclusive Series and the Median</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Read the chapter carefully and try to solve the following question.</p> <p>-The width of each of 5 continuous classes distribution is 10 and the lower class limit of the lowest class is 10. What will be the upper limit of the highest class.</p>
<p>The Learner: - will be able to classify related goods and unrelated goods -Will be able to explain the impact of taste and preferences on demand.</p>	<p style="text-align: center;"><u>MICRO ECONOMICS</u> CHAPTER 4: THEORY OF DEMAND</p> <p>-Movements along a demand curve and shifts in demand curve. -Cross Price Effects -Relationship between income and demand. -Impact of tastes and Preferences on demand for a commodity</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Read cross price effects from your textbook and try to answer this question.</p> <p>- Price of beef increases by which the demand for chicken increases. What will you say about the nature of the commodity</p>
<p>The Learner: -will be able to find median using graphical presentation</p>	<p style="text-align: center;"><u>STATISTICS</u> CHAPTER -10 : MEASURES OF CENTRAL TENDENCY- MEDIAN AND MODE</p> <p>-Graphical representation of median. -‘Less than’ or ‘More than’ Ogive Approach.</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>After reading the chapter.</p> <p>-Collect the age of 30 people from your phone list at random. -Construct class interval of 5. -Find the median age of these group of people using graphical method.</p>
<p>The Learner : -will be able to understand the concept of elasticity of demand.</p> <p>-will be able to identify the effect of change in price on demand.</p>	<p style="text-align: center;"><u>MICRO-ECONOMICS</u> CHAPTER – 5 : PRICE ELASTICITY OF DEMAND</p> <p>-Concept of elasticity of demand. -Measurement of price elasticity of demand. -Degrees of price elasticity of demand.</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>-Read the concept of elasticity of demand, price elasticity of demand, income elasticity of demand and cross elasticity of demand and <i>answer the following questions:</i></p> <p>(a) Give an example of any commodity you discard to purchase due to increase in its price and any commodity you purchase more due to decrease in its price.</p> <p>(b) Give an example of any new commodity you purchase when your family income increased.</p>

<p>The Learner: -will be able to find out mode using Individual, Discrete and Continuous series</p>	<p style="text-align: center;"><u>STATISTICS</u></p> <p>CHAPTER -10 : MEASURES OF CENTRAL TENDENCY-MEDIAN AND MODE</p> <p>-Mode. (i) Calculation of mode in individual series. (ii) Calculation of mode in discrete series (Inspection method) (iii) Calculation of mode in frequency distribution method.</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p><u>Read the topics carefully and answer the questions.</u> -In the class intervals 10-20, 20 -30, the number 20 is included in which of the following;(a) 10-20 (b) 20-30 (c) Both the intervals (d) None of the above -Collect the weight of your classmates and find out the modal weight of your class.</p>
<p>The Learner: -will be able to construct the different degrees of price elasticity of Demand.</p>	<p style="text-align: center;"><u>MICRO-ECONOMICS</u></p> <p>CHAPTER – 5 : PRICE ELASTICITY OF DEMAND</p> <p>-Degree of Price Elasticity of Demand. -Unitary Elasticity of Demand. -Factors affecting price elasticity of Demand.</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>-Read degree of price elasticity of demand carefully and draw the following figure. (1) Perfectly Elastic. (2) Perfectly inelastic. (3) Unitary Elastic. (4) More than unitary Elastic. (5) Less than Unitary Elastic.</p>

Subject: ECONOMICS CLASS – XII

Expected Level of Competency/Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>The Learner: Understands what macro-economics is about</p>	<p><u>MACRO-ECONOMICS</u> CHAPTER I – What Macroeconomics is about? (page 10)</p>	<p><u>WEEK – 1</u></p> <ul style="list-style-type: none"> - Definition of Macro-Economics - Four sectors of the Economy - Differences between Micro and Macro-Economics - Interdependence - Meaning of Economic Agents
<p>Identifies the basic questions on Economic Growth and Development (Meaning and Parameters)</p>	<p><u>INDIAN ECONOMIC DEVELOPMENT</u> CHAPTER I – Economic Growth and Development : Meaning and Parameters (Page 14)</p>	<p><u>Week – 2</u></p> <ul style="list-style-type: none"> - Meaning of Economic Growth and Development - Difference between Economic Growth and Development - Per Capita Income - Limitations of Per Capita Real Income as an Index of Development
<p>Analyses the different scope of Macro-Economics</p>	<p><u>MACRO-ECONOMICS</u> CHAPTER I – What Macroeconomics is about? (page 3,4)</p>	<p><u>WEEK – 3</u></p> <p>Scope of Macro-Economics</p> <ul style="list-style-type: none"> - Theory of National Income - Theory of Employment - Theory of Money - Theory of General Price Level - Theory of Economic Growth - Theory of International Trade
<p>Identifies the different Indicators of Human Development Index (HDI)</p>	<p><u>INDIAN ECONOMIC DEVELOPMENT</u> CHAPTER I – Economic Growth and Development : Meaning and Parameters (page 10, 11)</p>	<p><u>WEEK – 4</u></p> <p>Indicators of Human Development Index</p> <ul style="list-style-type: none"> - Longevity - Knowledge of Educational Attainment - Income or Per Capita Real Domestic Product
<p>Recapitulates the difference between micro and macro economics and relate it with the paradoxes</p>	<p><u>MACRO-ECONOMICS</u> CHAPTER I – What Macroeconomics is about? (page 7,10)</p>	<p><u>WEEK – 5</u></p> <ul style="list-style-type: none"> -Why do we need a separate Theory of Macro-Economics? - Significance of Macro-Economics.

<p>The Learner :</p> <ul style="list-style-type: none"> * Understands the meaning of Economic Planning * Analyse the achievements and failures of Economic Planning in India. 	<p><u>INDIAN ECONOMIC DEVELOPMENT</u> CHAPTER 3 – Five Year Plan in India : Goals and Achievement. (page 46 – 53)</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <ul style="list-style-type: none"> * What do you mean by Economic Planning? (page 53) * State the four main achievements of Economic Planning in India. (page 46-50) * Describe the failures of Economic Planning in India (page 50-52)
<ul style="list-style-type: none"> * Interprets the various aggregates of the Economic System. * Identifies the difference between final and intermediate goods. * Classifies consumption goods 	<p><u>MACRO-ECONOMICS</u> CHAPTER 2 – Some Basic Concepts of Macroeconomics. (page 13-25)</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <ul style="list-style-type: none"> * Explain the various aggregates of the economic system (page 13) * What is the principal differences between final goods and intermediate goods ?(page 18) * Explain the classification of consumption goods (page 19, 20)
<ul style="list-style-type: none"> * Understands the importance of Agriculture in Indian Economy. * Identifies the problems faced by Indian Agriculture. 	<p><u>INDIAN ECONOMIC DEVELOPMENT</u> CHAPTER 4 – Features, Problems and Policies of Agriculture (page 57 – 62)</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <ul style="list-style-type: none"> * Discuss the importance of Agriculture in Indian Economy (page 57, 58) * Describe the main features of Indian Agriculture (page 59, 60) * Discuss the problems of Indian Agriculture (page 60-62)
<ul style="list-style-type: none"> * Explains the unending circularity of the activities of production, income generation and expenditure in the Economy * Interprets how economic activity occurs between two sectors without a financial system 	<p><u>MACRO-ECONOMICS</u> CHAPTER 2 – Some Basic Concepts of Macroeconomics (page 29-33)</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <ul style="list-style-type: none"> * What is meant by circular flow of income? (page 39) * Explain the three phases of Circular flow with diagram (page 30, 31) * Draw and explain a two sectors circular flow model without a financial system (page 32)

<p><u>The Learners</u> -will be able to understand the features, problems and policies of Indian Agriculture. -Will be able to understand the need of development in the Indian agriculture sector.</p>	<p><u>INDIAN ECONOMIC DEVELOPMENT</u> CHAPTER-4 FEATURES, PROBLEMS AND POLICIES OF INDIAN AGRICULTURE. -Tackling the problems Reforms in Indian agriculture. -Achievement of agrarian Reforms. -Breakthrough in Agriculture is significant but not sufficient.</p>	<p><u>WEEK – 10</u> -Initiate a discussion with your friends in your locality on the measures of lockdown that has been announced to contain the spread of Coronavirus. -What will be its impact on the agriculture output in Mizoram. -Suggest measures to tackle the problems.</p>
<p><u>The Learner</u> -will be able to identify leakages and injections in the circular flow.</p>	<p><u>MACROECONOMICS</u> CHAPTER – 2 SOME BASIC CONCEPTS OF MACROECONOMICS. -2 Sector model with saving/financial system.</p>	<p><u>WEEK – 11</u> Analyse fig. 5 from page 33 carefully. -With the help of the diagram explain the two sector circular flow model with financial system.</p>
<p><u>The Learner</u> -will be able to understand some of the main challenges facing India's Foreign Trade</p>	<p><u>INDIAN ECONOMIC DEVELOPMENT</u> CHAPTER 5 INDIA'S FOREIGN TRADE -India's Foreign trade at the time of independence. -India's foreign trade after Independence. -Inward Looking Trade Strategy.</p>	<p><u>WEEK – 12</u> Read the topic Inward Looking Trade Strategy carefully. -Discuss how the restrictions on imports of certain goods at the present situation affect the domestic industries.</p>
<p><u>The Learner</u> - will be able to identify the core concepts related to the study of National Income.</p>	<p><u>MACROECONOMICS</u> CHAPTER 3 NATIONAL INCOME AND AGGREGATES -Core concepts related to the study of National Income. -Aggregates Related to National Income</p>	<p><u>WEEK – 13</u> Read the topics carefully and answer the question. -Giving reasons, explain why the following should be treated as normal residents or domestic territory of India. (a) Indian Embassy in Italy (b) Indian working in International Organisation such as WHO and IMF.</p>

<p><u>The Learner</u> -will be able to understand the meaning of liberalisation, privatization and globalization</p>	<p><u>INDIAN ECONOMIC DEVELOPMENT</u></p> <p>CHAPTER 6 ECONOMIC REFORMS SINCE 1991 OR NEW ECONOMIC POLICY</p> <p>-Need for Economic Reforms -Elements of NEP (Liberalisation, Privatisation, globalisation).</p>	<p><u>WEEK – 14</u></p> <p>Discuss with your parents how promoting privatisation can improve the economic condition of Mizoram. -Write down at least two or three points with examples.</p>																
<p><u>The Learner</u> -will be able to calculate National Income using Income Method.</p>	<p><u>MACRO ECONOMICS</u></p> <p>CHAPTER 4 METHODS OF CALCULATING NATIONAL INCOME</p> <p>-Income Method - What are factor income? - Classification of factor income. -Precautions regarding Income Method.</p>	<p><u>WEEK – 15</u></p> <p>-Read example 1 and 2 from page 87 and 88. Solve the question: Calculate (a) Net Domestic Income, (b) Gross Domestic Income, (c) Net National Income, (d) Net National Product at Market Price.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Items</th> <th style="text-align: right;">(Rs in crore)</th> </tr> </thead> <tbody> <tr> <td>a. Indirect taxes</td> <td style="text-align: right;">5,000</td> </tr> <tr> <td>b. Subsidies</td> <td style="text-align: right;">1,500</td> </tr> <tr> <td>c. Depreciation</td> <td style="text-align: right;">1,200</td> </tr> <tr> <td>d. Mixed income of self employed</td> <td style="text-align: right;">15,000</td> </tr> <tr> <td>e. Operating Surplus</td> <td style="text-align: right;">10,000</td> </tr> <tr> <td>f. Net factor income from abroad.</td> <td style="text-align: right;">(-) 500</td> </tr> <tr> <td>g. Compensation of employees</td> <td style="text-align: right;">20,000</td> </tr> </tbody> </table>	Items	(Rs in crore)	a. Indirect taxes	5,000	b. Subsidies	1,500	c. Depreciation	1,200	d. Mixed income of self employed	15,000	e. Operating Surplus	10,000	f. Net factor income from abroad.	(-) 500	g. Compensation of employees	20,000
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<p><u>The Learner</u> -will be able to analyse the positive and negative impact of LPG on the Indian Economy.</p>	<p><u>INDIAN ECONOMIC DEVELOPMENT</u></p> <p>CHAPTER 6 ECONOMIC REFORMS SINCE 1991 OR NEW ECONOMIC POLICY</p> <p>-An Appraisal of LPG Policies. -Present features of Indian Economy</p>	<p><u>WEEK – 16</u></p> <p>Read the topics carefully and try to answer the question. -Write down the positive and negative impact of LPG policies on the Indian Economy.</p>																

Subject : PUBLIC ADMINISTRATION CLASS – XI

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>The learner :</p> <ul style="list-style-type: none"> • understands the concept of Public Administration. • explains the nature and scope of Public Administration. 	<p>MBSE syllabus and prescribed books / suggested readings.</p> <p>Public Administration Avasthi & Maheshwari</p> <p>Chapter-1, pages 2 - 5</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <ol style="list-style-type: none"> 1. What is meant by Public Administration ? 2. What is the literal meaning of the term ‘Public’ and ‘Administration’ 3. Elaborate the scope of Public Administration.
<ul style="list-style-type: none"> • understands the meaning of Private Administration. • explains the difference between Private and Public Administration. 	<p>Public Administration Avasthi & Maheshwari</p> <p>Chapter-1, page 11-15</p>	<p style="text-align: center;"><u>WEEK – 2</u></p> <ol style="list-style-type: none"> 1. What is the meaning of Private Administration ? 2. Distinguish between Private and Public Administration.
<ul style="list-style-type: none"> • understands the meaning of Third World. • explains the role of developing countries in development of the country. 	<p>Public Administration Avasthi & Maheshwari</p> <p>Chapter - 1, page 10</p>	<p style="text-align: center;"><u>WEEK – 3</u></p> <ol style="list-style-type: none"> 1. What is the meaning of Third World countries ? 2. Classify the role of developing countries in development activities.
<ul style="list-style-type: none"> • describes the characteristics of developing societies. • explains the role of public administration in developing countries. 	<p>Public Administration Avasthi & Maheshwari</p> <p>Chapter – 1, page 10</p>	<p style="text-align: center;"><u>WEEK – 4</u></p> <ol style="list-style-type: none"> 1. Mention the common characteristics of developing countries. 2. Explain the importance of public administration in the development of developing countries.
<ul style="list-style-type: none"> • understands the concept of Theories of Organisation. • understands the meaning of Formal and Informal Organisation. • knows about the Scientific Management of Organisation. 	<p>Public Administration Avasthi & Maheshwari</p> <p>Chapter – 12</p> <p>pages 97,114-116,102 to 104</p>	<p style="text-align: center;"><u>WEEK – 5</u></p> <ol style="list-style-type: none"> 1. Define the theories of Organisation. 2. What is Formal Organisation ? 3. What is Informal Organisation ? 4. Discuss the Scientific Management of Organisation.

<p>The Learner will be able to :</p> <ul style="list-style-type: none"> • understand the Principles of Organisation • understand the different principles of Organisation, functions, importance. 	<p>Public Administration Avasthi & Maheshwari</p> <p>Chapter – 13 pages 126 to 135</p>	<p><u>WEEK – 6</u></p> <ol style="list-style-type: none"> 1. Define hierarchy. What are the advantages and disadvantages of Hierarchy system ? 2. What is Span of Control ? 3. What is Unity of Command ? 4. Write down the importance of Unity of Command.
<ul style="list-style-type: none"> • understand the meaning of Line Agency and Staff Agency. • understand the functions of Line and Staff Agencies 	<p>Public Administration (Concept and Theories) by S.P. Naidu</p> <p>Chapter – 33 pages 237 to 240</p>	<p><u>WEEK – 7</u></p> <ol style="list-style-type: none"> 1. What is Line Agencies? Give examples. 2. What are the main functions of Line Agencies? 3. What is Staff Agencies ? 4. What are the functions of Staff Agencies ?
<ul style="list-style-type: none"> • understand the different kinds of Staff Agencies. • understand about the distinction between Line and Staff Agencies. 	<p>Public Administration (Concept and Theories) by S.P. Naidu</p> <p>Chapter – 33 pages 240 to 244</p>	<p><u>WEEK – 8</u></p> <ol style="list-style-type: none"> 1. Briefly explain the different kinds of Staff Agencies. 2. Distinguish between Line Agency and Staff Agency.
<ul style="list-style-type: none"> • understand the meaning of personnel administration. • know the different types of personnel system. 	<p>Public Personnel Administration (Theory and Practice) by Prof. S.L. Goel</p> <p>Chapter -1</p>	<p><u>WEEK – 9</u></p> <p>Read chapter carefully and try to answer the following questions :</p> <ol style="list-style-type: none"> 1. What is meant by Personnel Administration ? 2. How did Pigors and Myer's define Personnel Administration ? 3. Briefly explain the different types of Personnel Administration.
<ul style="list-style-type: none"> • understand the meaning, types, methods and required qualifications of Recruitment. 	<p>Public Administration by M.Laxmikanth</p> <p>Chapter – 7</p>	<p><u>WEEK – 10</u></p> <p>Read the chapter carefully and give answer to the following questions :</p> <ol style="list-style-type: none"> 1. What is meant by recruitment ? 2. Briefly explain the two types of recruitment. 3. Explain the method of recruitment with special reference of Mizoram Public Service Commission. 4. What are the common required qualifications for employee / Public servant ?

<p>The learner will be able to :</p> <ul style="list-style-type: none"> • understand the meaning, advantages and disadvantages of Merit System. 	<p>Public Administration (Theory and Practice) by M.P Sharma</p> <p>Chapter – 19</p>	<p><u>WEEK – 11</u></p> <p>Read this chapter carefully and try to answer the following questions :</p> <ol style="list-style-type: none"> 1. What is meant by Merit System in recruitment ? 2. When was merit system first introduced ? and in which country? 3. What are the advantages of merit system ? 4. What are the disadvantages of Merit system ?
<ul style="list-style-type: none"> • understand the meaning, advantages and disadvantages of Spoil System. 	<p>Public Administration (Theory and Practice) by M.P. Sharma</p> <p>Chapter – 19</p>	<p><u>WEEK – 12</u></p> <p>Read this chapter carefully and try to answer these questions :</p> <ol style="list-style-type: none"> 1. What is the meaning of spoil system ? 2. Which country is known as the home of spoil system ? 3. What are the advantages and disadvantages of spoil system ?
<ul style="list-style-type: none"> • understand the meaning, principles and reasons for the existence of division of work in an organisation. 	<p>Public Administration (Concept and Theories) by S.P. Naidu</p> <p>Chapter – 22</p>	<p><u>WEEK – 13</u></p> <p>Read this chapter carefully and try to answer these questions :</p> <ol style="list-style-type: none"> 1. What is the meaning of division of work ? 2. Point out the criteria made by Luther Gulick for the principles of division of works. 3. Give four reasons for existence of division of work in administration.
<ul style="list-style-type: none"> • understand the meaning, process, significance and factors affecting Decision Making. 	<p>Public Administration (Concept and Theories) by S.P. Naidu</p> <p>Chapter – 32</p>	<p><u>WEEK – 14</u></p> <p>Read this chapter carefully and try to answer the following questions :</p> <ol style="list-style-type: none"> 1. Define the term Decision Making. 2. Explain Decision Making process. 3. What are the factors that affect Decision Making. 4. What are the significance of decision making in administration ?
<ul style="list-style-type: none"> • understand the meaning, types, qualities and importance of Leadership in organization 	<p>Public Administration (Concept and Theories) by S.P. Naidu.</p> <p>Chapter – 26</p>	<p><u>WEEK – 15</u></p> <p>Read this chapter carefully and try to answer the following questions :</p> <ol style="list-style-type: none"> 1. State the meaning of Leadership. 2. Explain the three types of Leadership style. 3. What are the qualities of good leadership ? 4. Discuss the importance of leadership in an organization.

<p>The Learner will be able to :</p> <ul style="list-style-type: none"> • understand the concept, meaning, characteristics, and scope of Development Administration. 	<p>Public Administration Avasthi & Maheswari</p> <p>Chapter – 11 pages 85 to 90</p>	<p><u>WEEK – 16</u></p> <p>Read this chapter carefully and try to answer the following questions :</p> <ol style="list-style-type: none"> 1. Define the term ‘Development Administration’. 2. What are the main features / characteristics of Development Administration. 3. Explain the scope of Development Administration.
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Subject : PUBLIC ADMINISTRATION CLASS – XII

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>The learner :</p> <ul style="list-style-type: none"> understands the administrative system of British in India. explains the nature and scope of Public Admn. 	<p>MBSE syllabus and prescribed books/suggested readings.</p> <p>Indian Administration Avasthi and Avasthi – Public Administration, Chapter–1, pages 26 - 45</p>	<p><u>WEEK – 1</u></p> <ol style="list-style-type: none"> What is British East India Company ? What are the characteristics of British administration in India ?
<ul style="list-style-type: none"> understands the political condition of India just after independence. interprets the administration and political environment before 1952. 	<p>MBSE syllabus and prescribed books/suggested readings.</p> <p>Indian Administration, Avasthi and Avasthi – Public Administration, Chapter–1, pages 46 – 49 Chapter–2, page 54-56</p>	<p><u>WEEK – 2</u></p> <ol style="list-style-type: none"> Discuss the political condition of India after British rule. Mention the administration and political environment just after independence.
<ul style="list-style-type: none"> understands the goals of Indian polity. explains the foundation of Indian Constitution. 	<p>MBSE syllabus and prescribed books/suggested readings</p> <p>Indian Administration, Avasthi and Avasthi – Public Administration, Chapter–3, pages 59 – 73</p>	<p><u>WEEK – 3</u></p> <ol style="list-style-type: none"> What are the different goals set by Indian government for administration ? Mention the basic principles of Indian Constitution.
<ul style="list-style-type: none"> understands the meaning of Judiciary. describes the roles and importance of Judiciary in administration. 	<p>Indian Polity by M. Laksmikant</p>	<p><u>WEEK – 4</u></p> <ol style="list-style-type: none"> What is Judiciary ? Write the importance of Judiciary in Indian administration.
<ul style="list-style-type: none"> understands the Election and removal system of the President of India. understands the constitutional position of the President of India. 	<p>Indian Polity by M.Laxmikant</p> <p>Chapter-17 pages 4-14</p>	<p><u>WEEK – 5</u></p> <ol style="list-style-type: none"> How is the President of India elected? What is Impeachment? Explain the constitutional position of the President of India.
<ul style="list-style-type: none"> understands the powers and functions of the President of India. 	<p>Public Administration in India Avasthi & Maheswari</p> <p>Chapter – 11 pages 144 to 146</p>	<p><u>WEEK – 6</u></p> <p>Read this chapter carefully and try to answer the following questions :</p> <ol style="list-style-type: none"> What are the Emergency Powers that can be declared by the President of India ? What is meant by ‘President’s Rule’ ? Briefly explain the powers and functions of the President of India.

<p>The Learner will be able to :</p> <ul style="list-style-type: none"> • understand the method of appointment of Prime Minister of India. • understand the powers and functions of the Prime Minister of India. • understand the relationship between Prime Minister and President. 	<p>Indian Polity by M.Laxmikanth</p> <p>Chapter – 19 Pages 1 to 4</p>	<p><u>WEEK – 7</u></p> <ol style="list-style-type: none"> 1. Briefly explain the method of appointment of Prime Minister of India. 2. What are the powers and functions of Prime Minister in relations to Council of Ministers ? 3. Explain the relationship between Prime Minister and President of India.
<ul style="list-style-type: none"> • understand about the Union Council of Ministers. • know the meaning of Cabinet. • understand the responsibility of Council of Ministers. 	<p>Indian Polity by M.Laxmikanth</p> <p>Chapter – 20 pages 3 to 6</p>	<p><u>WEEK – 8</u></p> <ol style="list-style-type: none"> 1. What is collective responsibility? 2. Differentiate between Council of Minister and Cabinet. 3. What is meant by Kitchen Cabinet?
<ul style="list-style-type: none"> • understand the structure of Cabinet Secretariat. • understand the functions of Cabinet Secretariat and Cabinet Secretary. 	<p>Public Administration in India. by Avasthi and Avasthi</p> <p>Chapter – 16 pages-222-228</p>	<p><u>WEEK – 9</u></p> <ol style="list-style-type: none"> 1. What are the Organisational structures of Cabinet Secretariat ? 2. What are the functions of Cabinet Secretariat ? 3. Write a short note on Cabinet Secretary.
<ul style="list-style-type: none"> • understand appointment, service conditions, term of office, his importance in the state administration . 	<p>Indian Polity by M.Laxmikanth</p> <p>Chapter – 26 Governor</p>	<p><u>WEEK – 10</u></p> <p>Read this chapter carefully and try to answer the following questions :</p> <ol style="list-style-type: none"> 1. How is the Governor of the State appointed? 2. What are the discretionary powers of the Governor? 3. Mention the qualifications for the office of the Governor. 4. Discuss the relationship between the Governor and the Council of Ministers.

<p>The Learner will be able to :</p> <ul style="list-style-type: none"> • understand the appointment, relation with Governor, his powers and functions. 	<p>Indian Polity by M. Laxmikanth</p> <p>Chapter – 27 Chief Misnister</p>	<p><u>WEEK – 11</u></p> <p>Read this chapter carefully and try to answer the following questions:</p> <ol style="list-style-type: none"> 1. How is the Chief Minister of a State appointed ? 2. Discuss the relationship between Chief Minister and Governor. 3. Discuss the powers and functions of the Chief Minister for the State administration.
<ul style="list-style-type: none"> • understand the meaning, organisation, and functions. 	<p>Public Administration by M.Laxmikanth</p> <p>Chapter – 11 Secretariat</p>	<p><u>WEEK – 12</u></p> <p>Read this chapter carefully and try to answer the following questions :</p> <ol style="list-style-type: none"> 1. Define State secretariat. 2. Draw a hierarchical organisation of State Secretariat. 3. What are the functions of the State Secretariat ?
<ul style="list-style-type: none"> • understand his position, functions and other roles in the state administration. 	<p>Public Administration by M.Laxmikanth</p> <p>Chapter – 11 Chief Secretary</p>	<p><u>WEEK – 13</u></p> <p>Read this chapter carefully and try to answer these questions :</p> <ol style="list-style-type: none"> 1. Write down the position of the Chief Secretary in the State administration. 2. Compare the conditions of the Chief Secretary and Cabinet Secretary. 3. Discuss the powers and functions of the Chief Secretary.
<ul style="list-style-type: none"> • understand the meaning, nature and development of District Administration. 	<p>Public Administration by M. Laxmikanth</p> <p>Chapter –11 District Administration.</p>	<p><u>WEEK – 14</u></p> <p>Read this chapter carefully and try to answer these questions :</p> <ol style="list-style-type: none"> 1. Define the term District. 2. When did the District Administration introduce in India ? 3. Discuss the nature of District Administration.

<p>The learner will be able to :</p> <ul style="list-style-type: none"> • understand the different roles and functions in the District administration . 	<p>Public Administration by M. Laxmikanth</p> <p>Chapter –11 District Collector / Deputy Commissioner</p>	<p><u>WEEK – 15</u></p> <p>Read this chapter carefully and try to answer the following questions :</p> <ol style="list-style-type: none"> 1. What are the role played by the Deputy Commissioner as a District Collector ? 2. What functions are being performed by the Deputy Commissioner to maintain Law and Order in his District ? 3. Mention any other important functions of the Deputy Commissioner within his District.
<ul style="list-style-type: none"> • understand the meaning, nature, and importance of Local Self- Government. 	<p>Public Administration by M. Laxmikanth</p> <p>Chapter –12 Local Self Government</p>	<p><u>WEEK – 16</u></p> <p>Read this chapter carefully and try to answer the following questions :</p> <ol style="list-style-type: none"> 1. What is meant by Local Self-Government? 2. What is Panchayati Raj ? Mention the three-tier of Panchayati Raj system / institution. 3. What are the three types of Municipalities ? 4. Mention the different types of Urban Local Bodies.

Subject: MATHEMATICS Class – XI

Expected Level of Competency/ Learning Outcomes	Sources/Resources	Week-wise suggestive activities (to be guided by teacher)
<p>-the learner develops the idea of Sets from their previous knowledge.</p> <p>- the learner differentiates collection of things/object which are set and which of them are not and why?</p> <p>- the learner recollects number system from their previous knowledge.</p>	<p>NCERT Textbook (NCERT Textbook for Class XI) (ncert.nic.in-publications---PDF)</p> <p>Senior Secondary School- Mathematics- for Class XI -RS Aggarwal</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>1. What is a set? Write three different types of collection of objects. Discuss whether it is a set or not.</p> <p>2. What is the meaning of well defined collection of an object? Illustrate with four examples, two of which are well defined and another two is not well defined.</p> <p>3. Which of the following collections are sets? a) Collection of all days of a week. b) Collection of all interesting books. c) Collection of fat boys of your locality.</p> <p>4. Define the following set of Numbers: a) Natural Numbers (N) b) Whole Numbers (W) c) Integer (Z) d) Rational Numbers (Q) e) Irrational Numbers (Q') f) Real Numbers (R)</p>
<p>- the learner develops the idea of differentiating one set from the other.</p> <p>- the learner develops the idea of visualising using Venn Diagram.</p> <p>- the learner recollects later section & Union of a set from their previous knowledge.</p>		<p style="text-align: center;"><u>WEEK – 2</u></p> <p>1. How is natural number (N) different from whole number (W)? Is all the members of natural number (N) contained in whole number (W)?</p> <p>2. Differentiate natural number (N) and whole number (W) using Venn Diagram.</p> <p>3.(a) Write the collection of all even Natural numbers which is less than ($<$) 15. (b) Write the collection of all odd Natural numbers which is less than or equal to (\leq) 15. (c) Write down all elements of $\{x : x \in \mathbb{Z}, x \leq 15\}$ (d) Is the Union of (a) and (b) same with (c)? Illustrate. (e) Does (a) and (b) have elements in common? (This is called intersection). Show this using Venn Diagram.</p>

<p>- the learner understands the introduction of relation, ordered pair.</p> <p>- the learner understands the introduction of function from real life situation.</p>		<p style="text-align: center;"><u>WEEK – 3</u></p> <ol style="list-style-type: none"> Write out names of all the members of your family and write how you relate to each one of them. Example: Liani ← mother Thanga ← brother What is ordered pair? Find the values of a and b when $(a+3, b-2) = (5, 1)$ Can you come out from different womb of women? So do you have a unique mother from whose womb you came out? Write down different organs of your body. What are their functions? Define function. Is question number 3 an example of a function? Justify.
<p>- the learner explains the meaning of function, their domain, co-domain & range and how to visualize them using Venn-Diagram.</p>		<p style="text-align: center;"><u>WEEK – 4</u></p> <ol style="list-style-type: none"> If $f(x) = x^2$. Find out $f(1)$, $f(2)$ and $f(3)$ and show this using Venn Diagram. Let f be a function from A to B i.e. $f: A \rightarrow B$ defined by $f(x) = x^2$ where $A = \{1, 2, 3\}$, $B = \{1, 4, 9, 10\}$. Find $f(1)$, $f(2)$, $f(3)$. Here, domain (A) = $\{1, 2, 3\}$ and codomain (B) = $\{1, 4, 9, 10\}$. Is the range of the function (Range (f)) and codomain equal? Illustrate. Let $f: A \rightarrow B: f(x) = x^2$ where $A = \{1, -1, 2, -2\}$, $B = \{1, -1, 2, -2, 3, -3, 4, -4\}$. Find $f(1)$, $f(-1)$, $f(2)$, $f(-2)$. Does $-2 \in B$ have pre-image in A. [for example $f(-1) = -1^2 = 1 \in B$. Here image of -1 is 1 or pre-image of 1 is -1]
<p>-the learner make uses of their previously learned knowledge (from their week I to week IV)</p> <p>-the learner visualizes different types of function using graph.</p> <p>-the learner explains the introduction of tangent line from their previous knowledge (this must be useful in next chapter).</p>		<p style="text-align: center;"><u>WEEK – 5</u></p> <ol style="list-style-type: none"> Draw the graph of <ol style="list-style-type: none"> $f(x) = x$ $f(x) = x^2$ What difference can you observe from the above two graphs? [Students can see this graph using GeoGebra application] Draw a tangent line at $x=0$ from the above graph? Can you draw more than one tangent from the graph of $f(x) = x$ at $x = 0$.

<p>The learner develops the idea of complex number from their previous knowledge of number system.</p>	<p>Senior Secondary School Mathematics for class XI - RS Aggarwal</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <ol style="list-style-type: none"> 1. What are imaginary numbers? Give two example. 2. Evaluate : (i) i^{23} (ii) i^{-71} 3. Prove that $i^{53} + i^{72} + i^{93} + i^{102} = 2i$ 4. Define complex numbers. What are real and imaginary part of a complex number ? Give one example. 5. What are purely real and purely imaginary numbers? Give one example for each type. 6. Define conjugate and modulus of a complex number. Give one example each. 7. Simplify $(5 - 2i)^2$ in the form of $a+ib$.
<p>The learner develop the idea of a line and their relationships using equation of one and two variables</p>		<p style="text-align: center;"><u>WEEK – 7</u></p> <ol style="list-style-type: none"> 1. Fill in the blanks with correct inequality sign ($<$, $>$, \leq or \geq) . (i) $5x < 20 \Rightarrow x \underline{\hspace{1cm}} 5$. (ii) $-3x \geq 9 \Rightarrow x \underline{\hspace{1cm}} -3$. 2. Represent the solution set of $3x+8 > 2$ on a number line. Where (i) $x \in Z$ (ii) $x \in R$ 3. Solve: $3x+4y \leq 12$ graphically. 4. Show that the solution set of the following linear inequations in an unbounded region $2x + y \geq 8, x + 2y \geq 10, x \geq 0, y \geq 0$
<p>The learner develop the idea of factorial notation and their uses in permutation</p> <p>The learner develops the idea of arrangements using real life problem.</p>		<p style="text-align: center;"><u>WEEK – 8</u></p> <ol style="list-style-type: none"> 1. Define factorial of a positive integer n and hence evaluate (i) $5!$ (ii) $\frac{10!}{7! \times 3!}$ 2. Evaluate : (i) ${}^{10}P_4$ (ii) 6P_6 3. If ${}^{15}P_{r-1} : {}^{16}P_{r-2} = 3 : 4$. Find r. 4. How many 9-digit numbers of different digits can be formed? 5. How many 3-digit numbers are there with no digit repeated?

<p>The learner develop the idea of factorial notation and their uses in combination</p> <p>The learner develops the idea of combination using real life problem.</p>		<p style="text-align: center;"><u>WEEK – 9</u></p> <ol style="list-style-type: none"> How many combination can be formed using the letter A, B and C and write the formula for ${}^n C_r$. Evaluate : (i) ${}^{20} C_4$ (ii) ${}^{16} C_{13}$ How many different teams of 11 players can be chosen from 15 players? How many triangles can be obtained by joining 12 points, four of which are collinear?
<p>The learner will be able to develop the idea of different sequence of numbers from their previous knowledge and are expected to be able to solve related problems.</p>	<p>Senior Secondary School Mathematics for class XI</p> <p>- RS Aggarwal</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <ol style="list-style-type: none"> What is sequence of numbers ? Write the first three (3) terms of the sequence given by the rule $a_n = 2n + 1$. Write the formula for finding the n^{th} term of an AP with first term ‘a’ and common difference ‘d’. Then find (i) the 23rd term of 7,5,3,1,-1,-3,.. (ii) the n^{th} term of $1, \frac{5}{6}, \frac{2}{3}, \frac{1}{2}, \dots$ Which term of the AP 9,14,19,24,29,..... is 379? How many three digit numbers are divisible by 7?
<p>The learner will be able to develop the idea of a successive progression and mean of a numbers and are expected to be able to solve related problems.</p>		<p style="text-align: center;"><u>WEEK – 11</u></p> <ol style="list-style-type: none"> Write the formula for finding the sum of n terms of an AP where the first term is ‘a’ , common difference is ‘d’ and last term is ‘l’. (i) Write the sum of 16 terms of the AP $6, 5\frac{1}{3}, 4\frac{2}{3}, 4, \dots$. (ii) Find the sum of the series $2+5+8+11+\dots+191$. Find the sum of all integers from 1 to 201. Find the Arithmetic Mean between 9 and 19. Insert five numbers between 11 and 29 such that the resulting sequence is an AP.

<p>The learner will be able to develop the idea of ratio and their difference, thus understanding Geometric Progression and solve the related problems.</p>		<p style="text-align: center;"><u>WEEK – 12</u></p> <ol style="list-style-type: none"> 1. Define Geometric Progression(GP) and give one example of GP. 2. Write the formula for finding the n^{th} term of GP with first term 'a' and common ratio 'r'. 3. Find the 6^{th} term and n^{th} term of GP 2,6,18,54, ... 4. Write the formula to find n^{th} term of GP from the end where common ratio is 'r' and the last term is 'l'.Then, find the 6^{th} term from the end of GP 8,4,2,....., $\frac{1}{1024}$. 5. Find three number in GP whose sum is 38 and whose product is 1728.
<p>The learner will be able to develop the idea of ratio and their difference, thus understanding Geometric Progression and Geometric Mean and solve the related problems.</p>		<p style="text-align: center;"><u>WEEK – 13</u></p> <ol style="list-style-type: none"> 1. Write the formulae for finding sum of n terms of GP when $r < 1$ and $r > 1$. 2. Find the sum of the GP: <ol style="list-style-type: none"> (i) $1 + \sqrt{3} + 3 + 3\sqrt{3} + \dots$ to 10 terms. (ii) $1 - \frac{1}{3} + \frac{1}{3^2} - \frac{1}{3^3} + \dots$ to n terms. 3. The common ratio of GP is 3 and last term is 486.If the sum of these terms is 728,find the first term. 4. Find the Geometric Mean (GM) between 1 and $\frac{9}{6}$.
<p>The learner will be able to develop the idea of degress and radians and are expected to convert degrees into radians and vice versa.</p>		<p style="text-align: center;"><u>WEEK – 14</u></p> <ol style="list-style-type: none"> 1. Write the relation between radian and degree. How do you convert 1° into degree and 1° into radian. 2. Express each of the following angles in radian <ol style="list-style-type: none"> (i) 120° (ii) -270° 3. Express each of the following in degree <ol style="list-style-type: none"> (i) $\left(\frac{5\pi}{12}\right)^{\circ}$ (ii) -4°. 4. Find the angle between minute hand and hour hand of a clock when the time is 7:20.

<p>The learner will be able to develop the idea of various quadrant and their uses in transforming different types of trigonometric functions.</p>		<p style="text-align: center;"><u>WEEK – 15</u></p> <p>1. Observe signs of trigonometric functions in various quadrant. observe the operation difference when the operation is done at right angles/horizontal.</p> $\sin(\pi + x) = -\sin x$ $\cos\left(\frac{3\pi}{2} - x\right) = -\sin x$ $\cot\left(\frac{3\pi}{2} + x\right) = -\tan x \text{ etc.}$ <p>And try to solve the following problems using the above knowledge where it suits.</p> <p>2. If $\sin^2 x + \cos^2 x = 1$. Then $\sin x$ equals ___?</p> <p>3. If $\cos x = \frac{-\sqrt{15}}{4}$ and $\frac{\pi}{2} < x < \pi$. Find the value of $\sin x$.</p> <p>4. Find the value of :</p> <p>(i) $\sin\left(\frac{31\pi}{3}\right)$ (ii) $\cot 585^\circ$ (iii) $\sec 150^\circ$.</p> <p>5. Prove that $\sin^2 \frac{\pi}{6} + \cos^2 \frac{\pi}{3} - \tan^2 \frac{\pi}{4} = -\frac{1}{2}$</p>
<p>The learner will be able to develop the idea of various quadrant and their uses in transforming different types of trigonometric functions.</p>		<p style="text-align: center;"><u>WEEK – 16</u></p> <p>1. Prove that</p> $\sin 40^\circ \cos 20^\circ + \cos 40^\circ \sin 20^\circ = \frac{\sqrt{3}}{2}.$ <p>2. Prove that $\frac{\cos 8^\circ - \sin 8^\circ}{\cos 8^\circ + \sin 8^\circ} = \tan 37^\circ$</p> <p>3. Prove that</p> $\cos\left(\frac{\pi}{3} + x\right) = \frac{1}{2}(\cos x - \sqrt{3} \sin x)$ <p>4. If $\cos x = \frac{3}{5}$, $\cos y = -\frac{24}{25}$ where $\frac{3\pi}{2} < x < 2\pi$ and $\pi < y < \frac{3\pi}{2}$. Find the value of $\tan(x + y)$.</p>

Subject: MATHEMATICS Class – XII

Expected Level of Competency/ Learning Outcomes	Sources/Resources	Week-wise suggestive activities (to be guided by teacher)
<p>-the learner understands the introduction of relation using their family members. (how they relate with each other)</p> <p>-the learner understands different types of relation.</p>	<p>NCERT Textbook (NCERT Textbook for Class XII) (ncert.nic.in-publications---PDF)</p> <p>Senior Secondary School- Mathematics- for Class XII -RS Aggarwal</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>1.(i) Can you be a brother of yourself? (ii) What is your relation with your brother? (Are you his brother too?) (iii) Liani is a sister of Thangi who is a sister of Lali. How is Liani related to Lali?</p> <p>2. Define a relation on a set. What do you mean by the domain and range of a relation. Illustrate using example.</p> <p>3. Define various types of Relation (i.e Reflexive, Symmetric and Transitive). What is the necessary condition for a relation to be an equivalence relation?</p> <p>4. Based on question number 1 above is (i) reflexive? (ii) symmetric? (iii) transitive?</p>
<p>-the learner understands the meaning of different types of relation using mathematical problems (starting from simple examples).</p>		<p style="text-align: center;"><u>WEEK – 2</u></p> <p>1. If $R = \{(-1,1), (1,1), (2,4), (-2,4)\}$ be a given relation. Write out the set of first co-ordinate and the set of second co-ordinate. Find domain of R and range of R.</p> <p>2. (i) Can a line be perpendicular to itself? (ii) If a line L_1 is perpendicular to line L_2. Will L_1 be perpendicular to L_2? (iii) If a line L_1 is perpendicular to L_2 and a line L_2 is perpendicular to L_3. Will L_1 be perpendicular to L_3?</p> <p>3. Let A be the set of all lines in a plane and let R be a relation in A defined by $R = \{(L_1, L_2) : L_1 \perp L_2\}$. Show that R is symmetric but neither reflexive nor transitive.</p>

<p>-the learner explains the introduction of one-one and onto function from simple example to mathematical problems and able to differentiate using their graph.</p>		<p style="text-align: center;"><u>WEEK – 3</u></p> <p>1. Let us consider a group of people such as $B_1, B_2, B_3, G_1, G_2, G_3$ and G_4 where B's are boys and G's are girls.</p> <p>Here B_1 is husband of G_1 B_2 is husband of G_2 B_3 is husband of G_3</p> <p>Does $B_1, B_2,$ and B_3 have unique wife? Does G_4 have husband from the above example?</p> <p>2. How do you define one-one and onto function? Is the above example one-one and onto? Justify.</p> <p>3. Draw the graph of $f(x)=\text{Sin}x$ in the domain $[-\pi, \pi]$. Is $f(x)=\text{Sin}x$ one-one and onto on this interval? Which interval will you choose to make it one-one and onto? [Students may use GeoGebra application using smart phone]</p> <p>4. Observe that $\text{Sin } \pi/2=1$ in the above interval. Then what will be $\text{Sin}^{-1}(1)$?</p>
<p>-the learner explains the introduction of various types of function and understands using Venn Diagram.</p>		<p style="text-align: center;"><u>WEEK – 4</u></p> <p>1. Define Many-one function, one-one or injective function, onto or surjective function, into function and bijective function. Give one example each.</p> <p>2. Using Venn Diagram. Show that the function $f: A \rightarrow B : f(x) = x^2$ where $A = \{1, 2, 3\}, B = \{1, 4, 9\}$ is one-one and onto. Is it bijective?</p> <p>3. Using Venn Diagram, show that the function $f; A \rightarrow B : f(x) = x^4$ where $A = \{-1, 1, -2, 2\}, B = \{1, 4, 5\}$ is many-one and into function.</p>

<p>-the learner solves real mathematical problems from their previously learned topic.</p>		<p style="text-align: center;"><u>WEEK – 5</u></p> <ol style="list-style-type: none"> Find the domain and range of the real function, defined by $f(x)=1/x$. Which of the following relations are functions? Give reasons. In case of a function, find its domain and range. <ol style="list-style-type: none"> $f = \{(-1, 2), (1, 8), (2, 11), (3, 14)\}$ $g = \{(1, 1), (1, -1), (4, 2), (9, 3), (16, 4)\}$ $h = \{(a, b), (b, c), (c, b), (d, c)\}$ Give an example of a function which is one-one but not onto. Discuss whether the function $f: \mathbb{N} \rightarrow \mathbb{N} : f(x)=x^2$ is one-one, onto or into. What will be the results if we restrict the domain and range to Real Number (R) i.e $f: \mathbb{R} \rightarrow \mathbb{R}$ in place of $f: \mathbb{N} \rightarrow \mathbb{N}$.
<p>The learner recollects their previous knowledge of trigonometry and uses this knowledge in understanding and solving problems on inverse trigonometric functions.</p>	<p style="text-align: center;">Senior Secondary School Mathematics-Class XII</p> <p style="text-align: center;">- RS Aggarwal</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <ol style="list-style-type: none"> Look at the table for inverse trigonometric functions and their principal value branches and observe their differences. Find the principal value of (i) $\cos^{-1} \frac{\sqrt{3}}{2}$ (ii) $\tan^{-1}(-\sqrt{3})$ Find the value of <ol style="list-style-type: none"> $\sin^{-1}\left(\sin \frac{2\pi}{3}\right)$ $\cot^{-1}\left(\cot \frac{5\pi}{4}\right)$ Prove that $\sin^{-1} \frac{8}{17} + \sin^{-1} \frac{3}{5} = \cos^{-1} \frac{36}{85}$ Find the value of x if $\cos(\sin^{-1} x) = \frac{1}{2}$
<p>The learner develops the idea of different types/order of matrices and their properties in solving problems.</p>		<p style="text-align: center;"><u>WEEK – 7</u></p> <ol style="list-style-type: none"> Define a matrix of order $(m \times n)$. Write the order of $\begin{bmatrix} a & b & c \\ d & e & f \end{bmatrix}$. Construct a 4×3 matrix whose elements are given by $a_{ij} = \frac{i}{j}$.

		<p>3. If $A = \begin{bmatrix} 3 & 5 \\ 7 & -9 \end{bmatrix}$ and $B = \begin{bmatrix} 6 & -4 \\ 2 & 3 \end{bmatrix}$. Find $4A + 5B$.</p> <p>4. Find the value of $x + y$ from the following equation $2 \begin{bmatrix} 1 & 3 \\ 0 & x \end{bmatrix} + \begin{bmatrix} y & 0 \\ 1 & 2 \end{bmatrix} = \begin{bmatrix} 5 & 6 \\ 1 & 8 \end{bmatrix}.$</p>
<p>The learner develops the idea of different types/order of matrices and their properties in solving problems.</p>		<p style="text-align: center;"><u>WEEK – 8</u></p> <p>1. Write the transpose of a matrix A if $A = \begin{bmatrix} a & b & c \\ d & e & f \\ g & h & i \end{bmatrix}$</p> <p>2. Define symmetric and skew symmetric matrix.</p> <p>3. Prove that $(AB)' = (B'A')$ if $A = \begin{bmatrix} 1 & 3 \\ 2 & 4 \end{bmatrix}, B = \begin{bmatrix} 1 & 4 \\ 2 & 5 \end{bmatrix}.$</p> <p>4. If $A = \begin{bmatrix} 3 & -4 \\ 1 & -1 \end{bmatrix}$. Show that $(A - A')$ is a skew-symmetric matrix.</p>
<p>The learner develops the idea of determinant and their properties.</p> <p>Problem solving</p>		<p style="text-align: center;"><u>WEEK – 9</u></p> <p>1. Write the formula for finding the value of determinant of order 2 and 3 and hence find the value of (i) $\begin{vmatrix} 6 & -3 \\ 7 & -2 \end{vmatrix}$ (ii) $\begin{vmatrix} 1 & -3 & 2 \\ 4 & -1 & 2 \\ 3 & 5 & 2 \end{vmatrix}.$</p> <p>2. Find the minor and cofactor of each element of $A = \begin{vmatrix} 1 & -3 & 2 \\ 4 & -1 & 2 \\ 3 & 5 & 2 \end{vmatrix}$ and find its adjoint.</p> <p>3. Write the formula for finding A^{-1}. Using matrices; solve the following system of linear equations. $3x + 4y + 2z = 8$ $2y - 3z = 3$ $x - 2y + 6z = -2$</p>

<p>The learner recollect their previous knowledge of functions and use this knowledge in understanding and solving problems on continuity of a function.</p>	<p>Senior Secondary School Mathematics-Class XII - RS Aggarwal</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>1. What are functions ? Define the following functions in brief: (i) Constant Function (ii) Identity Function (iii) Modulus Function (iv) Reciprocal Function (v) Signum Function (vi) Square root Function (vii) Greatest and Smallest Integer Function (viii) Polynomial Function (ix) Rational Function.</p> <p>2. When do you say a function is continuous at a point 'a'? Show that $f(x) = \begin{cases} x+1, & \text{if } x \geq 1 \\ x^2+1, & \text{if } x < 1 \end{cases}$ is continuous at $x=1$.</p> <p>3. Find the value of k if $f(x) = \begin{cases} \frac{\sin 3x}{4x}, & x \neq 0 \\ k, & x = 0 \end{cases}$ is continuous at $x=0$.</p>
<p>The learner will be able to understand the difference between continuity and differentiability of a function and thus solve related problems.</p>		<p style="text-align: center;"><u>WEEK – 11</u></p> <p>1. When do you say that a real function $f(x)$ is differentiable at a point $x=a$?</p> <p>2. Discuss whether the function $f(x) = x$ is differentiable at $x=0$. Will this function continuous at $x=0$?</p> <p>3. Every differentiable function is said to be continuous. From the above question can you say that every continuous function is differentiable? Why?</p> <p>4. Show that $f(x) = x-2$ is continuous but not differentiable at $x=2$.</p>
<p>The learner recall their previous knowledge for finding differentiation of various types of functions and their domain and range.</p> <p>Students are expected to be able to solve related problems.</p>		<p style="text-align: center;"><u>WEEK – 12</u></p> <p>1. Recall different formulas for finding differentiation of various types of functions.</p> <p>2. Differentiate : (i) $xe^{\sqrt{\sin x}}$ (ii) $\sin\left(\frac{1+x^2}{1-x^2}\right)$</p>

		<p>3. Recall the domain and range of inverse trigonometric function. Prove that:</p> <p>(i) $\frac{d}{dx} \sin^{-1} x = \frac{1}{\sqrt{1-x^2}}$, where $x \in (-1, 1)$</p> <p>(ii) $\frac{d}{dx} \tan^{-1} x = \frac{1}{1+x^2}$, where $x \in R$.</p> <p>Note : Observe the results for other trigonometric functions $(\cos^{-1} x, \cot^{-1} x, \sec^{-1} x, \operatorname{cosec}^{-1} x)$</p> <p>4. Differentiate $\tan^{-1}(\cot \sqrt{x})$ w.r.t x.</p>
<p>The learner will be able to transform trigonometric functions given in the question to a solvable one and are thus expected to solve related problems.</p>		<p style="text-align: center;"><u>WEEK – 13</u></p> <p>1. Look at the table of “differentiation by trigonometrical transformation” and write them down.</p> <p>2. Differentiate w.r.t. x :</p> <p>(i) $\sin^{-1} \left(\sqrt{\frac{1-\cos x}{2}} \right)$ (ii) $\tan^{-1} \left(\frac{x}{1+\sqrt{1-x^2}} \right)$</p> <p>3. Look at the table of “some useful substitutions” on trigonometrical transformations and write them down.</p> <p>4. Differentiate $\sin^{-1} \left(\frac{x^2}{\sqrt{x^4+a^4}} \right)$ w.r.t. x.</p> <p>5. If $y = \sin \left(2 \tan^{-1} \sqrt{\frac{1-x}{1+x}} \right)$. Show that $\frac{dy}{dx} = \frac{-x}{\sqrt{1-x^2}}$.</p>

<p>The learner are expected to differentiate implicit function from functions of their previous knowledge.</p> <p>The learners are expected to solve differentiation of function when taking logarithm on both sides.</p>		<p style="text-align: center;"><u>WEEK – 14</u></p> <ol style="list-style-type: none"> 1. Define implicit function of x and y 2. Find $\frac{dy}{dx}$ when $xy^2 - x^2y - 5 = 0$ 3. If $\cos^{-1}\left(\frac{x^2 - y^2}{x^2 + y^2}\right) = \tan^{-1} a$. Prove that $\frac{dy}{dx} = \frac{y}{x}$. 4. Differentiate $y = \sin x^{\cos x}$ w.r.t x. 5. Find $\frac{dy}{dx}$ when $y = x^{\sin x} + \cos x^{\sin x}$
<p>The learner are expected to differentiate what are parametric functions and are expected to be able to solve related problems using their previous knowledge.</p>		<p style="text-align: center;"><u>WEEK – 15</u></p> <ol style="list-style-type: none"> 1. Define parametric function. Find $\frac{dy}{dx}$ when $x = \log t + \cos t, y = e^t + \sin t$. 2. Find $\frac{dy}{dx}$ when $x = \sqrt{\sin 2\theta}, y = \sqrt{\cos 2\theta}$. 3. If $x = (2 \cos \theta - \cos 2\theta)$ and $y = (2 \sin \theta - \sin 2\theta)$. Find $\frac{d^2y}{dx^2}$ at $\theta = \frac{\pi}{2}$. 4. If $y = \frac{\sin^{-1} x}{\sqrt{1-x^2}}$, show that $(1-x^2)\frac{d^2y}{dx^2} - 3x\frac{dy}{dx} - y = 0$.
<p>The learners are expected to visualise the nature of maxima or minima of a function and are expected to use them in real life application.</p>		<p style="text-align: center;"><u>WEEK – 16</u></p> <ol style="list-style-type: none"> 1. Write down the working rule for finding extremum values. 2. Amongst all pairs of positive numbers with sum 24, find those whose product is maximum. 3. A square piece of tin of side 12cm is to be made into a box without a lid by cutting a square from each corner and folding up the flaps to form the sides. What should be the side of the square to be cut off so that the volume of the box is maximum? Also find the maximum volume. 4. Prove that the largest rectangle with a given perimeter is a square.

Subject : PHYSICS Class – XI

Expected Level of Competency/Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>-the learner explains the fact that the theory and experiments go hand in hand in physics and help each other's progress.</p> <p>-the learner explains the scientific methods for developing the hypothesis, models and laws, analyse through examples.</p>	<p>Class XI Physics textbook Part I, NCERT Publication.</p> <p>Modern's abc of Physics, Modern Publishers.</p> <p>Internet</p> <p>Youtube Channel lessons</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>Chapter-1 (Physical World) To explore and understand on their own the following concepts:- -physics, branches of physics -scope and experiments of physics</p> <p>Interrelationship of physics with other natural sciences, technology, society and informatics.</p> <p>Activity :- To prepare the life sketches of prominent physicists (minimum – 4)</p>
<p>-the learner use the SI units their symbols, can derive derived units.</p> <p>-the learner explains the range of lengths, masses and time intervals and use the indirect method to measure the length of inaccessible objects.</p>		<p style="text-align: center;"><u>WEEK – 2</u></p> <p>Chapter-2 (System of units) Chapter-3 (Measurement of length, mass and time) To understand on their own the following concepts -Need of standard units and their characteristics</p> <p>-Fundamental and derived units -Different system of units -Multiple and submultiples -Indirect methods to measure large and small distances -Measurement of mass and time</p>
<p>-the learner explains the need of accuracy, precision, errors and uncertainty in measurement and classifies errors and also the rules of significant figures.</p>		<p style="text-align: center;"><u>WEEK – 3</u></p> <p>Chapter-3 and Chapter-5 (Error analysis)</p> <p>Activity:- To measure the height of a building or a tree by using triangulation method and write a report on it.</p> <p>To understand by their own the following concepts; -significant figures -rules for arithmetic operations with significant figures -accuracy, precision and errors in measurement -different types of errors and combination of errors.</p>

<p>-the learner applies his/her understanding in checking the dimensional consistency of relations and deducing the relations between different physical quantities.</p>		<p style="text-align: center;"><u>WEEK – 4</u></p> <p>Chapter-4 (Dimensional analysis) To understand by their own the following concepts:- -dimensions of physical quantity -dimensional formula and each application of dimensional analysis</p> <p>Activity :- Solve the following</p> <p>1. Check the correctness of the equation using dimensional analysis</p> <p>a) $F = \frac{mV^2}{r}$ b) $S = ut + \frac{1}{2}at^2$</p> <p>2. Using dimensional analysis derive the following equations</p> <p>a) $h = \frac{r\rho g}{2T\cos\theta}$</p> <p>where h = height r = radius ρ = density g = acceleration due to gravity T = Surface tension</p> <p>b) $T = 2\pi\sqrt{\frac{l}{g}}$</p> <p>where T = time period l = length of a simple pendulum g = acceleration due to gravity</p> <p>3. Using dimensional analysis</p> <p>a) Convert 5 dyne to newton b) If value of gravitational constant in SI is $6.6 \times 10^{-11} \text{ Nm}^2\text{Kg}^{-2}$, then find its value in CGS system.</p>
<p>-the learner analyses and interprets data, graphs and figures and draws conclusion about the state of motion distance, displacement, speed, velocity, acceleration etc.</p>		<p style="text-align: center;"><u>WEEK – 5</u></p> <p>To understand by their own the following concepts -state of rest and motion -distance and displacement -speed and velocity -acceleration -types of motion</p> <p>Activity :- Derive the equation of motion of a body in uniform acceleration using graphical method.</p>

<p>The learner understands and relates the concepts of different types of motions in our daily life.</p> <p>The learner analyses and interprets the data from position-time and velocity-time graphs.</p>	<p>Class XI Physics Textbook Part I NCERT Publication.</p> <p>Modern's ABC of Physics, Modern Publishers.</p> <p>Internet. You Tube channels.</p>	<p style="text-align: center;"><u>Week –6</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • Position-time graphs for uniform and uniformly accelerated motion. • Velocity-time graphs for uniform and uniformly accelerated motion. • Equations of motion for uniformly accelerated motion (graphical treatment). • To practice numerical problems on the above mentioned topics. <hr/> <p style="text-align: center;"><u>Week –7</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • General vectors and notation, • Position and displacement vectors, equality of vectors. • Multiplication of vectors by a real number; • Addition and subtraction of vectors. • Relative velocity. • To practice numerical problems on the above mentioned topics.
<p>The learner understands the concepts of different types of vectors.</p>	<p>Class XI Physics Textbook Part I NCERT Publication.</p> <p>Modern's ABC of Physics, Modern Publishers.</p> <p>Internet. You Tube channels.</p>	<p style="text-align: center;"><u>Week -8</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • Definition of unit vectors. • Resolution of a vector in a plane-rectangular component. • Scalar and Vector products of Vectors. • Motion in a plane- cases of uniform velocity and uniform acceleration • To practice numerical problems on the above mentioned topics.
<p>The learner understands the concepts of different types of vectors and relates the equations of projectile motion to practical situations.</p>		<p style="text-align: center;"><u>Week -9</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • Projectile motion. • Uniform circular motion. • To practice numerical problems on the above mentioned topics.
<p>The learner understands the concepts of law of gravitation, escape velocity and orbital velocity. Also they learn the conditions for a satellite to appear</p>	<p>Class XI Physics Textbook Part II NCERT Publication.</p> <p>Modern's ABC of Physics, Modern</p>	<p style="text-align: center;"><u>Week -10</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • The universal law of gravitation. • Acceleration due to gravity (recapitulation) and its variation with altitude and depth.

stationary.	Publishers. Internet. You Tube channels.	<ul style="list-style-type: none"> • Expression for gravitational potential energy. • Expression for gravitational potential. • To practice numerical problems on the above mentioned topics.
The learner understands and applies the concept of Pascal's law to hydraulic lift and brake, Bernoulli's theorem to airplane movement. Also one learns the different types of fluid flow.	Class XI Physics Textbook Part II NCERT Publication. Modern's ABC of Physics, Modern Publishers. Internet. You Tube channels.	<p style="text-align: center;"><u>Week -11</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • Escape velocity – definition and derivation of its expression. • Orbital velocity of a satellite – definition and derivation of its expression. • Geostationary satellites. • To practice numerical problems on the above mentioned topics.
		<p style="text-align: center;"><u>Week -12</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • Definition of stress and strain, Hooke's law, • Young's modulus, bulk modulus. • Pressure due to a fluid column; • Pascal's law and its applications (hydraulic lift and hydraulic brakes) . • Effect of gravity on fluid pressure. • Viscosity, • To practice numerical problems on the above mentioned topics.
		<p style="text-align: center;"><u>Week -13</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • Stokes' law, terminal velocity, • Streamline and turbulent flow. • Critical velocity Reynolds's number, • Bernoulli's theorem and its applications. • To practice numerical problems on the above mentioned topics. <p><u>Activity:</u> To study and identify streamline and turbulent flows in different types of fluids and make a report on it.</p>

<p>The learner will be able to recall the concept of force, inertia and momentum.</p>	<p>Class XI Physics Textbook Part I NCERT Publication.</p> <p>Modern's ABC of Physics, Modern Publishers.</p> <p>Internet. You Tube channels.</p>	<p style="text-align: center;"><u>Week – 14(Unit III)</u></p> <p><u>To understand the following topics on their own:</u></p> <ol style="list-style-type: none"> 1. Recapitulation of Newton's laws of motion. 2. Law of conservation of linear momentum and its applications. 3. Meaning of equilibrium of concurrent forces. <p><u>Practice numerical problems:</u></p> <ol style="list-style-type: none"> 1. A force of 72 dyne is inclined to the horizontal at an angle of 60°. Find the acceleration in a mass of 9g which moves in a horizontal direction. 2. A constant retarding force of 50N is applied to a body of mass 20 kg moving initially with a speed of 15 m/s. How long does the body take to stop? 3. Calculate the impulse required to stop a 1500kg car travelling at 90km/h. <p><u>Hots:</u> Why does Newton's second law of motion is called the real law?</p>
<p>The learner will be able to explain the advantages and disadvantages of friction.</p> <p>The learner will be able understand the basic concept of circular motion on the basis of centripetal forces. They will be able to apply the maximum speed formula of a vehicle taking turn in practical situations.</p>	<p>Class XI Physics Textbook Part I NCERT Publication.</p> <p>Modern's ABC of Physics, Modern Publishers.</p> <p>Internet. You Tube channels.</p>	<p style="text-align: center;"><u>Week – 15 (Unit III)</u></p> <p><u>To understand the following topics on their own:</u></p> <ol style="list-style-type: none"> 1. Definitions and meaning of friction, rolling friction, static and kinetic frictions. 2. Definition and laws of limiting friction. 3. Definition of coefficient of friction and proof of co-efficient of limiting friction is equal to the tangent of the angle of friction. 4. Definition and meaning of centripetal force and centrifugal force. 5. Derivation of expression for the maximum speed of a vehicle taking turn in a level circular road and a banked circular road without skidding. <p><u>Practice numerical problems:</u></p> <ol style="list-style-type: none"> 1. A cyclist speeding at 18km/h on a level road takes a sharp circular turn of radius 3m without reducing the speed. The coefficient of static friction between the tires and the road is 0.1. Will the cyclist slip while taking the turn?

<p>The learner will be able to understand the concept of surface energy and pressure inside a liquid drop.</p>	<p>Class XI Physics Textbook Part II</p> <p>NCERT Publication.</p> <p>Modern's ABC of Physics, Modern Publishers.</p> <p>Internet. You Tube channels.</p>	<p style="text-align: center;"><u>Week -16 (UNIT VII)</u></p> <p><u>To understand the following topics on their own:</u></p> <ol style="list-style-type: none"> 1. Definition of surface energy, surface tension and their relation. 2. Derivation of expression for excess pressure inside a liquid drop and a liquid bubble. 3. Definition and explanation of capillarity, capillary tube and angle of contact. 4. Derivation of expression for height of a liquid in a capillary tube (Ascent formula).
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Subject : PHYSICS Class – XII

Expected Level of Competency/Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>-the learner understands the theoretical and mathematical concepts of electric charges, forces between charges</p> <p>-the learner plan and conduct experiments to arrive at and verify the facts or principle.</p>	<p>Class XII Physics textbook Part I, NCERT Publication.</p> <p>Modern's abc of Physics, Modern Publishers.</p> <p>Internet</p> <p>Youtube Channel lessons</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>Chapter-1, (Coulomb's force) To understand the following concepts on their own:- -electric charges and its properties -Coulomb's force between two point charges and the importance of its vector form. -superposition principle of charges</p> <p>Activity :- To conduct a small activity to separate salt and pepper based on the property of charges and write a report on it.</p>
<p>-the learner communicates the findings and conclusions easily and effectively</p> <p>-the learner applies the concepts of physics in daily life to solve some problems.</p>		<p style="text-align: center;"><u>WEEK – 2</u></p> <p>Chapter-2 (Electric field) To understand the following concepts on their own:- -Electric field due to a) point charge b) electric dipole on its axial and equatorial line</p> <p>Torque on a dipole in uniform electric field</p>
<p>-the learner acquires the basic knowledge of electric field produced by different distribution of charges and its mathematical analysis.</p> <p>-the learner exhibits creativity and out-of-the box thinking in solving problems.</p>		<p style="text-align: center;"><u>WEEK – 3</u></p> <p>Activity :- To define electric field lines and write their properties. Hence to draw the electric field lines due to a) a point charge. b) system of -two like point charges -two unlike point charges</p> <p>To understand the following concepts -continuous charge distribution -statement of Gauss's theorem</p> <p>Application of Gauss's theorem to find electric field due to a) long straight line charge</p>

<p>The learner understands the theoretical and mathematical concepts of electric potential and equipotential surfaces.</p>		<p style="text-align: center;"><u>WEEK – 4</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • Electric potential and potential difference. • Electric potential due to a point charge. • Electric potential due to an electric dipole at any point. • Equipotential surfaces. • Electrical potential energy of a system of two point charges. <p>To practice numerical problems on the above mentioned topics.</p>
<p>-the learner recognizes different processes used in physics related industrial and technological applications such as using electrostatic shielding in protecting sensitive instruments from outside electrical influences.</p> <p>-the learner relates the phenomena of charging of a body in daily life</p>		<p style="text-align: center;"><u>WEEK – 5</u></p> <p><u>Chapter-5, Capacitor</u></p> <p>To understand concept of energy stored on a capacitor</p> <p>Dielectrics, capacitor and its types.</p> <p>Capacitance of a parallel plate capacitor.</p> <p>Activity :- To write a report on capacitor, its types and uses of capacitor in our daily life.</p>
<p>The learner understands the theoretical and mathematical concepts of electric current, resistances and cell.</p>	<p>Class XII Physics Textbook Part I NCERT Publication.</p> <p>Modern’s ABC of Physics, Modern Publishers.</p> <p>Internet. You Tube channels.</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • Electric current. • Drift velocity and mobility. • Relation between drift velocity and electric current. • Ohm’s law, electrical resistance, $V-I$ characteristics (linear and non-linear). • Electrical resistivity and conductivity. • Temperature dependence of resistance • Electrical energy and power. • Internal resistance of a cell, potential difference and emf of a cell, combination of cells in series and in parallel. • To practice numerical problems on the above mentioned topics.

<p>The learner understands the theoretical and mathematical concepts of Kirchhoff's laws, Wheatstone bridge and potentiometer.</p>	<p>Class XII Physics Textbook Part I NCERT Publication. Modern's ABC of Physics, Modern Publishers. Internet. You Tube channels.</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • Kirchhoff -'s laws. • Wheatstone bridges, • Metre bridge. (Qualitative ideas only). • Principle of potentiometer – principle • To measure potential difference using potentiometer (qualitative idea) • Comparing emf of two cells using potentiometer.(qualitative idea) • To practice numerical problems on the above mentioned topics.
<p>The learner understands concepts of refraction of light, the mathematical derivations of lens formula, lens maker's formula.</p>	<p>Class XII Physics Textbook Part II NCERT Publication. Modern's ABC of Physics, Modern Publishers. Internet. You Tube channels.</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <p><u>To understand the following topics on their own:</u></p> <ul style="list-style-type: none"> • Refraction of light and its laws. • Total internal reflection and its applications. • Optical fibres. • Refraction at spherical surfaces, • Thin lens formula • Lens-maker's formula. • Magnification and power of a lens. • Combination of thin lenses in contact.
<p>The learner will be able to derive prism formula, define the magnifying powers and explain the principle, construction and working of optical devices and their practical applications.</p>	<p>Class XII Physics Textbook Part II NCERT Publication. Modern's ABC of Physics, Modern Publishers. Internet. You Tube channels.</p>	<p style="text-align: center;"><u>Week – 9</u></p> <p>To understand the following topics on their own:</p> <ol style="list-style-type: none"> 1. Refraction of light through a prism. 2. Dispersion of light through a prism. 3. Principle, construction and working of a simple microscope. 4. Derivation of magnifying power of a simple microscope. 5. Definition of: (a) Least distance of distinct vision, (b) magnifying power of a compound microscope. 6. Derivation of magnifying power of a compound microscope when the image is (a) at D and (b) at infinity. <p style="text-align: center;"><i>To practice numerical problems on the above mentioned topics.</i></p>

<p>The learner will be able to differentiate reflecting and refracting type telescopes.</p> <p>The learner will be able to understand the use of Huygen's principle to prove laws of reflection and refraction.</p>	<p>Class XII Physics Textbook Part II NCERT Publication.</p> <p>Modern's ABC of Physics, Modern Publishers.</p> <p>Internet. You Tube channels.</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p><u>To understand the following topics on their own:</u></p> <ol style="list-style-type: none"> 1. Principle, construction and working of an astronomical telescope when the image is formed at D. 2. Principle, construction and working of an astronomical telescope when the image is formed at infinity. 3. Definition and derivation of magnifying power of an astronomical telescope when the image is formed at D. 4. Definition and derivation of magnifying power of an astronomical telescope when the image is formed at infinity. 5. Principle, construction and working of a reflecting type telescope. 6. Definition of: (a) wave front and different types of wave front, (b) ray of light and (c) wavelets. 7. Explanation of Huygens's principle of wave theory with the two basic assumptions. 8. Deduction (proof) of laws of reflection based on Huygens's principle with diagram. 9. Deduction (proof) of laws of refraction based on Huygens's principle with diagram. <p><u>Practice numerical problems:</u></p> <ol style="list-style-type: none"> 1. A compound microscope has a magnification of 30. The focal length of its eye piece is 5cm, assuming the final image to be formed at the least distance of distinct vision, calculate the magnification produced by the objective? 2. The magnifying power of an astronomical telescope is 5. When it is set for normal adjustment, the distance between the two lenses is 24cm. Calculate the focal lengths of its eye-piece and that of its objective? 3. An astronomical telescope having magnifying power of 10 in normal adjustment consists of two lenses 55cm apart. Find the focal length of the lenses? <p><i>To solve at least another 5 to 10 numerical problems on the above mentioned topics.</i></p>
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<p>The learner will be able to understand the principle of superposition of waves, and apply this to find the positions of constructive and destructive interference fringes.</p> <p>The learner will be able to explain coloured film on the surface of soap solution</p> <p>The learner will be able to explain the diffraction pattern formed by a single slit and hence, the decreasing intensity of the secondary maxima.</p>		<p style="text-align: center;"><u>WEEK – 11</u></p> <p><u>To understand the following topics on their own:</u></p> <ol style="list-style-type: none"> 1. Principle of superposition of light waves with diagram. 2. Definition of: (a) Interference, (b) Coherent sources and (c) interference fringes. 3. Conditions for sustained interference. 4. Explanation of Young’s double slit experiment. 5. The theory of interference fringes in constructive and destructive interferences with mathematical expressions for fringe widths. 6. Definition of: (a) diffraction, (b) Fresnel diffraction and (c) Fraunhofer diffraction. 7. Expressions for positions (angular and linear) and widths of secondary maxima and minima in a single slit diffraction. 8. Expressions for position and width of central maximum a single slit diffraction. <p><u>Practice numerical problems:</u></p> <ol style="list-style-type: none"> 1. What will be the effect on the fringes formed in Young’s experiment, if whole of the apparatus is immersed in water? 2. In a young’s double slit experiment, the slits are separated by 0.3 mm and the screen is placed 1.5 m away, the distance between the central fringe and the fourth bright fringe is 1cm. Determine the wavelength of light used in the experiment. 3. A slit of width ‘a’ is illuminated by monochromatic light of wavelength at normal incidence. Draw its intensity distribution curve observed on the screen due to diffraction. <p><i>To solve at least another 5 numerical problems on the above mentioned topics.</i></p>
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<p>The learner will be able to explain the meaning of right hand thumb rule and its practical application to find the direction of magnetic field due to a straight and circular current carrying wire.</p>	<p>Class XII Physics Textbook Part I NCERT Publication.</p> <p>Modern's ABC of Physics, Modern Publishers.</p> <p>Internet. You Tube channels.</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>To understand the following topics on their own:</p> <ol style="list-style-type: none"> 1. Definition of: (a) magnetic field, (b) Biot-Savart's law and (c) right hand thumb rule. 2. Mathematical expression for Biot-Savart's law. 3. Derivation of the expression for magnetic field due to a current carrying circular loop at a point on its axis and at its center using Biot-Savart's law. 4. Definition of Ampere's circuital law. 5. Applications of Ampere's circuital law to find magnetic fields due to infinitely long straight wire, straight and toroidal solenoids. <p><u>Practice numerical problems:</u></p> <ol style="list-style-type: none"> 1. A horizontal overhead power line carries a current of 90A in the east to west direction. What is the magnitude and direction of magnetic field due to the current at a point 1.5m below the line? 2. Calculate current in the circular coil of radius 5cm and 100 turns to produce a field of 2×10^{-5}T at its centre. 3. Calculate the magnetic field due to a circular coil of 500 turns and of diameter 0.1m, carrying current of 7A (a) at a point on the axis of the coil distant 0.12m and (b) at the centre of the coil. 4. A 0.5m long solenoid has 500 turns and has a flux density of 2.52×10^{-3}T at its centre. Find the current in the solenoid.
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<p>The learner will be able to describe the path traversed by a charged particle moving inside uniform magnetic and electric fields.</p> <p>The learner will be able to apply Fleming's left hand rule to find the direction of force on a current carrying conductor placed in magnetic field.</p> <p>They will be able to explain a torque experienced by a current loop placed in a magnetic field.</p> <p>They clearly will be able to differentiate the uses of ammeter, voltmeter and galvanometer.</p>	<p>Class XII Physics Textbook Part I</p> <p>NCERT Publication.</p> <p>Modern's ABC of Physics, Modern Publishers.</p> <p>Internet.</p> <p>You Tube channels</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>To understand the following topics on their own:</p> <ol style="list-style-type: none"> 1. Derivation of expression for a force on a moving charge in uniform magnetic and electric fields (Lorentz equation). The condition of force to be maximum and minimum. 2. Definition of one tesla. 3. Definition of: (a) Fleming's left hand rule, (b) one ampere, (c) ammeter and (d) voltmeter. 4. Derivation of expression for force on a current carrying conductor placed in a uniform magnetic field. Condition of maximum and minimum forces 5. Derivation of expression for force between two infinitely long parallel current carrying conductors. 6. Derivation of expression for torque experienced by a current loop in a magnetic field. 7. Definition, principle and construction of moving coil galvanometer and with its expression for current sensitivity. 8. Conversion of galvanometer to ammeter and voltmeter with its mathematical expression for resistance. <p><u>Practice numerical problems:</u></p> <ol style="list-style-type: none"> 1. Under what condition does an electron moving through a magnetic field with velocity experience maximum force? 2. A galvanometer of resistance 15 ohm gives full scale deflection for a current of 2mA. Calculate the shunt resistance needed to convert it to an ammeter of range 0 - 5A. <p><u>Hots:</u> <i>What is the source of a magnetic field?</i></p> <p><i>To solve at least another 5 numerical problems on the above mentioned topic.</i></p>
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<p>The learner will be able to explain the atom as a magnetic dipole. They will be able to explain Earth's magnetism and hence find the relation between magnetic elements.</p>	<p>Class XII Physics Textbook Part II NCERT Publication. Modern's ABC of Physics, Modern Publishers. Internet. You Tube channels</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>To understand the following topics on their own:</p> <ol style="list-style-type: none"> 1. Definition of: (a) pole of a magnet, (b) magnetic dipole, (c) magnetic length and (d) geometrical length of a bar magnet. 1. Magnetic dipole moment, its direction and its expression. 2. Explanation of how a current loop acts as a magnetic dipole (bar magnet) and derivation of its magnetic dipole moment. 3. Expression for magnetic dipole moment of a revolving electron (Atoms as a magnetic dipole). Definition of Bohr's magneton. 4. Explanation of a bar magnet as an equivalent solenoids. 5. Definition of magnetic elements and their relations. 6. Relation between tesla and gauss. <p><u>Practice numerical problems:</u></p> <ol style="list-style-type: none"> 1. The horizontal and vertical components of the earth's magnetic field at a place are equal. What is the value of dip at that place? <p><i>To solve at least another 5 numerical problems on the above mentioned topic.</i></p>
<p>The learner will be able to understand the quantum nature of light and will be able to explain the variation of photo emission with frequency and intensity of the incident light. They will be able to explain the source of KE of photoelectrons.</p> <p>They will be able to understand the dual nature of matter and specifically for electron.</p> <p>They will learn the meaning and relation between threshold frequency and threshold wavelength.</p>		<p style="text-align: center;"><u>WEEK – 15</u></p> <p>To understand the following topics on their own:</p> <ol style="list-style-type: none"> 1. Definition of: (a) dual nature of radiation, (b) photoelectric effect, (c) threshold frequency, (d) stopping potential and (e) work function. 2. Relation between work function and threshold frequency. 3. Experimental studies of photoelectric effect (Hertz and Lenard's observation). 4. Laws of photo emissions with graphical explanation. 5. Expression for Einstein's photoelectric equation. 6. Meaning of particle nature of light and wave nature of matter. 7. De-Broglie observations and duality hypothesis.

		<p>8. Expression for de-Broglie wavelength of matter wave with conclusions.</p> <p>9. Expression for de-Broglie wavelength of electron.</p> <p>10. Definition of electron volt and its relation with joule.</p> <p><u>Practice numerical problems:</u></p> <ol style="list-style-type: none"> 1. A metal has threshold wavelength of 6000\AA. Calculate threshold frequency. 2. For a photosensitive surface, threshold wavelength is λ_0. Does photoemission occur, if the wavelength (λ) of the incident radiation is: - (a) more than λ_0 and (b) less than λ_0. Justify your answer. 3. Determine the energy of a photon wavelength 6000\AA. 4. Calculate de-Broglie wavelength for electron and proton, if their speed is 10^5m/s. 5. Find the wavelength of electromagnetic waves of frequency $5 \times 10^{19}\text{Hz}$ in free space. 6. For each statement below, state with reasons if it is true or false : - <ol style="list-style-type: none"> (a) The maximum kinetic energy of photo-electrons depends on the frequency of incident radiations. (b) If the intensity of incident radiation is doubled, the maximum K.E of photo-electrons is also doubled. <p><u>Hots:</u> Why do we never observe de Broglie wavelength in our daily life?</p> <p><i>To solve at least another 5 numerical problems on the above mentioned topic.</i></p>
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<p>The learner will be able to explain the Rutherford's α scattering experiment and how it is used to develop the model of atom.</p>	<p>Class XII Physics Textbook Part II NCERT Publication.</p> <p>Modern's ABC of Physics, Modern Publishers.</p> <p>Internet. You Tube channels</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>To understand the following topics on their own:</p> <ol style="list-style-type: none"> 1. Definition of: (a) α-particle, (b) wave number and (c) Rydberg's constant. 2. Rutherford's α-scattering experiment. Its observations and conclusions. 3. Explanation of Rutherford's atom model and its drawbacks. 4. Bohr's postulate. Explanation of Bohr's atom model and Bohr's theory of hydrogen atom. 5. Expression for Bohr's radius and energy of electron in hydrogen atom. 6. Meaning and explanation of energy quantization (energy levels). 7. Explanation of spectral series of hydrogen atom, its frequency of radiation and wave number. 8. Explanation of the composition and structure of nucleus. 9. Definition of: (a) nuclear charge, (b) mass of nucleus, (c) nuclear size and (d) nuclear density. 10. The difference between: (a) isotopes, isotones and isobars, (b) atomic mass and atomic number. <p><u>Practice numerical problems:</u></p> <ol style="list-style-type: none"> 1. Determine the speed of electron in the $n = 3$ orbit of hydrogen atom. 2. The wavelength of first member of the Lyman series is 1216\AA. Calculate the wavelength of second member of the Balmer series. 3. You are given two nuclei ${}_3\text{X}^7$ and ${}_3\text{Y}^4$. Are they isotope of the same element? Why? <p><i>To solve at least another 5 numerical problems and nuclear reactions on the above mentioned topics.</i></p>
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Subject: CHEMISTRY Class – XI

Expected Level of Competency/ Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>The learners will :</p> <ul style="list-style-type: none"> - be acquainted with the basic concepts of chemistry and several terms related to the subject. - be able to do simple calculations based on the knowledge gained. 	<p style="text-align: center;"><u>UNIT - I</u></p> <p>Some Basic Concepts of Chemistry</p> <p>Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p>Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - atomic and molecular mass - mole concept and molar mass - Calculation of molecular mass and mole - Calculation of percentage composition - Differentiate empirical formula and chemical formula with examples - Stoichiometry and its calculation based on given examples. Practice problems. - Differentiate molarity and molality - Mass percent and mole fraction <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learners will</p> <ul style="list-style-type: none"> - be able to visualize the structure of an atom and their behavior - be able to write electronic configuration which will be the basis for many other operations 	<p style="text-align: center;"><u>UNIT - II</u></p> <p>Structure of atoms</p> <p>Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p>Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 2</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - Bohr’s atomic model, concept of shells and sub-shells - Dual nature of matter and light - Photoelectric effect - de-Broglie relation and Heisenberg’s uncertainty principle - orbitals and quantum numbers - rules for filling electrons in orbitals - Practice writing electronic configurations as much as you can. <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>

<p>The learner will</p> <ul style="list-style-type: none"> - be able to appreciate the intricate classification of elements and their properties - be able to compare different elements based on their position in the periodic table 	<p style="text-align: center;"><u>UNIT – III</u></p> <p style="text-align: center;">Classification of elements and periodicity in properties</p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 3</u></p> <p>The learners should read the textbooks under the following heads/follow the instructions as under:</p> <ul style="list-style-type: none"> - memorize the elements atleast upto Atomic number 30 - study division of elements into s,p,d & f block elements alongwith their general electronic configuration - study periodic trends like atomic radii, ionic radii, electronegativity, valency, ionization enthalpy & electropositivity. <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will</p> <ul style="list-style-type: none"> - understand the different bonds in chemistry and the rules for forming the bonds - be able to understand the different hybridization and their corresponding geometries - be able to understand the difference between a sigma bond and a pi bond 	<p style="text-align: center;"><u>UNIT – IV</u></p> <p style="text-align: center;">Chemical bonding and molecular structure</p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 4</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - Covalent bond and ionic bond/electrovalent bond - Lewis structure of simple molecules and octet rule - Concept of hybridization involving s, p & d orbitals alongwith shapes of simple molecules - make tables of different hybridization and corresponding shapes/geometry with examples. - Study covalent bonds i.e. sigma (σ) bond and pi (π) bond - Molecular orbital theory of homonuclear diatomic molecules with MO diagram. <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will be able to recall the lessons learnt and will also have deeper understanding.</p>	<p style="text-align: center;"><u>UNIT I - IV</u></p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 5</u></p> <p>Teachers are to prepare concept questions from Unit I – IV and students are to tackle and give answers to these questions.</p> <p>Recapitulation of topics learnt and remedial classes will be performed during this week.</p>

<p>The learner will:</p> <ul style="list-style-type: none"> - be informed about the gas laws and the ideal gas equation - be able to perform simple numerical skills 	<p style="text-align: center;"><u>UNIT - V</u></p> <p style="text-align: center;">States of Matter</p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - The gas laws viz. Boyle’s law, Charles Law, Gay-Lussacs Law and Avogadro’s law - The Ideal Gas Equation and derivation of $PV=nRT$ - Practice numerical problems based on given examples. <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - be informed about the basic terms related to thermodynamics and their applications 	<p style="text-align: center;"><u>UNIT – VI</u></p> <p style="text-align: center;">Thermodynamics</p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - Open, closed and Isolated systems - First law of thermodynamics - Enthalpy for exothermic and endothermic reactions - Extensive and Intensive properties - Heat capacity - Standard enthalpy reactions - Standard enthalpy of formation - Hess’s law - Entropy and Second law of thermodynamics - Absolute entropy and third law of thermodynamics <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - be informed about the condition for an equilibrium and the factors affecting it - be able to predict the direction of a reaction - be able to identify acids and bases based on different concepts 	<p style="text-align: center;"><u>UNIT – VII</u></p> <p style="text-align: center;">Equilibrium</p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - Law of chemical equilibrium and equilibrium constant - Factors affecting equilibrium - Calculation of equilibrium constant - Predicting direction of reaction - Compare the difference in Arrhenius concept, Bronsted-Lowry concept and Lewis concept of acids and bases - Factors affecting acid strength - Common ion effect and buffer solution <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>

<p>The learner will:</p> <ul style="list-style-type: none"> - be able to identify oxidation and reduction reaction - be able to identify oxidizing agent and reducing agent - be able to balance chemical equations - be able to compare electrode potentials 	<p style="text-align: center;"><u>UNIT – VIII</u></p> <p style="text-align: center;">Redox Reactions</p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - meaning of redox reaction in terms of classical concept i.e. oxygen-hydrogen concept with example - meaning of redox reaction in terms of electronic concept i.e. loss or gain of electrons with examples - balancing of redox equations by studying given examples - practice problems on balancing equations - study the table of standard electrode potential. Try to memorize the elements above hydrogen and below hydrogen - practice comparing standard electrode potential <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will be able to recall the lessons learnt and will also have deeper understanding.</p>	<p style="text-align: center;"><u>UNIT V - VIII</u></p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>Teachers are to prepare concept questions from Unit V – VIII and students are to tackle and give answers to these questions. Recapitulation of topics learnt and remedial classes will be performed during this week.</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - be informed about the first element in the periodic table, its occurrence and difference from other elements - also understand about the three common forms of hydrides 	<p style="text-align: center;"><u>UNIT – IX</u></p> <p style="text-align: center;">Hydrogen</p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - position of hydrogen in the periodic table - resemblance with and differences from alkali metals and halogens - occurrence, isotopes of hydrogen - hydrides-ionic hydrides, covalent hydrides and interstitial hydrides <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>

<p>The learner will:</p> <ul style="list-style-type: none"> - acquire the basic ideas on the properties and characteristics of s-block elements - be able to recall the elements of all the s-block elements - be able to answer reasoning questions based on group 1 and group 2 elements 	<p style="text-align: center;"><u>UNIT – X</u></p> <p style="text-align: center;">s-block elements (Alkali and alkaline earth metals)</p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - memorize the elements of alkali and alkaline earth metals - general trends in variation of physical and chemical properties of alkali and alkaline earth metals - study diagonal relationship <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - acquire the basic ideas on the properties and characteristics of group 13 and group 14 elements - able to recall all the elements of group 13 and 14 - be able to answer reasoning questions based on group 13 and group 14 elements 	<p style="text-align: center;"><u>UNIT – XI</u></p> <p style="text-align: center;">p-block elements</p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - memorize the elements of group 13 and group 14 - electronic configuration, atomic radii, ionization enthalpy, oxidation states of group 13 and group 14 - chemical properties of group 13 and group 14 - catenation and inert pair effect - anomalous properties of Boron and Carbon <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will be able to recall the lessons learnt and will also have deeper understanding.</p>	<p style="text-align: center;"><u>UNIT IX - XI</u></p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Teachers are to prepare concept questions from Unit IX – XI and students are to tackle and give answers to these questions.</p> <p>Recapitulation of topics learnt and remedial classes will be performed during this week.</p>

<p>The learner will:</p> <ul style="list-style-type: none"> - be able to name organic compounds - gain knowledge on the basic terms and principles of organic chemistry - have a strong foundation in organic chemistry 	<p style="text-align: center;">UNIT XII Organic Chemistry- Some basic principles and techniques</p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - study and memorize basic nomenclature steps of organic compounds and practice problems during the 1st, 2nd and 3rd day - study and try to learn the basic idea of inductive effect, electromeric effect, resonance and hyper conjugation, carbanions, carbocations, electrophile and nucleophile during the 4th and 5th day - Practice problems on the 6th day and continue practicing whenever possible as this will build a strong foundation in organic chemistry. <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - be able to perform several chemical reactions based on the preparation and chemical properties of alkanes, alkenes, alkynes and benzene. 	<p style="text-align: center;"><u>UNIT XIII</u> Hydrocarbons</p> <p style="text-align: center;">Class 11 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 11 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>The learners should read the textbooks under the following heads:</p> <ul style="list-style-type: none"> - Draw figures of Sawhorse and Newman projection of ethane structure - Preparation of alkane, alkene, alkyne and benzene - Chemical properties of alkane, alkene, alkyne and benzene - Mechanism of Markovnikov rule and anti-Markovnikov rule. <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>

Subject: CHEMISTRY Class – XII

Expected Level of Competency/ Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>The learner will:</p> <ul style="list-style-type: none"> - be informed that solid have different interesting structures with slightly different properties and able to identify the shape and geometry of a given molecular and ionic solids. - be able to visualised arrangement of atoms in a crystal of given compound. - be able to predict the number of atoms in a given crystal lattice. - be able to deduced some physical properties of a given solid like its volume,density, molecular mass,etc. - be informed about imperfections in solid and its effect in the properties of a solid. 	<p style="text-align: center;">UNIT – I</p> <p style="text-align: center;">SOLID STATE</p> <p style="text-align: center;">Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>The learners are told to use text books or web-resources to study the following :</p> <ul style="list-style-type: none"> - General characteristics of solids, classification of solids into crystalline and amorphous solids and their characteristics - Elementary idea of molecular, ionic, metallic and covalent solids - Unit cell in 2 and 3 dimensional lattices - Close packing ing 1,2 and 3 dimensions - Packing efficiency, formula of a compound, number of atoms per unit cell and calculation involving unit cell - Imperfection in solids. <p style="text-align: center;"><i>The learner will try to solve Numerical problems involved from the above topics in consultation with solved examples.</i></p> <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The student will:</p> <ul style="list-style-type: none"> - be able to expressed concentration in different terms and apply this knowledge in different experiment of chemistry and biology. - be able to bleach water, dilute acids at specific value and enable them to prepare soft drinks and beverage soft drinks. - be informed about pressure related phenomena in our daily life. - come to experience alloys and its influence 	<p style="text-align: center;">UNIT – II</p> <p style="text-align: center;">SOLUTIONS</p> <p style="text-align: center;">Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 2</u></p> <p>The learners will use text book and other sources to explore:</p> <ul style="list-style-type: none"> - types of solutions, expression of concentration of solutions of solids in liquids, solubility of gases in liquids, solid solutions. - colligative properties — relative lowering of vapour pressure, Raoult’s law, elevation of B.P.,depression of freezing point, osmotic pressure, determination of molecular masses using colligative properties. <p style="text-align: center;"><i>The learner will try to solve Numerical problems involved from the above topics in consultation with solved examples.</i></p>

<ul style="list-style-type: none"> - in our development. - be informed about collidative properties and will able to calculate molecular mass of solids through qualidative properties and will come to know the importance of collidatuve properties 		<p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - be aware of metallic conduction and electrolytic conductance. - able to solve for molar conductance and come to know how dilution effect conductivity and molar conductance. - be able to find out the molar conductance at infinite dilution for weak electrolyte using strong electrolyte and the extent of dissociation. - be able to solve all problems related to the given topic and strengthen their application skill in solving electrochemical problems. 	<p style="text-align: center;">UNIT – III</p> <p style="text-align: center;">Electrochemistry</p> <p style="text-align: center;">Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 3</u></p> <p><i>The learners will use text book and other sources to explor:</i></p> <ul style="list-style-type: none"> - Redox reactions, conductance in electrolytic solutions, specific and molar conductivity variations of conductivity with concentration, Kohlrausch’s Law,electrolysis. - EMF of a cell, standard electrode potential, Nernst equation and its application to chemical cells. Relation between Gibbs energy change and EMF of a cell. <p style="text-align: center;"><i>The learner will try to solve Numerical problems involved from the above topics in consultation with solved examples.</i></p> <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - understand and appreciate the concept of rate of reations and factors affecting the rate of reaction. - be able to express rate in terms of average and instantaneous way. - be able to calculate order and molecularity of reaction. - be confident in calculating the 	<p style="text-align: center;">UNIT – IV</p> <p style="text-align: center;">CHEMICAL KINETICS</p> <p style="text-align: center;">Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 4</u></p> <p><i>The learners will use text book and other sources to explore:</i></p> <ul style="list-style-type: none"> - Rate of a reaction (average and instantaneous), factors affecting rates of reaction: concentration, temperature, catalyst; order and molecularity of a reaction. - Rate law and specific rate constant, integrated rate equations and half life (only for-zero and first order reactions).

<p>required time for a first order reaction and once again increase his problem solving skill and thinking ability by solving neumerical problems based on the given topic. He will be enable to estimate the age of archeological samples using a given data</p>		<p><i>The learner will try to solve Numerical problems involved from the above topics in consultation with solved examples.</i></p> <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will be able to recall the lessons learnt and will also improve in numerical problem solving skills.</p>	<p style="text-align: center;"><u>UNIT I - IV</u></p> <p>Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p>Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 5</u></p> <p>Teachers are to prepare concept questions from Unit I – IV and students are to tackle and give answers to these questions. Recapitulation of topics learnt and remedial classes will be performed during this week.</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - understand and appreciate the different phenomena around adsorption and how the size of solute change type of solution. - be able to perform filtration of water using charcoal, understand how the poison gas mask works. - be able to classify different types of solution as true, colloidal and suspension and different type of colloidal solution. - understand and know how important the colloid are in transfer of nutrients in a body. - be able to prepare colloidal solution and stabilize them and protect them and also be able to separate colloid and come to know artificial kidney function 	<p style="text-align: center;">UNIT – V</p> <p style="text-align: center;">SURFACE CHEMISTRY</p> <p>Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p>Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <p><i>The learners will use text book and other sources to explore:</i></p> <ul style="list-style-type: none"> - <i>Adsorption</i> — physisorption and chemisorption; factors affecting adsorption of gases on solids; colloidal state; distinction between true solutions, colloids and suspensions - Lyophillic, lyophobic multimolecular and macromolecular colloids; properties of colloids; Tyndall effect, Brownian movement, electrophoresis, coagulation. <p><i>The students may discuss the topics amongst themselves or with their teachers through social media or through phone calls or messages.</i></p> <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>

<p>The learner will:</p> <ul style="list-style-type: none"> - understand general properties of nitrogen and oxygen family, their chemical behaviour and differences in the nature of first element of each group from the rest. - be able to answer reasoning types of questions from properties of group 15 and 16 elements. - be able to carry out oxidation with nitric acid, prepare ammonia and oxygen in the laboratory. - know the importance of ozone blanket in the upper atmosphere and ways to preserve it. - understand the acidic properties of oxo acids of sulphur. 	<p style="text-align: center;">UNIT - VII</p> <p style="text-align: center;">p-BLOCK ELEMENTS</p> <p>Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p>Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <p><i>The learners will use text book and other sources to explore:</i></p> <ul style="list-style-type: none"> - <i>Group 15 element:</i> electronic configuration, occurrence, oxidation states, trends in physical and chemical properties; compounds of nitrogen; preparation of ammonia and nitric acid. - <i>Group 16 elements:</i> General introduction, electronic configuration, oxidation states, occurrence, trends in physical and chemical properties; dioxygen, properties and uses; classification of oxides; ozone. Sulphur — allotropic forms; structures of oxoacids of sulphur. <p><i>The students may discuss the topics amongst themselves or with their teachers through social media or through phone calls or messages.</i></p> <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - understand the general properties of halogen family. - understand relative acidity of oxoacids of halogen and interhalogen compounds. - be able to predict structures and geometry of group 17 and 18 compounds using VSEPR Theory. - be able to explain the reason behind unreactivity of noble gases - be able to tackle value based questions under p-Block elements. 	<p style="text-align: center;">UNIT - VII</p> <p style="text-align: center;">p-BLOCK ELEMENTS</p> <p>Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p>Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <p><i>The learners will use text book and other sources to explore:</i></p> <ul style="list-style-type: none"> - <i>Group 17 elements:</i> General introduction, electronic configuration, oxidation states, occurrence, trends in physical and chemical properties; properties of halogen acids, interhalogen compounds, structures of oxoacids of halogens - <i>Group 18 elements:</i> General introduction, electronic configuration, occurrence, trends in physical and chemical properties, uses. <p><i>The students may discuss the topics amongst themselves or with their teachers through social media or through phone calls or messages.</i></p> <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>

<p>The learner will:</p> <ul style="list-style-type: none"> - understand the importance of transitional metals in daily life, relative size of atoms of these elements, co-relationship between electronic arrangement in the atoms and their ions with magnetic character and of colouration. - understand why these metals are hard, have high melting points, forms useful alloys among themselves and their usefulness as catalyst in many chemical reactions. - understand how hard steel are formed by combination of iron with carbon and hydrogen atoms - understand why lanthanides have almost similar properties. 	<p style="text-align: center;">UNIT - VIII</p> <p style="text-align: center;">d and f-BLOCK ELEMENTS</p> <p style="text-align: center;">Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <p><i>The learners will use text book and other sources to explore:</i></p> <ul style="list-style-type: none"> - General trends in properties of the first row transition metals – ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation. Lanthanoids - electronic configuration, oxidation states, contraction and its consequences. <p><i>The students may discuss the topics amongst themselves or with their teachers through social media or through phone calls or messages.</i></p> <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - be able to face problems arising from complex compounds. - understand the important term used in complexes and will be able to apply and reproduce when needed. Able to give name or write formula for all types of complexes. - be able to predict properties of complex compounds with the help of VBT and CFT and the differences between the two theories. 	<p style="text-align: center;">UNIT – IX</p> <p style="text-align: center;">COORDINATION COMPOUNDS</p> <p style="text-align: center;">Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p><i>The learners will use text book and other sources to explore:</i></p> <ul style="list-style-type: none"> - <i>Coordination compounds:</i> Introduction, ligands, coordination number, IUPAC nomenclature of mononuclear coordination compounds, bonding, Werner's theory - VBT of complexes, colour, magnetic properties and shapes, Crystal Field Theory of complexes formation and its explanation of properties of complexes. <p><i>The students may discuss the topics amongst themselves or with their teachers through social media or through phone calls or messages.</i></p> <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>

<p>The learner will:</p> <ul style="list-style-type: none"> - understand and appreciate haloalkanes and haloarenes with their different types. - be able to name all different types of the above compounds either by common name and IUPAC nomenclature - be able to write chemical reactions for preparation of the two types of compounds - understand various reactions of the compounds and able to write mechanism for their preparation and reaction of halogen containing compounds 	<p style="text-align: center;">UNIT – X</p> <p style="text-align: center;">HALOALKANES and HALOARENES</p> <p style="text-align: center;">Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p><i>The learners will use text book and other sources to explore:</i></p> <ul style="list-style-type: none"> - <i>Haloalkanes:</i> Nomenclature, nature of C-X bond, physical and chemical properties, mechanism of substitution reactions. Optical rotation. - <i>Haloarenes:</i> Nature of C-X bond, substitution reactions (directive influence of halogen for monosubstituted compounds only). <p><i>The students may discuss the topics amongst themselves or with their teachers through social media or through phone calls or messages.</i></p> <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - be able to distinguish the different types of alcohols - able to give name to alcoholic and phenolic compounds - understand various reactions for distinction of alcohols and will able to identify alcohols from phenols - be able to write mechanism for reaction of alcohols with mineral acid, electrophilic substitution of phenols - be able to compare and draw conclusion on acidic nature of alcohols and phenols - be able to synthesize ethers and appreciate its usefulness in synthetic chemistry 	<p style="text-align: center;">UNIT – XI</p> <p style="text-align: center;">ALCOHOLS, PHENOLS and ETHERS</p> <p style="text-align: center;">Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p><i>The learners will use text book and other sources to explore:</i></p> <ul style="list-style-type: none"> - <i>Alcohols:</i> Nomenclature, methods of preparation, physical and chemical properties (of primary alcohols only); identification of primary, secondary and tertiary alcohols, mechanism of dehydration. - <i>Phenols:</i> Nomenclature, methods of preparation, physical and chemical properties, acidic nature of phenol, electrophilic substitution reactions, uses of phenols. <p><i>The students may discuss the topics amongst themselves or with their teachers through social media or through phone calls or messages.</i></p> <p style="text-align: center;">STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>

<p>The learner will:</p> <ul style="list-style-type: none"> - able to write the names of different type of carbonyl and carboxyl compounds and able to write reactions for preparation of these compounds - be able to compare and draw conclusion in the reactivity of aldehydes and ketones. - be able to tackle value based questions from carbonyl compounds and comparison of acidity of carboxylic derivatives - understand and appreciate the use of these compounds in our daily life and able to write and understand the various reactions of these compounds. 	<p style="text-align: center;">UNIT – XII</p> <p style="text-align: center;">ALDEHYDES, KETONES and CARBOXYLIC ACIDS</p> <p style="text-align: center;">Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p style="text-align: center;">Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p><i>The learners will use text book and other sources to explore:</i></p> <ul style="list-style-type: none"> - <i>Aldehydes and Ketones:</i> Nomenclature, nature of carbonyl group, methods of preparation, physical and chemical properties, mechanism of nucleophilic addition, reactivity of alpha hydrogen in aldehydes; uses. - <i>Carboxylic Acids:</i> Nomenclature, acidic nature, methods of preparation, physical and chemical properties; uses. <p><i>The students may discuss the topics amongst themselves or with their teachers through social media or through phone calls or messages.</i></p> <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>
<p>The learner will:</p> <ul style="list-style-type: none"> - be able to give IUPAC names to organic compounds containing nitrogen. - be able to write down reactions for preparation of alkanamines. - understand the physical and chemical properties of amines and will be able to tackle value based questions from it. - be able to distinguish between different amino compounds using carbylamines reactions. 	<p style="text-align: center;">UNIT – XIII</p> <p style="text-align: center;">ORGANICS COMPOUNDS CONTAINING NITROGEN</p> <p style="text-align: center;">Modern ABC of Chemistry by Dr. S.P Jauhar</p> <p style="text-align: center;">Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p><i>The learners will use text book and other sources to explore:</i></p> <ul style="list-style-type: none"> - <i>Amines:</i> Nomenclature, classification, structure, methods of preparation. - Amines - physical and chemical properties, uses, identification of primary secondary and tertiary amines. Cyanides and Isocyanides <p><i>The students may discuss the topics amongst themselves or with their teachers through social media or through phone calls or messages.</i></p> <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>

<p>The learners will:</p> <ul style="list-style-type: none"> - Be able to perform several organic distinctions - Be able to write reaction mechanisms - Be able to perform several organic conversions. 	<p>UNIT – X, XI, XII & XIII</p> <p>Class 12 Modern ABC of Chemistry by Dr S.P Jauhar</p> <p>Class 12 Chemistry NCERT Textbook</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p><i>The learners will perform the following activity:</i></p> <ul style="list-style-type: none"> - Prepare a list of all the reaction mechanism from Unit X – XIII - Prepare a list of how organic distinctions are done with suitable reagents - Make a list of all the electron withdrawing and electron donating groups - Make a note on how to increase or decrease chain length. - Study the organic conversions related to the compounds of Unit X – XIII as provided in the Appendix-C of Class 12 Modern ABC of Chemistry by Dr SP Jauhar - Study the common name reaction related to the preparation and reactions of compounds of Unit X – XIII as provided in the Appendix A of Class 12 Modern ABC of Chemistry by Dr SP Jauhar
<p>The learner will:</p> <ul style="list-style-type: none"> - be able to classify carbohydrates and write the different structures of glucose and fructose. - understand amino acids and able to write reaction between amino acids - understand protein and write its different structures. - understand denaturation process of protein and able to write the bond formation between different nucleotides for the formation of nucleic acids - be able to distinguish DNA and RNA 	<p style="text-align: center;">UNIT – XIV</p> <p style="text-align: center;">BIOMOLECULES</p> <p>Modern ABC of Chemistry by Dr. S.P Jauhar</p> <p style="text-align: center;">UNIT VIII</p> <p style="text-align: center;">d-Block Elements</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p><i>The learners will use text book and other sources to explore:</i></p> <ul style="list-style-type: none"> - <i>Carbohydrates</i> - Classification (aldoses and ketoses), monosaccharide (glucose and fructose), DL configuration, Proteins - Elementary idea of a amino acids, peptide bond, polypeptides, - <i>Proteins</i> -primary structure, secondary structure, tertiary structure and quaternary structure (qualitative idea only), denaturation of proteins. Nucleic Acids: DNA and RNA <p><i>The students may discuss the topics amongst themselves or with their teachers through social media or through phone calls or messages.</i></p> <p>STUDENTS WILL MAKE NOTES FROM THE ABOVE POINTS</p>

Subject: BIOLOGY Class – XI

Expected Level of Competency / Learning Outcomes	Source / Resource	Week-wise suggested activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> - Understands the features of living organism - understand important terms in the chapter - understand the binomial system of nomenclature - differentiate artificial and natural classification - understand the hierarchy of categories 	<ul style="list-style-type: none"> - Textbook of Biology by NCERT - Textbook of Biology class XI by Sarita Aggarwal 	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>Chapter-1: The Living World Read the chapter thoroughly and answer the following questions:</p> <ul style="list-style-type: none"> - write the 4 features of living organisms - define Nomenclature, Identification and Classification - explain the Binomial System of Nomenclature - write the binomial nomenclature of any 5 species - write 6 differences between artificial classification and natural classification. - list the hierarchy of categories and name the highest and lowest category
<ul style="list-style-type: none"> - can explain the criteria of 5 kingdom classification and the different characteristics of 5 kingdom - understands the features of virus and kinds of diseases caused in humans and plants - understands lichens and their economic importance 		<p style="text-align: center;"><u>WEEK – 2</u></p> <p>Chapter-2: Biological Classification Read the chapter thoroughly and answer the following questions:</p> <ul style="list-style-type: none"> - what are the criteria of the 5 kingdom classification? - write 4 important characteristic features of the 5 kingdoms with example. - write any 6 important features of viruses. - name any 3 diseases caused by viruses in humans and plants. - what are lichens? How are they useful as pollutant monitors?
<ul style="list-style-type: none"> - understands the classification of plant kingdom - understands the economic importance of algae and bryophytes - understands the important features of algae, bryophytes, pteridophytes and gymnosperms. - draws labelled diagram of life cycle of fern 		<p style="text-align: center;"><u>WEEK – 3</u></p> <p>Chapter-3: Plant Kingdom Based on your understanding of the chapter, answer the following questions:</p> <ul style="list-style-type: none"> - illustrate the classification of plant kingdom - write any 4 economic importance of algae. - write any 4 economic importance of moss. - write 4 important features of algae, bryophytes, pteridophytes and gymnosperms with example. - draw a neat labelled diagram of life cycle of fern and state whether fern shows alternation of generation or not according to the diagram.

<ul style="list-style-type: none"> - understands and familiarize themselves with the classification of Animal Kingdom - familiarize themselves with different characteristics of phyla – porifera, cnidaria and ctenophora - familiarize themselves with different characteristics of phyla – Platyhelminthes, Aschelminthes and Annelida 		<p style="text-align: center;"><u>WEEK – 4</u></p> <p>Chapter - 4: Animal Kingdom Read the chapter till phylum Annelida and answer the following:</p> <ul style="list-style-type: none"> - Illustrate the classification of Animal Kingdom - write any 4 characteristic features of Phylum Porifera, Cnidaria and Ctenophora - how does water flow through a sponge? - write any 4 characteristic features of phylum Platyhelminthes, aschelminths and annelid. - name a parasite in the intestine of humans. In which phylum does it belong to? - compare amongst the three phyla of worms.
<ul style="list-style-type: none"> - familiarize themselves with phyla – Arthropoda, Mollusca, Echinodermata, Hemi-chordata and Chordata - familiarize themselves with the major classes of sub phylum Vertebrata. 		<p style="text-align: center;"><u>WEEK – 5</u></p> <p>Chapter - 4: Animal Kingdom Read the content of the Chapter from phylum Arthropoda till the end of the chapter and answer the following questions:</p> <ul style="list-style-type: none"> - what are the advantages of chitinous skeleton in Arthropoda? - Write any 4 differences between chordates and non-chordates - Name the second largest animal phylum. Write any 4 characteristic features of the phylum - What are the major classes of sub-phylum vertebrata? Give two examples each - What are the characteristic features that help a bird in flight? - Write any 10 characteristic features of mammals - Write a note on the three (3) groups of mammalia
<ul style="list-style-type: none"> - Will be able to describe and identify some plants - Will learn floral formula - Will be able to draw floral diagram 	<p style="text-align: center;">Text book of biology – NCERT Text of Biology Class XI Sarita Agarwal.</p> <p style="text-align: center;">Chapter 5: MORPHOLOGY OF FLOWERING PLANTS.</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <ol style="list-style-type: none"> 1. What features are used to describe and identify a plant? 2. What is floral formula? Write 5 symbols used for different features with their meaning. 3. What is floral diagram? Write the floral diagram of <i>Petunia alba</i> and <i>Allium cepa</i>. 4. What are inflorescence? Write the 2 main types of inflorescence. 5. Explain the different terms – <ol style="list-style-type: none"> i) Unisexual and Bisexual flowers. ii) Actinomorphic and Zygomorphic flower. iii) Trimerous, Tetramerous and Pentamerous flowers. 6. Describe the different parts of a flower with diagram.

		7. Differentiate between Apocarpous and Syncarpous ovary.
<p>The learner</p> <ul style="list-style-type: none"> - understands the internal structure of flowering plants. - understands different parts of plants like roots, stem and leaves, and how they differ from each other.. 	<p>Chapter 6: ANATOMY OF FLOWERING PLANTS.</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <ol style="list-style-type: none"> 1. What are Meristematic tissues? State the location and functions of different types of Meristematic tissues. 2. Write 4 differences between monocot and dicot root. 3. What are Casparian strips? Where are they present? 4. Draw a well labelled diagram of T.S of Monocot and Dicot stem. 5. How is epidermis of a leaf different from that of a root? Explain. 6. Write the 2 types of leaves and the basic function of leaves. 7. How is dorsiventral leaf different from an isobilateral leaf?
<p>The learner</p> <ul style="list-style-type: none"> - understands what a tissue is different kinds of animal tissue. - the different components of blood and their functions. 	<p>Chapter 7: STRUCTURAL ORGANISATION IN ANIMALS.</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <ol style="list-style-type: none"> 1. What is a tissue? Write the different kinds of animal tissues. 2. Explain the different types of cell junctions in epithelial cells. 3. Write the 3 components of connective tissue. 4. Differentiate between tendons and ligaments. 5. Explain Haversian Canal System with diagram. 6. Write the different components of blood. 7. Explain the 3 different types of Muscular tissue with diagram. 8. Explain the structure of neuron with diagram. 9. What is the function of haemoglobin in RBC.
<p>The learner:</p> <ul style="list-style-type: none"> - understands organisms based on their cellular components and their nuclear components. - learn more about prokaryotic and eukaryotic organism. 	<p>Chapter 8: CELL- THE UNIT OF LIFE.</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <ol style="list-style-type: none"> 1. Point out the differences between unicellular and multicellular organisms giving suitable examples. 2. Write 4 differences between prokaryotic and eukaryotic cell. 3. Explain the 3 different layers in cell envelope. 4. Differentiate between gram +ve and gram –ve bacteria. 5. What is polyribosome? 6. What are fimbriae in bacterial cells? 7. What are mesosomes? 8. Draw a well labelled diagram of a eukaryotic plant cell.

<p>The learner understands –</p> <p>Organisms based on their cellular and nuclear components</p> <p>-learns different models to understand different plasma membrane structure</p> <p>-understand different cell organelle and their functions.</p>	<p>Text Book of Biology (Sarita Agarwal) Chapter 8 Cell: The unit of life</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>Read the chapter completely before answering the questions .</p> <p>-Explain the Mosaic Fluid model of the plasma membrane with diagram. (write the important features and various components.</p> <p>-Differentiate between :</p> <p>(i) cis-face and trans-face of cisternae.</p> <p>(ii) Smooth Endoplasmic Reticulum and Rough Endoplasmic Reticulum</p> <p>(iii) Cilia and flagella</p> <p>- What are the different types of lysosomes? Write its function.</p> <p>- Write the structure and functions of ribosomes.</p> <p>- Describe the different types of chromosomes based on the position of centromere.</p> <p>- Draw a well labelled diagram of mitochondria and explain its structure.</p> <p>- Compare the 3 types of plastids and draw a well labelled diagram of chloroplast.</p> <p>- Explain the structure of nucleus with diagram.</p> <p>- Activity :To understand osmosis and diffusion perform an experiment by soaking groundnuts / dry grapes in water and salt water separately overnight and write your results.</p>
<p>The learner will be able to –</p> <p>Understands the chemical components of living tissues</p> <p>-Explain the concept of metabolism and the different kinds of amino acids.</p>	<p>Chapter 9 Biomolecules</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Read the chapter completely before answering the questions. Draw a pie diagram showing the composition of various molecules in living organisms.</p> <p>- How is peptide bond formed? Explain with diagram.</p> <p>- Differentiate between:</p> <p>(i) unsaturated and saturated fatty acids</p> <p>(ii) essential and non-essential amino acids</p> <p>(iii) simple and compound lipids</p> <p>-What are the components of a nucleotide and also write how a nucleotide is formed.</p> <p>-Write the classification of carbohydrates based on their physical properties, number of molecules and chemical property</p> <p>-Draw the structure of α-glucose and beta-glucose .</p> <p>-Differentiate between oils and fats.</p>

<p>The learner will be able to –</p> <ul style="list-style-type: none"> -Understand how amino acids are linked together and form a long chain . -How enzymes functions in our body. 	<p>Chapter – 9 Biomolecules</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <ul style="list-style-type: none"> -Write the basic structure location and functions of cellulose , starch and chitin. -Write five differences between RNA and DNA. -Write the various types of bonds in a polymer. -What is ATP ? How is ADP formed from ATP ? -What are enzymes ?How are they similar to catalysts ? -Write four properties of enzymesand the various factors affecting the enzyme activity. -Differentiate between competitive and non-competitive inhibition.
<p>The learner will be able to</p> <ul style="list-style-type: none"> -understand and explain the different types of cell division. -Understand how a cell undergoes changes to form new cell. 	<p>Chapter – 10 Cell Cycle</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Read the chapter completely and try to understand before answering the questions.</p> <ul style="list-style-type: none"> -Activity : Draw a cell cycle, different stages of Mitosis and Meiosis in a chart paper. -What is cell-cycle ?Explain the different stages of cell cycle. -How is Mitosis different from Meiosis ? Write five differences. -Write 3 significance each of Mitosis and Meiosis. -Explain the different stages of Meiosis I and Meiosis II. Differentiate between cytokinesis and karyokinesis.
<p>The learner will be able to –</p> <ul style="list-style-type: none"> -understand how water plays an important role for plants. -understand and explain how water is translocated to different parts of plants. -understand and explain transpiration and factors affecting it. 	<p>Chapter – 11 Transport in plants</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <ul style="list-style-type: none"> -Write 5 importance of water in plants. -What is water potential? Write the factors affecting water potential. -How is osmotic pressure different from osmotic potential? -Define : i)Plasmolysis ii) Imbibition iii)turgidity iv) osmosis v) hypotonic and hypertonic solution -Explain apoplast and symplast pathway of water absorption. -What is transpiration ? Explain the types of transpiration and factors affecting transpiration.

<p>The learners will be able to –</p> <p>Understand the importance of mineral nutrients for plants.</p> <p>-will understand the mechanism of absorption of elements</p>	<p>Chapter – 12 Mineral Nutrition</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Read the selected topic thoroughly before answering</p> <ul style="list-style-type: none"> - What are essential elements? What criteria are used for essentiality of elements? - explain the two main phases of mechanism of absorption of elements. -Explain the 2 types of essential nutrients with examples. -Write the sources of Carbon ,Oxygen,hydrogen and Nitrogen -How are NPK fertilizers important for plants. <p>Activity : Read and learn at least 10 mineral nutrients their functions and deficiency symptoms.</p>
<p>The learners will be able to –</p> <ul style="list-style-type: none"> -understand the mechanism of photosynthesis and different stages of photosynthesis. -explain light reactions and electron transport chain of photosynthesis. 	<p>Chaper – 13 Photosynthesis</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>Read the chapter thoroughly before answering the questions.</p> <ul style="list-style-type: none"> -Write the two main phases of photosynthesis? -Draw a well labelled diagram of TS of leaf. -Name all the pigments involved in Photosynthesis. -Draw and explain Electromagnetic spectrum, action and absorption spectrum. -What is light reaction ? -What is photolysis. -Differentiate between PSI and PSII <p>Activity – Perform an experiment to show the importance of oxygen on burning candle.</p>

Subject: BIOLOGY Class – XII

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggested activities (to be guided by teachers)
<p>The learner:</p> <ul style="list-style-type: none"> - appreciates limited life span of an organism and the need of reproduction - comprehends the process of reproduction i.e., asexual and sexual reproduction in different organisms - understands the natural and artificial vegetative propagation - appreciates the fundamental pattern of sexual reproduction in organisms and understands the feature common to all sexually reproducing organisms. 	<ul style="list-style-type: none"> - Textbook of Biology by NCERT - Textbook of Biology class XII by Sarita Aggarwal 	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>Chapter-1: Reproduction in organisms</p> <ul style="list-style-type: none"> - Write down the life span of three different plants and animals - perform the following activities: <ul style="list-style-type: none"> (a) take an onion and place its base on a container filled with water. Leave it for a few days, record and observe the formation of roots. Draw a well labelled diagram of the different stages of growth (b) take an old potato and observe the germinating eye buds after a few days. Draw a neat diagram and record the growth each day. - write down the 3 phases a sexually reproducing organism undergo during their lifetime. Prepare a table for your family members with their name and age corresponding to their phase. - explain the stages in sexual reproduction with a neat diagram.
<p>The learner:</p> <ul style="list-style-type: none"> - understands flower as the organ of sexual reproduction and role of its different parts. - understand the different parts of stamens and carpels. - understands the process of pollination and the different agencies involved in pollination. - understand the process of microsporogenesis and megasporogenesis. 		<p style="text-align: center;"><u>WEEK – 2</u></p> <p>Chapter-2: Reproduction in organism</p> <ul style="list-style-type: none"> - Define flower and explain the different parts of a flower with diagram. - draw a labeled diagram of stamen and carpel. - define pollination. Write any 4 differences between self pollination and cross pollination. - Take any 4 flowers and mention the agency used for pollination. - explain with diagram, the development of a female gametophyte (megasporogenesis) - explain the process of microsporogenesis with the help of a diagram
<ul style="list-style-type: none"> - understands the process of pollen germination - understands the process of double fertilization and its significance - understand the different parts of a fruit - can differentiate between endospermic 		<p style="text-align: center;"><u>WEEK – 3</u></p> <p>Chapter-2: Reproduction in organism</p> <ul style="list-style-type: none"> - describe the process of pollen germination with a labeled diagram - how does double fertilization occur in angiosperms? - take any 3 fruits available and write the parts present in it. - Differentiate between <ul style="list-style-type: none"> (a) Endospermic and Non-endospermic seeds

<p>and non-endospermic seeds; dicotyledonous and monocotyledonous seeds</p> <ul style="list-style-type: none"> - understand the meaning of parthenocarpy, polyembryony and apomixis. 		<p>(b) Dicotyledonous and Monocotyledonous seeds</p> <ul style="list-style-type: none"> - Define the following terms: (a) Parthenocarpy (b) Polyembryony (c) Apomixis
<p>The learner:</p> <ul style="list-style-type: none"> - Knows the different parts of male and female reproductive system. - understands the process of menstrual cycle - understand the process of oogenesis and spermatogenesis 		<p style="text-align: center;"><u>WEEK – 4</u></p> <p>Chapter-3: Human Reproduction</p> <ul style="list-style-type: none"> - Draw a neat labeled diagram of human male reproductive system and female reproductive system <p>Answer the following questions after reading the chapter:</p> <ul style="list-style-type: none"> - name the 3 phases of menstrual cycle - why is proliferative phase also called follicular phase? - why does endometrium thicken further during secretory phase? - Explain oogenesis/spermatogenesis in detail - Explain various stages of the ovarian cycle.
<p>The learner:</p> <ul style="list-style-type: none"> - understands the process of fertilization in human beings - understands the significance of placenta - understands the development of embryo - understands the importance of colostrum - understands the process of contraction of uterus 		<p style="text-align: center;"><u>WEEK – 5</u></p> <p>Chapter-3: Human Reproduction</p> <ul style="list-style-type: none"> - what is fertilization? Explain the steps in fertilization with diagram. - what is placenta? Write its function. - prepare a chart showing the development of human embryo during the three trimesters. - what is the significance of colostrum? - name two hormones that induce contraction of uterus.
<p>The learner:</p> <ul style="list-style-type: none"> - Understands the reasons behind the increasing population and its effects. - Different contraceptive methods used to control population explosion. - Understands various techniques to treat infertility. 	<p>Biology Class XI Text book - Sarita Agarwal.</p> <p style="text-align: center;">Chapter 4: REPRODUCTIVE HEALTH.</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <ol style="list-style-type: none"> 1. What is population explosion? Write the causes and effects of population explosion. 2. What is Lactational amenorrhea? 3. Write a short note on MTP. 4. Explain various special techniques used in assisted reproduction technologies (ART). 5. What is STD? Give 4 examples. 6. What are Intrauterine devices (IUD)? How do they prevent pregnancy? 7. Write the differences between tubectomy and vasectomy.

<p>The learner understands:</p> <ul style="list-style-type: none"> - the different genetic terms related to Mendel's experiment. - why Mendel particularly chose garden pea for his experiment. - why there are different blood groups. 	<p style="text-align: center;">Chapter 5: PRINCIPLES OF INHERITANCE AND VARIATION.</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <p>Read the chapter thoroughly and answer the following questions.</p> <ol style="list-style-type: none"> 1. Define the following a) Pure breeding varieties. b) Monohybrid cross. c) Monohybrids. d) Dihybrid cross. e) Factor 2. Why did Mendel chose garden pea for his experiments? 3. Explain various steps in Mendel's experiments. 4. Write the different blood groups and the kind of antigens present in each blood groups. 5. Explain Mendel's Principles of inheritance (Law of Segregation) with a schematic representation. 6. Define the following a) Dominant gene. b) Recessive gene. c) Phenotype. d) Genotype. e) Homozygous. f) Heterozygous. g) Locus. h) F₁ & F₂ generation.
<ul style="list-style-type: none"> - Able to explain the Law of Independent Assortment - understand the chromosomal theory of inheritance - understand pleiotropic genes, linkage and crossing over. - understand the term mutation and its type 	<p style="text-align: center;">Chapter 5: PRINCIPLES OF INHERITANCE AND VARIATION.</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <ol style="list-style-type: none"> 1. Explain the Law of Independent Assortment? 2. What are pleiotropic genes? Explain with the help of an example. 3. State the chromosomal theory of inheritance. 4. Why do genes show linkage and crossing over? 5. Define mutation. Explain the two types of mutation. 6. How is Sex determined in human beings? Explain with diagram. 7. Name 2 Sex linked diseases and 2 chromosomal disorders in human beings.
<p>The learner</p> <ul style="list-style-type: none"> - Understands what DNA & RNA are and their components. - Characteristics of a genetic material. - Understand the process of DNA replication 	<p style="text-align: center;">Chapter 6: MOLECULAR BASIS OF INHERITANCE.</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <ol style="list-style-type: none"> 1. Write the 2 types of nucleic acids present in living organisms and their 3 components. 2. What is Chargaff's Rule? 3. What is a chromosome composed of? 4. Name the nitrogenous bases that pair with i)adenine ii)guanine iii) thymine 5. What are the criteria for a molecule to be a genetic material? 6. Explain semi conservative replication of DNA. 7. Differentiate between S-Strain and R-Strain of Diplococcus pneumoniae. 8. How did Hershey and Chase prove DNA as the hereditary material? 9. Describe the sequence of events during DNA replication

<p>The student will be able to:</p> <ul style="list-style-type: none"> -understand the nature of DNA and how RNA is synthesized from DNA. -explain Genetic Code and how protein is synthesized. -understand technique of DNA fingerprinting and its applications. - Understand the lac operon concept 	<p>A textbook of Biology Class XII by Sarita Aggarwal. Textbook of Biology- NCERT You tube videos. Chapter – 6 Molecular basis of inheritance</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>Read the chapter thoroughly and answer the questions and perform the activities suggested</p> <ul style="list-style-type: none"> -Make a two dimensional structure of tRNA using wire and try to understand the different parts of tRNA -Write a genetic code table and try to understand how the different bases form a triplet codon and try to remember the specific amino acids they code for. -write and understand the 5 characteristics of genetic code. -What is DNA fingerprinting? Write the principle, technique for DNA finger printing. -Explain the mechanism of protein synthesis in relation to initiation, elongation and termination. - Explain the Lac Operon concept.
<p>The learner</p> <ul style="list-style-type: none"> -understands how life evolved according to chemical evolution of life. -understands Lamark’s and Darwin’s theory of Evolution and also origin of species. 	<p>Chapter- 7 Evolutionary biology</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Read the chapter thoroughly and try to understand how life evolved on earth.</p> <ul style="list-style-type: none"> -Explain Oparin- Haldane theory. -What are the different gases present in the primitive earth? -Draw a well labelled diagram of Miller and Urey’s experiment and also write the results and conclusion of the experiment. -Explain Darwin’s Theory of Evolution by natural selection. -How is Lamark’s Theory of evolution different from Darwin’s Theory of evolution? -What is speciation? Explain the two types of speciation.
<p>The learner</p> <ul style="list-style-type: none"> - understands different types of disease and their causative agents and they effect human beings. <p>Different types of immunity and immune systems disorders</p> <ul style="list-style-type: none"> -understands more about AIDS and cancer and also different types of drugs. 	<p>Chapter-8 Human health and Diseases.</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Read the chapter completely first before answering the questions.</p> <ul style="list-style-type: none"> -Make a chart to explain the different types of acquired diseases. -Find out 4 diseases each caused by viruses, bacteria, protozoans, helminthes and fungi in human beings .Write the answers in your note book -Read and learn the causative agents and symptoms of different diseases caused by viruses and bacteria.(also find out their local names) -Write the cause, mode of infection and and symptoms of malaria, ascariasis and elephantiasis. -What is acquired immunity ? Explain the three features of acquired immunity. -Write three differences between B-cells and T-cells.

<p>The learner – -understands the different types of diseases their causative agents and how they effect human beings. - Learns about alcohol and drug abuse and their preventive measures</p>	<p>Chapter -8 Human health and diseases</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Read the chapter thoroughly before answering the questions. -Draw a well labelled diagram of an antibody molecule and explain their different parts -Differentiate between i) Humoral and cell mediated immune response. Ii) active and passive immunity. -Based on your understanding of primary and secondary immune response explain why a person who had chicken pox and measles become immune to Subsequent attack of the same disease. -Why do people show allergic reactions when they are exposed to allergens ? -Explain infection by HIV with labelled diagram. -Why is cancer case very high in Mizoram? Write your own reasons. Also write how cancer cell differ from normal cells. - Define stimulants, hallucinogens and Tranquillizers - define alcoholism. Write the effects of alcohol. - what measures can be taken for prevention and control of alcohol and drug abuse?</p>
<p>The learner – -understandshow different new varieties of plants and animals have been created using genetic engineering techniques . -How crop production can be improved.</p>	<p>Chapter – 9 Strategies for enhancement in food production.</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Read the chapter thoroughly before answering the questions. -Explain the main steps in plant breeding -Write down 3 high yielding (HYV) varieties each of rice, wheat and sugarcane which are not given in your textbook. -How can disease resistant varieties of plants and pest resistance of insects be produced ? Write their advantages. -Draw a well labelled diagram of somatic hybridization and explain the steps. -How is somatic hybridization technique beneficial for farmers?</p>
<p>The learner understands -the different beneficial microbes. -how they play important role in our day to day life.</p>	<p>Chapter – 10 Microbes in human welfare</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Read the whole chapter carefully first and try to understand the different topics before answering the questions. -Activity : Make curd from milk using the technique given in your book. -How is Roquefort cheese different from swiss cheese ? -Name five bacteria used in the preparation of antibiotics. -Explain the secondary treatment of sewage and write how it differs from physical treatment. -Draw a well labelled diagram of Bio-gas plant and explain its important features.</p>

		-What is Mycorrhiza ? Explain the two types of Mycorrhiza
The learner understands – -what biotechnology is and how it plays an important role in today’s world. -rDNA technology and different tools of biotechnology.	Chapter -11 Biotechnology :Principles and Processes.	<u>WEEK – 16</u> Read the chapter completely to understand the different topics related to biotechnology. -Explain the different steps in rDNA technology with diagrams. -What is the role of restriction endonuclease and DNA ligase in rDNA technology. -Explain Palindromic nucleotide sequence with example. -Explain the steps of gel-electrophoresis with diagram. -Draw a well labelled diagram of PBR322. -Explain the three steps of PCR.

Subject: GEOLOGY Class – XI

Expected Level of Competency/Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
-the learner explains the nature of geology -the learner identifies branches of geology	Textbook of Physical Geology GB Mahapatra	<p style="text-align: center;"><u>WEEK – 1</u></p> 1. Define geology. 2. Explain different branch of geology.
-the learner understands the different scope of geology	Unit-1 (General and Physical Geology)	<p style="text-align: center;"><u>WEEK – 2</u></p> 1. Scope of geology Activity :- Which branch of geology will be most useful for Mizoram.
-the learner explains the origin of the earth according to different beliefs-religious and scientific		<p style="text-align: center;"><u>WEEK – 3</u></p> 1. The interior of the earth based on a) Origin b) Evolution Activity :- Why do we have clear picture on the interior of the earth?
-the learner compares the different layers crust, mantle and core. -the learner understands the importance of earthquake waves to give clear picture of the crust mantle and core. -the learner understands the importance of mantle for most of the activities that occur inside the earth		<p style="text-align: center;"><u>WEEK – 4</u></p> 1. The three layers of earth a) earth b) mantle c) core Activity :- 1. Draw a neat labelled diagram of Earth’s interior. 2. Find out why the lighter Natural forms the crust and denser the core.
-the learner identifies more reliable method for calculating the age		<p style="text-align: center;"><u>WEEK – 5</u></p> Age of the earth-indirect and direct method 1. Which one is more reliable for calculating the age of the earth? 2. Applying sedimentation rule for calculating the age of sediment deposits on road side cutting giving their height.

<p>The learner will be able to:</p> <ol style="list-style-type: none"> i. explain the definition, theory, nature of Plate tectonics ii. explain the different types of plate boundary- Divergent, Convergent and Transform iii. explain the theory of Continental drift 	<p>Textbook of Geology- G.B. Mahapatra</p> <p>Unit- 1 General and Physical Geology</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <p>Read the chapter carefully and make a notes on the following:</p> <ol style="list-style-type: none"> 1. Define Plate Tectonics. 2. Explain the theory of plate tectonics 3. Define Wegner’s theory of Continental Drift <p>Activity:-</p> <ol style="list-style-type: none"> 1. Draw different types of plate boundary 2. Draw the convection system of mantle that drives the plate.
<p>The learner will be able to:</p> <ol style="list-style-type: none"> i. Understand the theory of seafloor spreading with their supporting evidences ii. explain the definition and processes of Weathering, erosion and denudation iii. explain the classification of weathering, erosion and denudation 		<p style="text-align: center;"><u>WEEK – 7</u></p> <p>Read the chapter carefully and make a notes on the following:</p> <ol style="list-style-type: none"> 1. List the supporting evidences of Seafloor spreading 2. Elucidate the processes that occurred in weathering, erosion and denudation <p>Activity:-</p> <ol style="list-style-type: none"> 1. Find out why sea floor spreading is not found in the Pacific plate 2. Find out the kind of weathering that occurred in your locality
<p>The learner will be able to:</p> <ol style="list-style-type: none"> i. explain the forms and crystallographic axes of a crystal ii. explain the symmetry elements of a crystals iii. explains Miller Indices 		<p style="text-align: center;"><u>WEEK – 8</u></p> <p>Read the chapter carefully and make a notes on the following:</p> <ol style="list-style-type: none"> 1. Different forms of a crystals 2. Different crystallographic axes of a crystals 3. Explain the different types of symmetry elements such as Plane of symmetry, axes of symmetry and centre of symmetry of a crystal. <p>Activity:-</p> <ol style="list-style-type: none"> 1. Find out the symmetry elements of your match box

<p>The learner will be able to:</p> <ol style="list-style-type: none"> i. explains Isometric and Tetragonal systems of a crystal ii. explain Hexagonal and Orthorhombic system of a crystals iii. explain monoclinic and triclinic system of a crystals 		<p style="text-align: center;"><u>WEEK – 9</u></p> <p>Read the book carefully and make a notes on the following:</p> <ol style="list-style-type: none"> 1. Define cubic system 2. Explain orthorhombic system <p>Activity:-</p> <ol style="list-style-type: none"> 1. Find out the crystal system of your match box
<p>-the learner will be able to;</p> <ol style="list-style-type: none"> i. Understand what minerals are ii. Understand the different physical properties of minerals. 	<p>Textbook of Geology- G.B. Mahapatra</p> <p>Unit- 1 General and Physical Geology</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>Read the chapter carefully and make notes on the following:</p> <ol style="list-style-type: none"> 1. Define minerals. 2. List the different physical properties of minerals. Explain each of these in one or two sentences. <p>Activity:-</p> <ol style="list-style-type: none"> 1. Make a list of minerals showing their characteristic physical properties.
<p>-the learner will be able to understand the difference in the hardness of different minerals.</p>	<p>Textbook of Geology- G.B. Mahapatra</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Read the chapter carefully and make notes on the following:</p> <ol style="list-style-type: none"> 1. List out the Moh’s Scale of hardness 2. How will you determine the hardness of a mineral using this scale? <p>Activity:-</p> <ol style="list-style-type: none"> 1. Using a hardness scale box find out the hardness of glass. 2. Collect stones in your locality; rub them together to find out the rocks having harder minerals from their scratch marks.
<p>-the learner will be able to</p> <ol style="list-style-type: none"> i. Understand the differences in the physical characteristics and chemical composition of rock forming minerals. 	<p>Textbook of Geology- G.B. Mahapatra</p> <p>Textbook of Geology- G.B. Mahapatra</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Read the chapter carefully and make notes on the following:</p> <ol style="list-style-type: none"> 1. Give the different physical characteristic and chemical composition and uses of Quartz, Feldspar (Orthoclase and Plagioclase and Clacite <p>Activity:-</p> <ol style="list-style-type: none"> 1. From your text book study the properties minerals- Quartz, Orthoclase, Plagioclase and Calcite. If internet facility is available research online.

<p>-the learner will be able to understand the differences in the physical characteristics and chemical composition of rock forming minerals.</p>		<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Give the different physical characteristics and chemical composition and uses of- Hornblende, Olivine, Micas (biotite and muscovite)</p> <hr/> <p>Activity:-</p> <ol style="list-style-type: none"> 1. Re-search the mineral- hornblende, olivine, biotite and muscovite from your textbook. If internet facility is available search online.
<p>-the learner will be able to understand the workings of a petrological microscope.</p>	<p>Textbook of Geology- G.B. Mahapatra</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Read the chapter carefully and make a notes on the following:</p> <ol style="list-style-type: none"> 1. What is a petrological microscope? 2. Write down the different parts and accessories of a petrological microscope. <p>Activity:-</p> <p>Find out what characteristic of minerals we can examine with a Petrological microscope.</p>
<p>-the learner will be able to understand how one type of light is transformed to another to help in the study of minerals under microscope.</p>	<p>Textbook of Geology- G.B. Mahapatra</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Read the chapter carefully and make a notes on the following:</p> <ol style="list-style-type: none"> 1. What is polarization? Explain polarized light. 2. Explain double refraction. <p>Activity:-</p> <ol style="list-style-type: none"> 1. Draw a diagram that shows the phenomenon of double refraction. If internet facility is available search online.
<p>-the learner will be able to differentiate between isotropic and anisotropic substance.</p>	<p>Textbook of Geology- G.B. Mahapatra</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>Read the chapter carefully and make a notes on the following:</p> <ol style="list-style-type: none"> 1. What are isotropic and anisotropic substances? <p>Activity:-</p> <p>List three minerals each for isotropic and anisotropic minerals.</p>

Subject: GEOLOGY Class – XII

Expected Level of Competency/Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>-the learner understands the importance of the compass needle in finding out the direction.</p> <p>-the learner understands the difference between Brunton and clinometers compass</p>	<p>Textbook of Geology</p> <p>GB Mahapatra</p> <p>Unit-1 (Structural Geology)</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>Study the different parts and uses of</p> <ol style="list-style-type: none"> 1. Brunton compass 2. Clinometers compass <p>Activity :- Write two important uses of compass.</p>
<p>-the learner understands the horizontal direction North, South, East and West.</p>		<p style="text-align: center;"><u>WEEK – 2</u></p> <ol style="list-style-type: none"> 1. Draw a neat labelled diagram of the two compasses. 2. Give the direction of Kulikawn, Durtlang, Arm-veng and Hunthar. Or Find out the North-South-East –West direction of your locality.
<p>-the learner understands the compressive force in forming the different types of fold.</p>		<p style="text-align: center;"><u>WEEK – 3</u></p> <p>The learners may answer the following questions;</p> <ol style="list-style-type: none"> 1. Define fold. 2. Different types of fold. 3. Different parts of fold.
<p>-the learner understands the importance of earthquake in forming the fault.</p> <p>-the learner analyzed the different types of fault.</p>		<p style="text-align: center;"><u>WEEK – 4</u></p> <ol style="list-style-type: none"> 1. Definition of fault 2. Parts of fault 3. Types of faults <p>Activity :-</p> <ol style="list-style-type: none"> 1. List the number of earthquake that occurs in Champhai district. 2. Find out the highest magnitude that occur recently
<p>-the learner identifies all those beautiful structures formed by joints.</p> <p>-the learner understands the different structure formed by granite, basalt and sedimentary rock.</p>		<p style="text-align: center;"><u>WEEK – 5</u></p> <ol style="list-style-type: none"> 1. Definition of joints. 2. Different types of joints. <p>Activity :-</p> <ol style="list-style-type: none"> 1. Find out in your locality the types of structure that occurs in your area. 2. Name any mountain in Mizoram formed by fault and fold.

<p>The learner will be able to:</p> <p>i. know the importance of North of the compass and will be able to find out the east, west and South of any location</p>	<p>Textbook of Geology- G.B. Mahapatra</p> <p>Unit-1 Structural Geology</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <p>Read the chapter carefully and make a notes on the following:</p> <ol style="list-style-type: none"> 1. Study the uses and working of clinometers compass <p>Activity:- Download and install geological compass app in Google Playstore in your mobile phone. Find out the North-South-East –West direction of your locality.</p> <p>OR For those students who cannot access Internet, find out the East and west direction using sun rise and sun set direction.</p>
<p>The learner should be able to:</p> <p>i. differentiate true dip and apparent dip and be able to measure the dip of any bed/object</p>	<p style="text-align: center;">www.instructables.com</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <p>Read the chapter carefully and make a notes on the following:</p> <ol style="list-style-type: none"> 1. To find out the true dip and apparent dip of an inclined bed/object 2. Make your own clinometers compass using protector, a string, drinking straw, weight and transparent tape. 3. Find out the dip and apparent dip of any bed/object and measure it's amount
<p>ii. understand the circular scale (0°-360°) in the compass and should be very fluent with the relation of circular degrees and N, S, E and W directions.</p>		<p style="text-align: center;"><u>WEEK – 8</u></p> <p>Read the book carefully and make a notes on the following:</p> <ol style="list-style-type: none"> 1. Study the strike of any bed/object <p>Activity:- 1. Measure the strike of any bed/object using a compass</p>
<p>iii. know that the dip and the strike direction are perpendicular to each other</p>		<p style="text-align: center;"><u>WEEK – 9</u></p> <p>Read the chapter carefully and make a notes on the following:</p> <ol style="list-style-type: none"> 1. Study the relation between dip and strike of a bed <p>Activity:- 1. Measure the dip and strike of any bed/object. Find out whether the dip and strike direction are perpendicular.</p>

<p>-the learners should know the meaning of palaeontology and fossils</p>	<p>Textbook of Geology- G.B. Mahapatra Unit-2 Palaeontology</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>Read the chapter carefully and make notes on the following:</p> <ol style="list-style-type: none"> 1. What are fossils? 2. Find out the type of organism that can be preserved in whole and in part. 3. Which condition will be favourable for the preservation of fossils? <p>Activity:- Collect fossils from your locality and nearby quarries.</p>
<p>-the learner should know the different method of fossilization.</p>	<p>Textbook of Geology- G.B. Mahapatra</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Read the chapter carefully and make notes on the following:</p> <ol style="list-style-type: none"> 1. Study the three types of fossilization- Unaltered hard part, altered hard part and unaltered soft part. <p>Activity:- Which will be the most common method of fossilization?</p>
<p>-student should understand the importance of fossils.</p>		<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Read the book carefully and make notes on the following:</p> <ol style="list-style-type: none"> 1. Study the uses of fossils. <p>Activity:- 2. What is the best method used for calculating the age of these fossils.</p>
<p>-the learner should differentiate equi-valve, equilateral valve, dorsal and ventral valve</p>		<p style="text-align: center;"><u>WEEK – 13</u></p> <ol style="list-style-type: none"> 1. We will study the morphological characters of Pelecypoda. <p>Activity:- 4. Draw a neat labelled diagram of Pelecypods (Fig: 9.2)</p>
<p>-the learners should be able to differentiate the different types of dentition.</p>	<p>Textbook of Geology- G.B. Mahapatra</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Study the different types of dentition in pelecypods.</p> <p>Activity:-</p> <ol style="list-style-type: none"> 1. Collect any pelecypods (tuikplung) and find out the type of dentition (if it is preserved properly) 2. Write the age range for Arca, Pecten and Cardita.

<p>-the learner should know – Univalve, whorl, apex, suture, aperture, columella, umbilicus, operculum and spiral angle</p>	<p>Textbook of Geology- G.B. Mahapatra</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Study the morphology of Gastropods</p> <ol style="list-style-type: none"> 1. Draw a neat labelled diagram of Gastropods. 2. Find out the age range of Turitella, conus. <p>Activity:- Write the names of Gastropods found in Mizoram (in Mizo).</p>
<p>-the learner should able to define the different body parts of Gastropods and pelecypods.</p>	<p>Textbook of Geology- G.B. Mahapatra</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>Read the book carefully and make notes on the following:</p> <ol style="list-style-type: none"> 1. Write one similarity between Gastropods and Pelecypods. 2. Write the two differences found in Gastropods and Pelecypods. <p>Activity:- Which is geologically older- Pelecypods or gastropods.</p>

Subject: BUSINESS STUDIES CLASS – XI

Expected Level of Competency/Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
The Learner: Knows the concept and characteristics of Business	Comprehensive Business Studies Class XI Laxmi Publications(p)ltd Part A – Foundation of Business Theme 1 – Nature and Purpose of Business	<u>WEEK – 1</u> 1. List of two human activities 2. Read thoroughly the the concept and characteristics / features of Business
Differentiate between Business, Profession and Employment	Part A – Foundation of Business Theme 1 – Nature and Purpose of Business	<u>WEEK – 2</u> 1. Learn the meaning of Business, profession and employment 2. List out at least 3 points on the difference between Business, Profession and Employment
Understands the objectives of Business	Part A – Foundation of Business Theme 1 – Nature and Purpose of Business	<u>WEEK – 3</u> 1. Give the two objectives of Business 2. Summarise the important points from the two objectives of business
Signifies profit in business Classifies business activities	Part A – Foundation of Business Theme 1 – Nature and Purpose of Business	<u>WEEK – 4</u> 1. Point out the significance/role of profit in Business 2. Learning the meaning of Industry, Commerce and Trade
Evaluate Business Risk in business activities	Part A – Foundation of Business Theme 1 – Nature and Purpose of Business	<u>WEEK – 5</u> 1. Definition of Business risk given by C.D. Hardy and Wheeler 2. Special features / characteristics / nature of Business Risk 3. Discuss the causes responsible for Business Risk
The learner : Gain knowledge of Sole Proprietorship and Partnership form of business	Comprehensive Business Studies Class 11, Laxmi Publications(P) Ltd Part A : Foundation of business Theme 2 : Forms of business organisations	<u>WEEK – 6</u> 1. To learn the concept of Sole Proprietorship and Partnership 2. To learn features, merits and limitations of Sole Proprietorship and Partnership 3. Differentiate between Sole Proprietorship and Partnership

Understanding Cooperative societies and company form of business	Part A : Foundation of business Theme 2 : Forms of business organisations	<u>WEEK – 7</u> 1. To know the features, merits and limitations of Cooperative societies and company form of business 2. To know the basic factors required for starting a business
Comprehends the concept of Business finance and various sources of owner's funds	Part B : Finance and Trade Theme 7 : Sources of business Finance	<u>WEEK – 8</u> 1. To know the concept of business finance 2. To learn the meaning, features and importance of equity shares, Preference shares and retained earnings
Understanding different aspects of Borrowed funds	Part B : Finance and Trade Theme 7 : Sources of business Finance	<u>WEEK – 9</u> 1. To know the meaning of borrowed funds 2. To learn the various sources of borrowed funds, viz. Debentures and bonds, Loans from financial institutions etc.
The learner will be able to: -Understand the meaning of private sector and public sector. -understand public sector enterprise and analyse it.	Comprehensive Business Studies Class 11, Laxmi Publications [P] Ltd. Part A Foundations of Business. Theme 3 Public Private and Global Enterprises.	<u>WEEK – 10</u> 1. Define private sector and public sector. 2. Identify and analyse the different forms of organising public sector enterprise. 3. Study the role of public enterprise in India's economy.
The learner will be able to: -grasp the definition of banking. -gain knowledge and comprehend the different types of accounts. - understand the various services provided by the bank.	Theme 4 Business services	<u>WEEK – 11</u> 1. Learn the definition of banking. 2. Study and understand the various accounts that can be opened in a bank. 3. Learn and understand the services bank provided by bank viz RTGS, NEFT, bank overdraft, cash credit etc. 4. Go to any bank branch in your town/city and find out the procedure for opening saving bank account.
The learner will be able to: -know the meaning of e-banking -understand insurance and the fundamental principles of insurance. -grasp an idea about the importance of insurance.	Theme 4 Business services	<u>WEEK – 12</u> 1. Learn the meaning of e-banking. 2. Define insurance and study the fundamental principles of insurance. 3. Learn the concept of Life and Health Insurance. 4. After going through the chapter, mention four points of difference between traditional banking and e-banking.

<p>The learner will be able to:</p> <ul style="list-style-type: none"> -understand the meaning of e-business. -comprehend the scope and benefits of e- business and other related aspects. 	<p>Theme 5 Emerging modes of business.</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <ol style="list-style-type: none"> 1. Study the meaning of e-business. 2. Describe the scope and objectives of e-business as well as the resources required for e-business. 3. E-business is the best source of shopping in modern environment, Discuss.
<p>The learner will be able to:</p> <ul style="list-style-type: none"> -apprehend the meaning of online transaction and the payment mechanism. -understand the concerns in online business. -gain practical knowledge about purchasing goods through online business. 	<p>Theme 5 Emerging modes of business</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <ol style="list-style-type: none"> 1. Know the meaning of online transactions. 2. Explain the various payment mechanism in online transaction. 3. What are the various concern in online business transactions. Describe. 4. You are going to purchase certain items through online business. List out the step by step process that needs to be followed.
<p>The learner will be able to:</p> <ul style="list-style-type: none"> -define and understand small scale enterprise - grasp the role and importance of small business in India especially concerning the rural areas. -gain practical knowledge about the operations of small scale enterprise. 	<p>Part B Finance and Trade. Theme 8 Small Business</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <ol style="list-style-type: none"> 1. Learn the definition of small scale enterprise as defined by MSBED act 2006 2. Describe the role of small business in India- with special reference to rural areas. 3. Identify at least five small scale enterprises in your region/state. Conduct a detailed study of any one of them.
<p>The learner will be able to:</p> <ul style="list-style-type: none"> -know and understand government schemes and agencies for small scale industries. -understand the role of government schemes and agencies in promoting economic and industrial growth. 	<p>Theme 8 Small Business</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <ol style="list-style-type: none"> 1. Learn government schemes and agencies for small scale industries. 2. What is NSIC? Identify the aims of NSIC. 3. Explain the importance of district industries centre in promoting economic and industrial growth at the district level.

Subject: BUSINESS STUDIES CLASS – XII

Expected Level of Competency/Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
The Learner: Knows the concept of Management	Comprehensive Business Studies Class XII Laxmi Publications(p)ltd Part A – Principles and Functions of Management Theme 1 – Management – Nature and Significance	<u>WEEK – I</u> 1. Reading the meaning and contemporary definitions of management.
Understands the objectives and importance of management	Part A – Principles and Functions of Management Theme 1 – Management – Nature and Significance	<u>WEEK – 2</u> 1. Point out the different objectives and importance of management 2. Learning the objectives and importance of management.
Identifies whether management is an art, science or a profession	Part A – Principles and Functions of Management Theme 1 – Management – Nature and Significance	<u>WEEK – 3</u> 1. Why is Management considered to be both an art and science? 2. Management is regarded as a fully developed profession. Do you agree?
Differentiate the different levels of Management	Part A – Principles and Functions of Management Theme 1 – Management – Nature and Significance	<u>WEEK – 4</u> 1. Point out the different levels of management 2. List out the persons consisting in each level of management.
Understands that co-ordination is the essence of the management	Part A – Principles and Functions of Management Theme 1 – Management – Nature and Significance	<u>WEEK – 5</u> 1. Justify the importance of co-ordination
The learner: Understanding the significance of management principles and Fayol’s Principles of Management	Comprehensive Business Studies class 12, LaxmiPublications(P) Ltd. Part –A : Principles and functions of Management. Theme -2 : Principles of Management.	<u>WEEK – 6</u> 1. To go through the chapter thoroughly. 2. Explain any five points which highlights the significance of Principles of Managements. 3. Describe the following Fayol’s principles of management: 1)Division of work 2)Parity of authority and responsibility. 3)Discipline. 4)Unity of command. 5)Unity of Direction.

Comprehends the concept of scientific management and principles of scientific management	Part –A : Principles and functions of Management. Theme -2 : Principles of Management.	<u>WEEK – 7</u> 1. To learn the concept and principles of scientific management. 2. To describe the principles of scientific management. 3. To know the concept of techniques of scientific management.
Understanding the objectives of financial management and importance of Financial Planning	Part-B : Business Finance and Marketing. Theme: 9: Financial Management.	<u>WEEK – 8</u> 1. To learn Financial Management and Financial Planning. 2. State the objective of financial management. 3. Explain the concept and importance of financial planning.
Understanding financial structure and factors affecting it.	Part-B : Business Finance and Marketing. Theme: 9: Financial Management.	<u>WEEK – 9</u> _To read the concept of financial structure. 1. Enumerate the factors affecting financial structure. 2. Explain the factors affecting fixed and working capital requirements.
The learner will be able to: - grasp an idea about the meaning of business environment and understand its importance. - understand the new economic policy viz Liberalisation, Privatisation and Globalisation.	Comprehensive Business Studies class12.Laxmi Publications {P} ltd. Part A. Principles and functions of Management. Theme -3: Business Environment.	<u>WEEK – 10</u> 1. Go through the chapter thoroughly 2. Learn the concept and importance of business environment. 3. Read and understand the meaning of Liberalisation, Privatisation and Globalisation.
The learner will be able to: - understand dimensions of business environment. - identify and enumerate the factors affecting business environment.	Theme 3 : Business Environment.	<u>WEEK – 11</u> 1. Learn the meaning of dimensions of business environment. 2. Enumerate the factors affecting business environment viz economic, social and technological. 3. Conduct a survey to identify the impact of covid 19 on business operations in your town/ city.

<p>The learner will be able to:</p> <ul style="list-style-type: none"> -acquire knowledge about the concept of planning and its importance in the organisation. 	<p>Theme 4: Planning.</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <ol style="list-style-type: none"> 1. Learn the concept of planning. 2. Read and understand the importance and limitations of planning as well as the steps involved in the planning process. 3. You are the manager of a manufacturing organisation. You are entrusted with the responsibility to increase the profit margin by 10 % from last year. Identify alternative courses of actions to achieve your objective.
<p>The learner will be able to :</p> <ul style="list-style-type: none"> -Comprehend the concept and importance of Organising. -Organise resources in an organisation. 	<p>Theme 5: Organising</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <ol style="list-style-type: none"> 1. Learn the meaning and importance of Organising. 2. Learn and understand the various steps in the process of Organising.
<p>The learner will be able to:</p> <ul style="list-style-type: none"> -perceive the meaning of delegation and its elements. - understand the meaning of decentralisation and its importance. - differentiate between delegation and decentralisation. 	<p>Theme 5: Organising.</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <ol style="list-style-type: none"> 1. Learn the meaning of Delegation, its elements and importance. 2. Understand the meaning of Decentralisation and its importance. 3. Differentiate between delegation and decentralisation.
<p>The learner will be able to:</p> <ul style="list-style-type: none"> -develop understanding of financial markets and its types. -understand the meaning of money market and the various instruments of money market. -understand capital market and its types. 	<p>Part B: Business finance and marketing. Theme:10 Financial Markets.</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <ol style="list-style-type: none"> 1. Learn and understand the meaning of financial markets and its types. 2. Know the meaning of money market and the instruments of money market. 3. Understand capital market and its types.
<p>The learner will be able to :</p> <ul style="list-style-type: none"> -grasp the meaning of stock exchange and its functions. -acquire knowledge of SEBI along with its objectives and functions. 	<p>Theme 10 Financial Markets.</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <ol style="list-style-type: none"> 1. Learn and understand the meaning of stock exchange and its functions. 2. Define securities exchange board of India and understand its objectives and functions.

Subject: ACCOUNTANCY CLASS – XI

Expected Level of Competency/Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
The Learner: Will know and understand the basic Accounting terms with their meaning	Comprehensive Accountancy for Class XI Chapter – 1 Introduction to Accounting – Basic Accounting terms	<u>WEEK – 1</u> 1. Business Transactions 2. Assets 3. Capital 4. Equity or Liability 5. Financial Statements 6. Accounting Equation
Will know and understand the basic Accounting terms with their meaning	Chapter – 1 Introduction to Accounting – Basic Accounting terms	<u>WEEK – 2</u> 1. Goods 2. Purchases 3. Sales 4. Purchases return 5. Sales return 6. Stock
Will know and understand the basic Accounting terms with their meaning	Chapter – 1 Introduction to Accounting – Basic Accounting terms	<u>WEEK – 3</u> 1. Revenue 2. Expenses 3. Expenditure 4. Losses 5. Profit 6. Income
Will know and understand the basic Accounting terms with their meaning	Chapter – 1 Introduction to Accounting – Basic Accounting terms	<u>WEEK – 4</u> 1. Gain 2. Debtors 3. Creditors 4. Receivables 5. Payables 6. Proprietors
Will know and understand the basic Accounting terms with their meaning	Chapter – 1 Introduction to Accounting – Basic Accounting terms	<u>WEEK – 5</u> 1. Drawings 2. Solvent 3. Insolvent 4. Vouchers 5. Accounting year 6. Entry
The learner: Will know and understand the basic Accounting terms with their meaning	Comprehensive Accountancy for Class XI Chapter-1 Introduction to Accounting - basic accounting terms.	<u>WEEK – 6</u> Make notes and learn the followings: 1. Deferred expenditure 2. Book value 3. Discount 4. Turnover 5. Bad debts 6. Account

Will know and understand the Fundamental Accounting Assumptions/Principles with their meaning	Chapter– 2 Theory base of accounting - Fundamental Accounting Assumptions/Principles	<u>WEEK – 7</u> Make notes and learn the followings: 1. Business entity 2. Money measurement 3. Accounting period 4. Cost 5. Dual aspect
Will know and understand the Fundamental Accounting Assumptions/Principles with their meaning	Chapter– 2 Theory base of accounting - Fundamental Accounting Assumptions/Principles	<u>WEEK – 8</u> Make notes and learn the followings: 1. Revenue recognition 2. Matching 3. Full disclosure 4. Materiality 5. Objectivity
Will know and understand the Fundamental Accounting Assumptions/Principles with their meaning	Chapter– 2 Theory base of accounting - Fundamental Accounting Assumptions/Principles	<u>WEEK – 9</u> Make notes and learn the followings: 1. Going concern 2. Consistency 3. Conservatism 4. Cash basis 5. Accrual basis
The learner will be able to understand the accounting standard and source documents and will be able to solved problems relating to it.	Comprehensive Accountancy for Class XI Chapter-2 Theory base of accounting Chapter-3 Source Documents and their Preparation	<u>WEEK – 10</u> Make notes and learn the following and lecturer must provide explanation: 1.Ch2: Accounting Standards: 1. Concept of A.S 2. Advantages/Need of A.S 2.Ch3: 1. Business Transactions and source Documents/Vouchers. 2. Contents of Accounting Vouchers. 3. Types of Vouchers <u>Solved all related questions from the Practical Questions.</u>
The Learner will be able to learn and understand how transactions are done and recorded in Accounts	Chapter-4 Accounting Equation	<u>WEEK – 11</u> Make notes and learn the following and lecturer must provide explanation: 1. Meaning, Analysis of transaction using Accounting Equation. 2. Computation-Classification of Transaction, 3. Illustration 1,2 must be explained <u>Solved any related problems from Practical Questions.</u>

The learner will be able to learn and understand Revenue and Capital Receipts and payments	Chapter-4 Accounting Equation	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Learn the following and lecturer must provide explanation:</p> <ol style="list-style-type: none"> 1. Treatment of Revenue Payments and Receipts. 2. Illustration 3 and 4 must be explained <p><u>Solved any related problems from Practical Questions.</u></p>
The learner will be able to record transactions like Sales and Purchases	Chapter-4 Accounting Equation	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Learn the following and lecturer must provide explanation:</p> <ol style="list-style-type: none"> 1. Treatment of Purchases and Sales. 2. Treatment of Miscellaneous transactions. 3. Illustration 5 and 6 must be explained by the lecturer. <p><u>Solved any relates problems from Practical Questions.</u></p>
The learner will be able to understand the Golden Rules of Accounting	Chapter-5 Rules of Debit and credit-Journal	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Make notes and learn the following:</p> <ol style="list-style-type: none"> 1. The concept, definition and rules of Debit and Credit. Personal Account and Impersonal Accounts. Books of Original Entry. Meaning of Journal. 2. <u>Explanation of Important Journal Entries(Transactions 1-10) must be given by the lecturer.</u> <p>Solved problems relating the above journal entries from the Practical Questions.</p>
The learner will be able to pass Journal Entries by applying the Golden Rules of Accounting	Chapter-5 Rules of Debit and credit-Journal	<p style="text-align: center;"><u>WEEK – 15</u></p> <ol style="list-style-type: none"> 1. <u>Explanation of Important Journal Entries(Transactions 11-41) must be given by the lecturer.</u> <p>Solved problems relating to the above journal entries from the Practical Questions.</p>
The learner will be able to pass Journal Entries by applying the Golden Rules of Accounting	Chapter-5 Rules of Debit and credit-Journal	<p style="text-align: center;"><u>WEEK – 16</u></p> <ol style="list-style-type: none"> 1. Illustration 1 & 2 must be explained by the lecturer. <u>Solves any problems related from Practical Questions.</u> 2. Summarised Presentation of Journal Entries must be explained by the lecturer and students must copy the Journal entries to their notebook and learn it.

Subject: ACCOUNTANCY CLASS – XII

Expected Level of Competency/Learning Outcomes	Sources /Resources	Week-wise suggestive activities (to be guided by teachers)
<p>The Learner: Knows the formulae and understands its applications</p>	<p>Comprehensive Accountancy for Class XII Chapter 14 Accounting Ratios</p>	<p style="text-align: center;"><u>WEEK – I</u></p> <ol style="list-style-type: none"> 1. Gross Profit Ratio 2. Net Profit Ratio 3. Operating Ratio 4. Return on Investment <p>To solve: All related questions from exercise</p>
<p>Knows the formulae and understands its applications</p>	<p>Chapter 14 Accounting Ratios</p>	<p style="text-align: center;"><u>WEEK – 2</u></p> <ol style="list-style-type: none"> 1. Earning per share 2. Dividend per share 3. Price earning Ratio 4. Working Capital Turnover Ratio <p>To solve: All related questions from exercise</p>
<p>Knows the formulae and understands its applications</p>	<p>Chapter 14 Accounting Ratios</p>	<p style="text-align: center;"><u>WEEK – 3</u></p> <ol style="list-style-type: none"> 1. Stock or Inventory Turnover Ratio 2. Debtors Turnover Ratio 3. Payable Turnover Ratio 4. Fixed Assets Turnover Ratio <p>To solve: All related questions from exercise</p>
<p>Knows the formulae and understands its applications</p>	<p>Chapter 14 Accounting Ratios</p>	<p style="text-align: center;"><u>WEEK – 4</u></p> <ol style="list-style-type: none"> 1. Current Assets Turnover Ratio 2. Current Ratio 3. Liquid or Quick Or Acid Test Ratio 4. Debt Equity Ratio <p>To solve: All related questions from exercise</p>
<p>Knows the formulae and understands its applications</p>	<p>Chapter 14 Accounting Ratios</p>	<p style="text-align: center;"><u>WEEK – 5</u></p> <ol style="list-style-type: none"> 1. Total Assets to Debt Ratio 2. Proprietary Ratio 3. Fixed Assets Turnover Ratio <p>To solve: All related questions from exercise</p>
<p>The Learner: Will understand the tools of financial analysis and prepare Comparative Income Statements</p>	<p>Comprehensive Accountancy for Class XII Chapter-13 Tools of Financial Statements Analysis - Comparative Income Statements</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <ol style="list-style-type: none"> 1. Read thoroughly <ul style="list-style-type: none"> *an introduction of the topic * How to prepare Comparative Income Statements 2. Copy and Learn the “Format of Comparative Income Statement” 3. Copy and Learn from Illustrations to Solve: All related questions from exercise

<p>Will understand the tools of financial analysis and prepare Comparative Position Statement/ Comparative Balance sheet Statement</p>	<p>Chapter-13 Tools of Financial Statements Analysis - Comparative Position Statement/ Comparative Balance sheet Statement</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <ol style="list-style-type: none"> 1. Read thoroughly *How To prepare Comparative Balance Sheet Statement 2. Copy and Learn The Format of Comparative Balance Sheet statement(also, known as Position Statement) 3. Learn how to classify the Main Headings and Sub-headings of EQUITY AND LIABILITIES; ASSETS 4. Copy and Learn from Illustrations to Solve: All related questions from exercise
<p>Will understand the tools of financial analysis and prepare Common Size Income Statements</p>	<p>Chapter-13 Tools of Financial Statements Analysis - Common Size Income Statements</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <ol style="list-style-type: none"> 1. Read thoroughly * How to prepare Common Size Income Statements 2. Copy and Learn the “Format of Common Size Income Statement” 3. Copy and Learn from Illustrations to Solve: All related questions from exercise
<p>Will understand the tools of financial analysis and prepare Common Size position Statements</p>	<p>Chapter-13 Tools of Financial Statements Analysis - Common Size position Statements</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <ol style="list-style-type: none"> 1.Read Thoroughly *How To prepare Common Size Balance Sheet statement 2.Copy and Learn The Format of Common Size Balance Sheet statement(also, known as Position Statement) 3. Learn how to classify the Main Headings and Sub-headings of EQUITY AND LIABILITIES ; ASSETS 4.Copy and Learn from Illustrations To Solve: All related questions from exercise
<p>Learner will be able to learn and understand about the company shares</p>	<p>Comprehensive Accountancy for Class XII Chapter:7 Issue of Shares (meaning and types of shares)</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <ol style="list-style-type: none"> 1.Read thoroughly *Meaning of Shares * Types of Shares *Meaning of Share Capital *Types of Share Capital 2.Classification of Share Capital in the Balance Sheet 3.Subscription of Share Capital <p>To View and to note down the works done: From Youtube- What are Shares ? “Letstute Accountancy” { https://youtu.be/we6cNWKZpss }</p> <p>Works To Be Done: Make notes on it.</p>

<p>Learner will be able to understand the process of shares subscriptions</p>	<p>Chapter:7 Issue of Shares (Accounting Treatment Of Shares)</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>1.Accounting treatment for Issue of Shares *Read and Write down the steps {Stepe for Accounting Treatment for the Issue of Shares} *Make proper Line for Journal Entry(JE)and Pass JE 2.To familiar with the steps: Copy down Illustration 2:(Full Subscription of Shares)</p> <p>To view and to note down the work done: From Youtube- Issue of Shares “Letstute Accountancy” Part-1 { https://youtu.be/GtUKPCMA0xY } To Solve: All related questions from Exercise</p>
<p>The learner will be able to understand subscriptions and its types and to pass journal entries related to issue of shares</p>	<p>Chapter:7 Issue of Shares (Accounting Treatment of Shares)</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>1.Subscriptions *Meaning of subscription *Under-Subscription *Over-Subscription 2.Rules regarding over subscription 3. SEBI Guidelines { To View: https://youtu.be/Y2YB5tUsvBU } 4.Issue of Shares at PAR *meaning of Face Value of share Steps that you have learnt must be applied 5.See From Illustrations { To View: https://youtu.be/D_0RZtzlnVA } To Solve:All realted Questions from the text.</p>
<p>The learner will be able to understand the meaning and concept of Partnership, partnership deed and P&L Appropriation format.</p>	<p>Chapter-1 Accounting for Partnership firms (Basic concepts)</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p><u>Make notes and learn the following:</u></p> <ol style="list-style-type: none"> 1. Meaning, definition, characteristics of Partnership- Indian Partnership act, 1932. 2. Partnership Deed- Meaning and Contents, Importance. Accounting rules in the absence of Partnership deed. 3. Format of P&L Appropriation A/c must be explained by the lecturer. Copy the format and memorise all the items.

<p>The learner will be able to understand the meaning and concept of Capital account and problems relating to rules in the absence of Partnership Deed.</p>	<p>Chapter-1 Accounting for Partnership firms (Basic concepts)</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <ol style="list-style-type: none"> 1. Illustration 1,2 & 3 must be explained by the lecturer. Solved problems related to these from Practical Questions. 2. Make notes and learn the following: <ol style="list-style-type: none"> (i) Rights of partners. (ii) Duties of partners (iii) Capital Accounts (iv) Fixed and Fluctuating Capital Accounts. 3. Format of Fixed and Fluctuating Capital Account must be explained by the lecturer. Copy the format in your notebook and memorise all the items. 4. Difference between Fixed and Fluctuating Capital Accounts must be explained by the lecturer.
<p>The learner will be able to solved problems relating fixed and fluctuating capital A/cs and profit distribution.</p>	<p>Chapter-1 Accounting for Partnership firms (Basic concepts)</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <ol style="list-style-type: none"> 1. Illustration 4 must be explained by the lecturer. Solved all problems related to it from Practical Questions. 2. Distribution of Profit Among Partners must be explained by the lecturer. 3. Illustration 5,6 & 7 must be explained by the lecturer. Solved all problems related to it from Practical Questions
<p>The learner will be able to understand and solved problems regarding Profit and loss Appropriation Ac.</p>	<p>Chapter-1 Accounting for Partnership firms (Basic concepts)</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <ol style="list-style-type: none"> 1. Profit and Loss Appropriation Account must be explained by the lecturer. 2. Make notes regarding difference between Profit and Loss and Profit and Loss Appropriation A/c and Journal Entries. Memorise all the Journal Entries. 3. Illustration 8 & 9 must be explained by the lecturer. Solved any problems related to it from Practical Questions.

Subject : BUSINESS MATHEMATICS Class – XI

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>(i) Students be able to calculate the distance between two points.</p> <p>(ii) Students be able to locate the mid-point of any distance.</p> <p>(iii) Students be able to find area of any three coordinates points.</p> <p>(iv) Students be able to define the inclination of a line.</p> <p>Upon the completion of this lesson of probability. Students be able to</p> <p>(i) Explain the concept of Probability .</p> <p>(ii) Apply in real life situation .</p>	<p>THEME 1 : Coordinate Geometry</p> <p>THEME 2 : Probability</p> <p>TEXT BOOK : Senior Secondary School Mathematics for Class – XI R.S. Aggarwal</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>Introduction of Coordinate Geometry an straight lines. Distance formula, Area of Triangle formula, mid point and sectional formula. And, Important properties of Quadrilateral. Class – XI (Text book) Page 641 – 642</p>
		<p style="text-align: center;"><u>WEEK – 2</u></p> <p>Problem based on previous learning. i.e. Ex. 20A(ALL)</p>
		<p style="text-align: center;"><u>WEEK – 3</u></p> <p>Concept of slope of a Line. (i) Inclination of a line. (ii) Slope of a line passing through two given points. (iii) Slope of parallel lines. (iv) Slope of perpendicular lines.</p>
		<p style="text-align: center;"><u>WEEK – 4</u></p> <p>Problems based on slopes of lines. i.e. Ex. 20B (ALL)</p>
		<p style="text-align: center;"><u>WEEK – 5</u></p> <p>Introduction of probability, concepts of experiment, random experiment, sample space, event, impossible event, sure event, simple event and compound event etc. And, problem based on previous learning (concepts of Class X probability). i.e. Ex 31A (Q.1 – Q. 10)</p>

<p>After this lesson, Students will be able to:</p> <p>(i) Find the Cartesian product of Sets.</p> <p>(ii) Identify and differentiate Domain, Range and Co-Domain of Relations.</p> <p>(iii) Represent Relations in Roster and Set-Builder Form.</p> <p>(iv) Identify and differentiate different types of Relations.</p> <p>(v) Differentiate between Relations and Functions.</p> <p>(vi) Express and demonstrates Domain and Range of a real function.</p> <p>(vii) Demonstrates understanding of Relations and Functions real life situations.</p>	<p><u>THEME 1:</u> RELATIONS.</p> <p><u>THEME 2:</u> FUNCTIONS.</p> <p><u>TEXT BOOK:</u></p> <p>Senior Secondary School Mathematics for Class 11 R S Aggarwal (8th Edition 2017, 2019 Print)</p>	<p><u>WEEK – 6</u></p> <p>(i) Introduction and concept of Product of Sets: (a) Ordered Pair. (b) Equality of two ordered pairs. (c) Cartesian Product of two sets. (d) Arrow diagram of $A \times B$.</p> <p>(ii) Introduction and concept Relations: (a) Domain. (b) Range. (c) Co-domain. (d) Total numbers of possible relations.</p> <p>(iii) Representations of Relations: (a) Roster Form. (b) Set-Builder Form.</p> <p>Note: Exercises to be solved: 2A, 2B and 2C.</p>
		<p><u>WEEK – 7</u></p> <p>(i) Types of Relations. (a) Reflexive. (b) Symmetric. (c) Transitive. (d) Equivalence Relation.</p> <p>Note: Exercises to be solved:2D.</p>
		<p><u>WEEK – 8</u></p> <p>(i) Introduction and Concept of Functions. (a) Image of Subset. (b) Relation as Function. (c) Equal Functions.</p> <p>Note: Exercise to be solved:3A.</p>
		<p><u>WEEK – 9</u></p> <p>(i) Real Functions. (ii) Problems based on Domain and Range of Real Functions.</p> <p>Note: Exercise to be solved:3C.</p>

<p>The learner will be able to develop the idea of different Measurement of Angles, from their knowledge they are expected to be able to solve related problems.</p>	<p>Measurement of Angles Chapter 14.</p> <p>Senior Secondary School Mathematics for class XI</p> <p>- RS Aggarwal (8th Edition 2017,2019)</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>1. Learn the definition of the following</p> <ol style="list-style-type: none"> a) Trigonometry b) Angle c) Positive and Negative angles d) Two systems of Measuring angles <p>2. Learn the formulae: Relation between Radian and Degree : $\pi^c = 180^\circ$</p> <p>3. Learn the two important conversions :</p> <ol style="list-style-type: none"> a) $\pi^c = 180^\circ$ b) $180^\circ = \pi^c$ <p>4. Learn the all examples</p> <p>Note : Solve exercise 14 : Questions 2 – 4</p> <p>Note: Write down all the formulae in your note book</p> <p><i>Students having any difficulties may contact their respective subject teacher.</i></p>
<p>The learner will be able to develop the idea and mean of Trigonometric, Circular, Functions. and are expected to learn all the formulae related to this Chapter.</p>	<p>Trigonometric, or Circular, Functions. Chapter 15.</p> <p>Senior Secondary School Mathematics for class XI</p> <p>- RS Aggarwal (8th Edition 2017,2019)</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>1. Learn the definition of the following</p> <ol style="list-style-type: none"> a) Trigonometric Functions b) Negative arc length c) Periodic functions <p>2. Learn the formulae:</p> <ol style="list-style-type: none"> a) Theorem I b) Theorem II c) Signs of Trigonometric functions in Quadrants. d) Values of T-functions of some Particular angles e) Theorem III <p>Note: Write down all the formulae in your note book</p>

<p>The learner will be able to develop the idea of Trigonometric, Circular, Functions, from their knowledge and understanding, they are expected to be able to solve related problems.</p>	<p>Trigonometric, or Circular, Functions. Chapter 15.</p>	<p><u>WEEK – 12</u></p> <p>Learn all the examples from the Previous week, i.e Chapter 15.</p> <p>Note: Solve Exercise 15A</p>
<p>The learner will be able to develop the idea of Trigonometric functions of multiples of angles and are expected to learn all the formulae related to this Chapter.</p>	<p>Trigonometric or Circular, Functions. Chapter 15.</p> <p>Senior Secondary School Mathematics for class XI</p> <p>- RS Aggarwal (8th Edition 2017, 2019)</p>	<p><u>WEEK – 13</u></p> <p>Trigonometric functions of multiples of angles</p> <p>Learn the formulae:</p> <ol style="list-style-type: none"> 1. Theorem I 2. Theorem II 3. Theorem III <p>Note: Write down all the formulae in your note book</p>
<p>The learner will be able to develop the idea of Trigonometric functions of multiples of angles from their knowledge and Understanding, they are expected to be able to solve related problems.</p>	<p>Trigonometric, or Circular, Functions. Chapter 15.</p>	<p><u>WEEK – 14</u></p> <p>Trigonometric functions of multiples of angles</p> <p>Learn all the examples from the Previous week, From <i>Trigonometric functions of multiples of angles</i>.</p> <p>Note: Solve Exercise 15D : Questions no 1 – 17</p>
<p>The learner will be able to develop the idea of Trigonometrical functions of Half angles and are expected to learn all the formulae related to this Chapter.</p>	<p>Trigonometric, or Circular, Functions. Chapter 15.</p>	<p><u>WEEK – 15</u></p> <p>Trigonometrical functions of Half angles</p> <p>Learn the formulae:</p> <ol style="list-style-type: none"> 1. Theorem I 2. Theorem II <p>Learn all the examples from <i>Trigonometrical functions of Half angles</i></p> <p>Note: Write down all the formulae in your note book</p>
<p>The learner will be able to develop the idea of Trigonometrical functions of Half angles, from their knowledge and understanding, they are expected to be able to solve related problems.</p>	<p>Trigonometric, or Circular, Functions. Chapter 15.</p>	<p><u>WEEK – 16</u></p> <p>Problems : Based on previous learning (Trigonometrical functions of Half angles)</p> <p>Solve : Exercise 15 E</p>

Subject : BUSINESS MATHEMATICS Class – XII

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>After this lesson, students will be able to :</p> <p>(i) Explain what the formula for an arithmetic Sequence and should be able to derived some formula.</p> <p>(ii) Give reasons why the arithmetic formula makes sequencing easier and how to apply.</p> <p>(iii) Demonstrates understanding of arithmetic formula in work and discussion.</p>	<p>THEME : Sequence and Series i.e. Arithmetic progression</p> <p><u>TEXT BOOK</u> : Senior Secondary Mathematics for Class - XI. R.S. Aggarwal</p>	<p style="text-align: center;"><u>WEEK — 1</u></p> <p>Definition of sequences, progression and Arithmetic progression (AP). General term of an Arithmetic progression. i.e. $T_n = a + (n-1)d$</p> <p>Some simple properties of an Arithmetic progression. And, concept of n^{th} Term from the end of AP. i.e n^{th} term from the end = $l - (n-1)d$</p>
		<p style="text-align: center;"><u>WEEK — 2</u></p> <p>Problem based on previous week formulae and concepts. i.e. Ex – 11A. (Q.1 – Q.14)</p>
		<p style="text-align: center;"><u>WEEK — 3</u></p> <p>Sum of n^{th} term of an AP. i.e. $S_n = \frac{n}{2}(a+l)$</p> <p>$S_n = \frac{n}{2}\{2a+(n-d)d\}$ And, problems based on these two formulae, i.e., EX-11B (Q.1 – Q.10)</p>
		<p style="text-align: center;"><u>WEEK — 4</u></p> <p>Definition of Arithmetic Mean and its concept. i.e. $A.M = \frac{a+b}{2}$ And, problem based on this concept. i.e. Ex – 11D. (ALL)</p>
		<p style="text-align: center;"><u>WEEK — 5</u></p> <p>Review of facts and formulae. i.e. Class – XI Text Book page (431 – 472)</p>

<p>After this lesson, Students will be able to:</p> <p>(i) Identify and differentiate different types of Matrices.</p> <p>(ii) Perform the matrix operation of addition, multiplication and Transposition.</p> <p>(iii) Express a matrix as the sum of Symmetric and Skew-Symmetric Matrix.</p> <p>(iv) Find the values of different types of square matrices.</p> <p>(v) Demonstrates understanding of Matrices and Determinant in work and discussion.</p>	<p><u>THEME 1:</u> MATRICES</p> <p><u>THEME 2:</u> DETERMINANTS</p> <p><u>TEXT BOOK:</u></p> <p>Senior Secondary School Mathematics for Class 12 R S Aggarwal (13th Edition 2015, 2017 Print)</p>	<p><u>WEEK – 6</u></p> <p>(i) Introduction of matrices. (ii) Types of matrices. (a) Row Matrix. (b) Column Matrix. (c) Zero/Null Matrix. (d) Square Matrix. (e) Diagonal Matrix. (f) Scalar Matrix. (g) Unit Matrix. (h) Comparable Matrices. (i) Equal Matrices. (iii) Operations on matrices: (a) Addition. (b) Subtraction. (c) Scalar Multiplication. Note: Exercises to be solved:5A and 5B.</p> <p><u>WEEK - 7</u></p> <p>(i) Product (Multiplication) of matrices. (ii) Properties of matrix multiplication. Note: Exercise to be solved:5C.</p> <p><u>WEEK – 8</u></p> <p>(i) Transpose of Matrices: (a) Definition. (b) Results on Transpose of Matrices. (ii) Symmetric Matrix. (iii) Skew-Symmetric Matrix. (iv) Every square Matrix is expressible as the sum of Symmetric and Skew-Symmetric Matrix. Note: Exercise to be solved:5D.</p> <p><u>WEEK – 9</u></p> <p>(i) Introduction of Determinant. (ii) Value of Determinant of Order 1. (iii) Value of Determinant of Order 2. (iv) Value of Determinant of Order 3 and more. (v) Minor and Co-factor of Determinants. (vi) Properties of Determinants. Note: Exercise to be solved:6A.</p>
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<p>The learner will be able to develop the idea of different method of solving Matrices from their previous knowledge and are expected to be able to solve related problems.</p>	<p style="text-align: center;"><u>MATRICES</u></p> <p>Adjoint and Inverse of a Matrix</p> <p>Senior Secondary School Mathematics for class XII</p> <p>- RS Aggarwal</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <ol style="list-style-type: none"> Read the chapter Adjoint and Inverse of a Matrix and learn the meaning of the following: <ol style="list-style-type: none"> Adjoint of a Matrix Inverse of a Matrix Singular and Non singular Matrices Some result on inversible Matrices Learn formula for adjoint and A^{-1} $\text{Adj } A = A^I$ $A^{-1} = \frac{1}{ A } (\text{Adj } A)$ <p>Solve the following</p> <ol style="list-style-type: none"> If $A = \begin{bmatrix} 3 & 1 \\ 7 & 5 \end{bmatrix}$, Verify that $A \cdot (\text{Adj } A) = (\text{Adj } A) \cdot A = A \cdot I$ Find the inverse of Matrix, $A = \begin{bmatrix} 2 & -3 \\ -4 & 7 \end{bmatrix}$ <p>Note : Try to solve Exercise 7 : Question 12 - 34</p> <p>Students having any difficulties may contact their respective subject teacher.</p>
<p>The learner will be able to develop the idea of a Adjoint of Matrix and Inverse of Matrix and are expected to be able to solve related problems.</p>	<p>System of Linear Equations.</p> <p>Senior Secondary School Mathematics for class XII</p> <p>- RS Aggarwal</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <ol style="list-style-type: none"> Learn the meaning of Consistent system of equations Learn the meaning of Inconsistent system of equations Learn the following. Let $AX = B$ be the given system of equations. <ol style="list-style-type: none"> If $A \neq 0$, the system has unique solution. If $A = 0$ & $(\text{Adj } A)B \neq 0$, the given has no sol. If $A = 0$ & $(\text{Adj } A)B = 0$, then the system infinitely many solutions. <p>Solve :</p> <p>If $A = \begin{bmatrix} 1 & 2 & -3 \\ 2 & 3 & 2 \\ 3 & -3 & -4 \end{bmatrix}$, find A^{-1} and hence solve the system of linear equations:</p> $x + 2y - 3z = -4; 2x + 3y + 2z = 2; 3x - 3y - 4z = 11$ <p>Note : Try to solve Example 5,7,8,9</p>

<p>The learner will be able to develop all the method learned and be able to solve the related problems.</p>	<p>System Equations of Linear</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Problem based on previous learning i.e System of Linear Equations. Exercise to be solve: Exercise 8A : Questions no. 5,8,30,31,32,33,35,36,42</p> <p>Senior Secondary School Mathematics for class XII</p> <p>- RS Aggarwal (13th edition 2015,2017 Print)</p>
<p>The learner will be able to develop the idea of Factorial notation and solve the related problems.</p>	<p>Permutations & Combination</p> <p>Senior Secondary School Mathematics for class XI</p> <p>- RS Aggarwal (8th Edition 2017, 2019)</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Permutations: <i>Learn the following</i></p> <p>1.Factorial Notation: Let n be a positive integer. Then, the continued product of first n natural numbers is called Factorial n, to be denoted by $n!$. Then, $n! = n(n - 1)(n - 2) \dots 3 \cdot 2 \cdot 1$</p> <p>2.Points to remember :</p> <p>i) $n! = n(n - 1)(n - 2) \dots 3 \cdot 2 \cdot 1$ ii) $n! = n(n - 1)!$ iii) $0! = 1$</p> <p>From the example solve the following:</p> <p>i) $\frac{10!}{7! \times 3!}$ ii) If $(n + 2)! = 60 \times (n - 1)!$, find n</p> <p>Note: Try to solve Exercise 8A</p>
<p>The learner will be able to develop the idea of Permutation and solve the related problems.</p>	<p>Permutations:</p> <p>Senior Secondary School Mathematics for class XI</p> <p>- RS Aggarwal (8th Edition 2017, 2019)</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Permutations: <i>Learn the following</i></p> <p>1.Definition of Permutation. 2. Formula : ${}^n P_r = \frac{n!}{(n-r)!}$ 3.Learn all the Examples</p> <p>Note : Solve Exercise 8C.</p>

<p>The learner will be able to develop the idea of Permutation & Combination and their difference, thus understanding and solve the related problems.</p>	<p>Combinations: Senior Secondary School Mathematics for class XI</p> <p>- RS Aggarwal (8th Edition 2017, 2019)</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Combinations: <i>Learn the following</i></p> <ol style="list-style-type: none"> 1. Definition of Combination. 2. Formula : ${}^n C_r = \frac{n!}{(n-r)! \times r!}$ 3. Learn all the Examples <p>Note: Solve Exercise 9A.</p>
<p>The learner will be able to learn all the formula from Differentiation & Integration. So that it will be helpfull in solving the exercise's</p>	<p>Differentiation & Integration</p> <p>Senior Secondary School Mathematics for class XII</p> <p>- RS Aggarwal (13th edition 2015,2017 Print)</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>Differentiation: Learn Formulae from Exercise 10A, 10B, 10C, 10E,10F</p> <p>Integration: Learn Formulae from Exercise 12, 13A</p>