

# ENGLISH

## LEARNING OBJECTIVES

1. To listen to and comprehend live as well as recorded oral presentations on a variety of topics.
2. To develop greater confidence and proficiency in the use of language skills necessary for social and academic purposes.
3. To participate in group discussions/interviews, making short oral presentations on given topics.
4. To perceive the overall meaning and organisation of the text (i.e., the relationships of the different "chunks" in the text to each other).
5. To identify the central/main point and supporting details, etc to build communicative competence in various registers of English.
6. To promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities.
7. To translate texts from mother tongue (s) into English and vice versa.
8. To develop ability and knowledge required in order to engage in independent ~ reflection and enquiry.
9. To develop the capacity to appreciate literary use of English and also use English creatively and imaginatively.

## RECOMMENDED BOOKS

1. Hornbill : Text Book (NCERT)
2. Snapshots: Supplementary Reader (NCERT)
3. 'The Canterville Ghost' by Oscar Wilde (Long Reading Text Novel) - (unabridged version 1906 Edition)
4. Reference Books: Oxford, Together with English, BBC

<b>MONTH</b>	<b>No. of WORKING DAYS</b>	<b>COURSE CONTENT</b>
<b>JULY</b>	20	Reading: Unseen passage/poem, Note Making Writing: Advertisement, Notice, Article Grammar: Integrated Grammar Hornbill: The Portrait of a Lady, A Photograph, Discovering Tut..., "We're Not Afraid to Die...", Childhood Snapshots: The Summer of the Beautiful White Horse
<b>AUGUST</b>	20	Reading: Unseen passage/poem, Note Making Writing: Letter to Editor, Letter to Principal Grammar: Integrated Grammar Hornbill: The Ailing Planet Snapshots: The Address, The Tale of the Melon City The Canterville Ghost: Chapter 1-4
<b>SEPTEMBER</b>	21	Reading: Unseen passage/poem, Note Making Writing: Poster, Letter to register complaints Grammar: Integrated Grammar Hornbill: Father to Son

<b>OCTOBER</b>	16	Reading: Unseen passage/poem, Note Making Writing: Letter of Enquiry, Letter for placing order Grammar: Integrated Grammar Snapshots: Ranga's Marriage
<b>NOVEMBER</b>	20	Reading: Unseen passage/poem, Note Making Writing: Speech, Debate, Snapshots: Albert Einstein at School, The Voice of the Rain The Canterville Ghost: Chapter 5-7
<b>DECEMBER</b>	21	Reading: Unseen passage/poem, Note Making Writing: Job application, Report writing Grammar: Integrated Grammar Hornbill: The Browning Version Snapshots: Mother's Day
<b>JANUARY</b>	13	Reading: Unseen passage/poem, Note Making Grammar: Integrated Grammar Snapshots : Birth Revision: All units & topics
<b>FEBRUARY</b>	19	Revision
	<b>I FORMATIVE ASSESSMENT</b>	Note Making, Advertisement, Notice, Integrated Grammar, The Portrait of a Lady, A Photograph, Discovering Tut...
	<b>I SUMMATIVE ASSESSMENT</b>	All topics covered in the month of July and August-80 marks ASL-20 marks
	<b>II FORMATIVE ASSESSMENT</b>	Note making, Poster, Letter to register complaints, Letter of Enquiry, Letter for placing order, Integrated Grammar, Ranga's Marriage, Albert Einstein at School, The Voice of the Rain, Father to Son
	<b>II SUMMATIVE ASSESSMENT</b>	All topics covered in the session-80 marks ASL-20 marks

### SUGGESTIONS TO PARENTS:

1. Encourage your child to read magazines and books in English.
2. Engage your child in some writing task regularly (For example, writing emails/ letters/ creative writing).
3. Keep regular contact with the teacher to monitor your child's progress.

### **DESIGN OF THE QUESTION PAPER**

Typology	Typology of Questions	MCQ 1 mark	Very Short Answer Question 1 mark	Short Answer Question 3 marks	Short Answer Question 4 marks	Long Answer -1 80 -100 words 5 marks	Long Answer -2 120-150 words 6 Marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks
Reading Skills	Conceptual, understanding, decoding, Analysing, inferring,	6	6	1	-	1	-	-	20

	interpreting, appreciating ,literary conventions and vocabulary, summarising and using appropriate format/s								
Writing Skills and Grammar	Reasoning, appropriacy of style and tone, using appropriate format and fluency inference, analysis, evaluation and creativity, appreciation applying of languages conventions, comprehension using structures integratively, accuracy and fluency	-	10	-	1	-	1	1	30
Literary Text books and long reading text /novel	Recalling, reasoning, appreciating a literary conventions, inference, analysis, evaluation, creativity with fluency		3	3	-	-	3	-	30
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency		-	-	-	4	-	-	20
	<b>TOTAL</b>	<b>6x1=6</b>	<b>19x1=19</b>	<b>4x3=12</b>	<b>1x4=4</b>	<b>5x5=25</b>	<b>4x6=24</b>	<b>1x10=10</b>	<b>100</b>

## PHYSICS

### LEARNING OBJECTIVES

1. Strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.
2. Expose the learners to different processes used in Physics-related industrial and technological applications.
3. Develop process-skills and experimental, observational, manipulative, decision-making and investigatory skills in the learners.
4. Promote problem solving abilities and creative thinking in learners.

### TEXT BOOK

PHYSICS, Part – I & II: by NCERT BOOK

### RECOMMENDED BOOKS

TOGETHER WITH PHYSICS LAB MANUAL: by Rachna Sagar Publications

FUNDAMENTALS OF PHYSICS: by RASNIK & HALLIDAY

MONTH	NO. OF WORKING DAYS	COURSE CONTENT
July	20	<b>Ch 1:</b> Physical World <b>Ch 2:</b> Units and Measurement

		<p><b>Ch 3:</b> Motion in a straight Line  <b>Ch 4:</b> Motion in a plane  <b>PRACTICALS:</b>  <i>Section A Experiments</i></p> <ol style="list-style-type: none"> <li>1. To measure diameter of a small spherical/cylindrical body using Vernier Callipers.</li> <li>2. To measure internal diameter and depth of a given beaker/calorimeter using Vernier Callipers and hence find its volume.</li> <li>3. To measure diameter of a given wire using screw gauge.</li> <li>4. To measure thickness of a given sheet using screw gauge.</li> <li>5. To find the weight of a given body using parallelogram law of vectors.</li> <li>6. Using a simple pendulum, plot L-T and L-T<sup>2</sup> graphs. Hence find the effective length of second's pendulum using appropriate graph.</li> <li>7. To study the relationship between force of limiting friction and normal reaction and to find the co-efficient of friction between a block and a horizontal surface</li> <li>8. To determine radius of curvature of a given spherical surface by a spherometer.</li> </ol>
<b>August</b>	20	<p><b>Ch 5:</b> Laws of Motion  <b>Ch 6:</b> Work, Energy and Power  <b>Ch 7:</b> System of Particles and Rotational Motion  <b>PRACTICALS:</b> <i>Section A (contd.)</i></p>
<b>September</b>	21	<p><b>Ch 8:</b> Gravitation  <b>PRACTICALS:</b> <i>Section A (contd.)</i></p>
<b>October</b>	16	<p><b>Ch 9:</b> Mechanical Properties of Solids  <b>Ch 10:</b> Mechanical Properties of Fluids  <b>PRACTICALS:</b>  <i>Section B Experiments</i></p> <ol style="list-style-type: none"> <li>9 (i) To study the relation between frequency and length of a given wire under constant tension using sonometer.  (ii) To study the relation between the length of a given wire and tension for constant frequency using sonometer.</li> <li>10. To find the speed of sound in air at room temperature using a resonance tube by two resonance</li> <li>11. To study the relationship between the temperature of a hot body and time by plotting a cooling curve.</li> <li>12. To determine the coefficient of viscosity of a given viscous liquid by measuring terminal velocity of a given spherical body.</li> <li>13. To determine Young's modulus of elasticity of the material of a given wire.</li> <li>14. To find the force constant of a helical spring by plotting a graph between load and extension.</li> <li>15. To determine the surface tension of water by capillary rise method.</li> </ol>

<b>November</b>	20	<b>Ch 11:</b> Thermal Properties of Matter <b>Ch 12:</b> Thermodynamics <b>PRACTICALS:</b> <i>Section B (contd.)</i>
<b>December</b>	21	<b>Ch 13:</b> Kinetic Theory <b>Ch 14:</b> Oscillations <b>Ch 15:</b> Waves <b>PRACTICALS:</b> <i>Section B (contd.)</i>
<b>January</b>	13	<b>Ch 15:</b> Waves(contd.) Revision <b>PRACTICALS:</b> <i>Section B (contd.)</i>
<b>February</b>	19	Revision
<b>SYLLABU S</b>	<b>I FORMATIVE ASSESSMENT</b>	Chapter 2, 3, 4
	<b>I SUMMATIVE ASSESSMENT</b>	All topics covered in the months of July – August
	<b>II FORMATIVE ASSESSMENT</b>	All topics covered in the months of September and October
	<b>II SUMMATIVE ASSESSMENT</b>	Whole syllabus as per C.B.S.E. guidelines

### **SUGGESTIONS TO PARENTS**

1. To keep in regular touch with the child and the subject teacher to keep a close eye on the child's progress.
2. To encourage the child for regular revision and written practice.

UNITS		Marks	<b>Time: 3 hrs. Max Marks. 70</b>
<b>Unit I</b>	<b>Physical World and Measurement</b>	23	
<b>Unit II</b>	<b>Kinematics</b>		
<b>Unit III</b>	<b>Laws of Motion</b>		
<b>Unit IV</b>	<b>Work, Energy and Power</b>	17	
<b>Unit V</b>	<b>Motion of System of Particles and Rigid Body</b>		
<b>Unit VI</b>	<b>Gravitation</b>		
<b>Unit VII</b>	<b>Properties of Bulk Matter</b>	20	
<b>Unit VIII</b>	<b>Thermodynamics</b>		
<b>Unit IX</b>	<b>Behavior of Perfect Gases and Kinetic Theory of Gases</b>		
<b>Unit X</b>	<b>Oscillations and Waves</b>	10	

## DESIGN OF QUESTION PAPER

S.No.	Typology of Questions	VSA 1 mark	SA-I 2marks	SA-II 3 marks	Value based question 4 marks	LA- I 5 marks	Total Mark s	% Weigh tage
1	<b>Remembering-</b> (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	2	1	1	-	-	7	10%
2	<b>Understanding-</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	-	2	4	-	1	21	30%
3	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)	-	2	4	-	1	21	30%
4	<b>High Order Thinking Skills</b> ( Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	-	1	-	1	10	14%
5	<b>Evaluation and Multi-Disciplinary-</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	1	-	2	1	-	11	16%
	<b>TOTAL</b>	5x1=5	5x2=10	12x3=36	1x4 = 4	3x5=15	70 (26)	100%

## CHEMISTRY

### LEARNING OBJECTIVES

The broad objectives of teaching Chemistry at Senior Secondary Stage are to help the learners:

1. To promote understanding of basic facts and concepts in Chemistry while retaining the excitement of chemistry.
2. To make students capable of studying chemistry in academic and professional courses (such as medicine, engineering, technology) tertiary level.
3. To expose the students to various emerging new areas of chemistry and apprise them with their relevance in their future studies and their application in various spheres of chemical sciences and technology.
4. To equip students to face various changes related to health, nutrition, environment, population, weather, industries and agriculture.
5. To develop problem solving skills in students.
6. To expose the students to different processes used in industries and their technological applications.

**TEXT BOOK:**

CHEMISTRY Part – I &amp; II : by NCERT

**RECOMMENDED BOOKS:**

Lab Manual for Chemistry: Pradeep Publication  
Organic Chemistry: by Morrison & Boyd  
Fundamental Chemistry II – Pradeep Publication  
Inorganic Chemistry: by J.D. Lee

MONTH	NO. OF WORKING DAYS	COURSE CONTENT
July	20	Ch 1: Some basic concepts of chemistry Ch 2: Structure of atom. Ch 3: Classification of elements <b>PRACTICALS</b> <ol style="list-style-type: none"><li>1. Basic laboratory techniques: Cutting glass tube and glass rod, etc</li><li>2. Crystallization of impure sample of copper sulphate.</li><li>3. Comparing the pH of strong and weak acids of the same concentration.</li><li>4. Study of pH change by common ion effect in case of weak acids and bases.</li></ol>
August	20	Ch 4: Chemical bonding and molecular structure. Ch 5: States of matter (till derivation of ideal gas equation) <b>PRACTICALS:</b> <ol style="list-style-type: none"><li>1. Determination of anions of dil. and conc. sulphuric acid group.</li></ol>
September	21	Ch 5: States of matter (contd.) Ch 6: Thermodynamics. <b>PRACTICALS:</b> <ol style="list-style-type: none"><li>1. Determination of cations of groups zero, one and two in a given salt.</li></ol>
October	16	Ch 7: Equilibrium Ch 8: Redox Reactions Ch 12: Organic chemistry (IUPAC nomenclature). <b>PRACTICALS:</b> <ol style="list-style-type: none"><li>1. Determination of cations of groups 3 and 4.</li></ol>
November	20	Ch 12: Organic chemistry (contd.) <b>PRACTICALS:</b> <ol style="list-style-type: none"><li>1. Determination of cations of groups 5 and 6.</li></ol>
December	21	Ch 13: Hydrocarbons.

		<b>PRACTICALS:</b> 1. Volumetric analysis. Investigatory Project Ch 15: Environmental chemistry.
<b>January</b>	13	Ch 9:Hydrogen Ch. 10: s-Block elements. Ch 11: Some p block elements <b>PRACTICALS:</b> Volumetric analysis
<b>February</b>	19	REVISION
<b>SYLLABUS</b>	<b>I FORMATIVE ASSESSMENT</b>	Chapter 2, 3.
	<b>I SUMMATIVE ASSESSMENT</b>	All topics covered in the months of July – August
	<b>II FORMATIVE ASSESSMENT</b>	All topics covered in the Months of September and October
	<b>II SUMMATIVE ASSESSMENT</b>	Whole syllabus as per C.B.S.E.

### SUGGESTIONS TO PARENTS

1. To keep in regular touch with the subject teacher and to keep a close eye on the child's progress.
2. To encourage the child for regular revision and written practice.

UNITS		Marks	Time: 3 hrs. Max Marks. 70
1	Some Basic Concepts of Chemistry	11	
2	Structure of Atom		
3	Classification of Elements and Periodicity in Properties	4	
4	Chemical Bonding and Molecular Structure	21	
5	States of Matter : Gases and Liquids		
6	Chemical Thermodynamics		
7	Equilibrium		
8	Redox Reactions	16	
9	Hydrogen		
10	s- Block Elements		
11	Some p-Block Elements	18	
12	Organic Chemistry : Some Basic Principles and Techniques		
13	Hydrocarbons		
14	Environmental Chemistry		

### DESIGN OF QUESTION PAPER

Typology of Questions	VSA 1 mark	SA-I 2marks	SA-II 3 marks	Value based question 4 marks	LA- I 5 marks	TotalM arks	% Weighta ge



1	<b>Remembering-</b> (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	2	1	1	-	-	7	10%
2	<b>Understanding-</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	-	2	4	-	1	21	30%
3	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)	-	2	4	-	1	21	30%
4	<b>High Order Thinking Skills</b> ( Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	-	1	-	1	10	14%
5	<b>Evaluation and Multi-Disciplinary-</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	1	-	2	1	-	11	16%
	<b>TOTAL</b>	5x1=5	5x2=10	12x3=36	1x4 = 4	3x5=15	70(26)	100%

## MATHEMATICS

### LEARNING OBJECTIVES

1. To enable the students to reinforce mathematical skills and reasoning through clear arguments.
2. To strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.
3. To enable students enhance their mental calculations.
4. To promote problem solving abilities and creative thinking in learners.

### TEXT BOOK

MATHEMATICS- by NCERT

### RECOMMENDED BOOKS:

Exemplar by NCERT

Together With Mathematics

MATHEMATICS- by R. D. SHARMA

<b>TERM/ MONTH</b>	<b>NO. OF WORKING DAYS</b>	<b>COURSE CONTENT</b>
<b>July</b>	20	Chapter 1: Sets Chapter 2: Relations and Functions Chapter 3: Trigonometric Functions Chapter 4: Principle of Mathematical Induction
<b>August</b>	20	Chapter 5: Complex numbers and Quadratic Equations Chapter 6: Linear Inequalities Chapter 7: Permutations and Combinations Chapter 8: Binomial Theorem
<b>September</b>	21	Chapter 9: Sequences and Series
<b>October</b>	16	Chapter 9: Sequences and Series (contd.) Chapter 10: Straight Lines
<b>November</b>	20	Chapter 11: Conic sections
<b>December</b>	21	Chapter 12: Introduction to Three Dimensional Geometry Chapter 13: Limits and Derivatives Chapter 15: Statistics
<b>January</b>	13	Chapter 14: Mathematical Reasoning Chapter 16: Probability
<b>February</b>	19	Revision
<b>SYLLABUS</b>	<b>I FORMATIVE ASSESSMENT</b>	Chapter 1, 2, 3, 4
	<b>I SUMMATIVE ASSESSMENT</b>	All topics covered in the months of April-August
	<b>II FORMATIVE ASSESSMENT</b>	Chapter 9, 10,11
	<b>II SUMMATIVE ASSESSMENT</b>	Whole syllabus as per C.B.S.E. guidelines

### **SUGGESTIONS TO PARENTS:**

- 1) For perfection in the subject, one needs to be regular
- 2) Practice is the key to success. The more they practice; the better will be their command in the subject.
- 3) Encourage children to see math in everyday life like paying of mobile bills is a good example of ceiling function and so on.

UNITS		Marks	Time: 3 hrs. Max Marks. 100
1	Sets and Functions	29	
2	Algebra	37	
3	Coordinate Geometry	13	
4	Calculus	06	
5	Mathematical Reasoning	03	
6	Statistics and Probability	12	

### DESIGN OF QUESTION PAPER

S.No.	Typology of Questions	Learning Outcomes and Testing Competencies	VSA 1 marks	LA- I 4 marks	LA- II 6 marks	Marks	% Weigh tage
1	<b>Remembering-</b> (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Analytical Skills</li> <li>• Critical thinking</li> <li>• Derivative</li> </ul>	2	3	1	20	20%
2	<b>Understanding-</b> (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)		2	2	2	22	22%
3	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)		1	4	2	29	29%
4	<b>High Order Thinking Skills</b> ( Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)		1	2	1	15	15%
5	<b>Evaluation and Multi- Disciplinary-</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		...	1+1 (values based)	1	14	14%
	<b>TOTAL</b>		<b>6x1=6</b>	<b>13x4 = 52</b>	<b>7x6=42</b>	<b>100</b>	<b>100%</b>

## COMPUTER SCIENCE

### LEARNING OBJECTIVES:

1. To enable the students learn the computer fundamentals and software concepts.
2. To enable the students learn the various methods used for creating programs.
3. To learn the way of creating, typing and executing programs.
4. To learn and understand the meaning of the various parts of a computer program.

5. To develop the logic building ability.
6. To appreciate the contribution of computer technology in day-to-day life.

**TEXT BOOK:**

1. Computer Science C++: by Sumita Arora

MONTH	NO. OF WORKING DAYS	COURSE CONTENT
July	20	Ch-5 OOP Concepts Ch-6 Getting starting with C++ Ch-7 Data Handling Ch-8 Operators & expressions in C++ Ch-10 Flow of Control(If Statement, Switch Statement, For Loop)
August	20	Ch-1 Computer Overview Ch-9 C++ as per latest C++ 11 Standard Ch-10 Flow of Control – Loops and Jump Statements
September	21	Ch-3 Data Representation Ch-11 Functions (Standard Library Functions)
October	16	Ch-11 Functions (User Defined Functions) Ch-12 Arrays(1D Arrays)
November	20	Ch-12 Structured Data Type: Arrays(1D Arrays) Ch-13 Structures
December	21	Ch-13 Structures(contd.)
January	13	Ch-12 Structured Data Type: Arrays(2D Arrays) Ch-2 Working with Operating System Ch-14 Programming Methodology
February	19	<b>Revision</b>
SYLLABUS	<b>I FORMATIVE ASSESSMENT</b>	Chapters: 5, 6, 7
	<b>I SUMMATIVE ASSESSMENT</b>	Chapters: 5, 6, 7, 8, 10
SYLLABUS	<b>II FORMATIVE ASSESSMENT</b>	Chapters: 3, 11, 12 (1D Arrays)
	<b>II SUMMATIVE ASSESSMENT</b>	Chapter- 3, 5, 6, 7, 8, 9, 10, 11,12,13, 14

**Suggestions to Parents:**

1. Encourage your ward to read the text book thoroughly.
2. Only printouts are permitted for the Practical File. No photocopies will be allowed.

**BUSINESS STUDIES****LEARNING OBJECTIVES:**

1. To develop in students an understanding of the processes of business and its environment;
2. To acquaint students with the dynamic nature and inter-dependent aspects of business;
3. To develop an interest in the theory and practice of business, trade and industry;
4. To create an understanding of the various forms of business enterprises & their functioning in the local & global scenario.

**TEXT BOOKS:**

Business studies for class XI

Part 1: Foundations of Business by NCERT

Part 2: Finance and Trade by NCERT

**RECOMMENDED BOOKS:**

Book of Business by Subhash Dey

<b>Month</b>	<b>NO. OF WORKING DAYS</b>	<b>Course Content</b>
<b>July</b>	20	Ch. 1 Nature & Purpose of business Ch. 2 Forms of Business organizations. Ch. 5 Emerging modes of business
<b>August</b>	20	Ch.3 Private, Public & Global organizations. Ch.4 Business services.
<b>September</b>	21	Ch. 6 Social responsibilities of business & business ethics.
<b>October</b>	16	Ch. 7 Sources of business finance.
<b>November</b>	20	Ch. 7 Sources of business finance(contd.) Ch. 8 Small Business.
<b>December</b>	21	Ch.9 : Internal trade
<b>January</b>	13	Ch.10 International Business (Part1&2)
<b>February</b>	19	PROJECT – VIVA &REVISION.
<b>SYLLABUS</b>	<b>I FORMATIVE ASSESSMENT</b>	Ch.-Nature and Purpose of business Ch.-Forms of Business Organisation
	<b>I SUMMATIVE ASSESSMENT</b>	Topics covered till August
	<b>II FORMATIVE ASSESSMENT</b>	Topics covered in the months of September & October

<b>II SUMMATIVE ASSESSMENT</b>	Whole syllabus as per CBSE guidelines
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**SUGGESTIONS TO PARENTS:**

1. Encourage your ward for the thorough reading of the NCERT Book.
1. Advise the child to emphasise on content, quality as well as presentations of the answers.
2. Ensure to remain in regular touch with the concerned teacher so as to regulate the child's performance.

UNITS		Marks	Maximum Marks (Theory 90 Practical 10)  Duration- 3 hours
<b>Part A</b>	<b>Foundations of Business</b>		
1	Nature and Purpose of Business	20	
2	Forms of Business Organizations		
3	Public, Private and Global Enterprises	18	
4	Business Services		
5	Emerging Modes of Business	12	
6	Social Responsibility of Business and Business Ethics		
<b>Part B</b>	<b>Finance and Trade</b>		
7	Sources of Business Finance	20	
8	Small Business		
9	Internal Trade	20	
10	International Business		
11	Project Work	10	

**DESIGN OF QUESTION PAPER**

S.No.	Typology of Questions	Learning Outcomes and Testing Competencies	VSA 1 marks	SA- 1 3 marks	SA -2 4 marks	LA-5 marks	Essay Type (6 marks)	Total Marks	% Weig htag e
1	<b>Remembering- (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)</b>	<b>Reasoning, Analytical Skills, Critical Skills</b>	2	1	1	1	-	14	16%
2	<b>Understanding- (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase or interpret information)</b>		2	2	1	-	1	18	20%
3	<b>Application (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a</b>		2	1	1	1	2	26	29%

	situation, provide an example, or solve a problem)								
4	<b>High Order Thinking Skills ( Analysis &amp; Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)</b>		2	1	1	1	1	20	22%
5	<b>Evaluation and Multi-Disciplinary- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)</b>		-	1	1 (Value based)	1	-	12	13%
	<b>TOTAL 1 projects (10 marks each)</b>		<b>8x1=8</b>	<b>6x3=18</b>	<b>5x4= 20</b>	<b>4x5= 20</b>	<b>4x6= 24</b>	<b>90(27) Project (10)</b>	<b>100 %</b>

1.

## ACCOUNTANCY

### LEARNING OBJECTIVES:

1. To acquaint the learners about the significance of recording financial transactions.
2. To make the learners proficient in the application of accounting rules so as to produce authentic financial records.
3. To help the learners in comprehending the changing role of accounting in the present scenario of increasing societal demand.

### TEXT BOOKS:

1. Financial Accounting Part I & II - by NCERT

### RECOMMENDED BOOKS:

2. Accountancy for Class XI: D.K. Goyal
3. Double entry book keeping-Financial Accounting By T.S.Grewal

<b>Month</b>	<b>NO. OF WORKING DAYS</b>	<b>Course content</b>
<b>July</b>	20	UNIT 1:-Theoretical Framework <ul style="list-style-type: none"> <li>- Introduction to accounting</li> <li>- Theory base of accounting</li> </ul> UNIT 2:-Accounting Process <ul style="list-style-type: none"> <li>-Recording of Transactions</li> </ul>

		(Accounting equation, Rules of debit and credit, Books of original entry- Journal
<b>August</b>	20	UNIT 2:- Accounting Process Recording of transactions:- -Origin of transactions -Cash book -Other subsidiary books -Preparation of Bank Reconciliation Statement, Ledger, and Trial Balance
<b>September</b>	21	UNIT 2:- Accounting Process - Depreciation - Provisions &Reserves
<b>October</b>	16	UNIT 2:- Accounting Process and Special Accounting Treatment - Accounting for Bills of exchange Unit 5:- Computers in accounting
<b>November</b>	20	UNIT 3:-Financial statements of sole –proprietorship: ( without adjustments) : From complete records and ( with adjustments )from incomplete records
<b>December</b>	21	UNIT 3:- :-Financial statements of sole –proprietorship: ( with adjustments) : From complete records Project Work
<b>January</b>	13	UNIT4:- Financial Statements of Non- for-Profit Organisations UNIT 2:- Accounting Process. - Rectification of Errors
<b>February</b>	19	REVISION FOR II SUMMATIVE TERM
<b>SYLLABUS:</b>	<b>I FORMATIVE ASSESSMENT</b>	*Journal, Ledger & Trial Balance *Theoretical Framework
	<b>I SUMMATIVE ASSESSMENT</b>	Topics covered till August
	<b>II FORMATIVE ASSESSMENT</b>	Topics covered in months of September and October.
	<b>II SUMMATIVE ASSESSMENT</b>	Whole syllabus as per CBSE guidelines.

### **SUGGESTIONS TO PARENTS:**

1. Motivate your ward to regularly practice the numericals.



1. Encourage the child to work as per the time limit and in the defined formats.
2. Be in touch with the concerned teachers to regularly access the performance.

UNITS		Marks	Time: 3 hrs. Max Marks.(90 theory 10 practical)
1	Theoretical framework	15	
2	Accounting process	35	
3	Financial statements of sole proprietorship: from complete and incomplete records	15	
4	Financial statements of not for profit organisations	15	
5	Computers in accounting	10	
6	Project work	10	

### DESIGN OF QUESTION PAPER

S.No.	Typology of Questions	VSA/ MCQ 1 mark	SA-1 3 marks	SA -2 4 marks	LA- 1 6 marks	LA- II 8 marks	Marks	%
1	Remembering- (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	2	2	1	1	-	18	20%
2	Understanding- (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information information)	-	1	1	2	1	27	30%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)	-	-	2	1	1	22	25%
4	High Order Thinking Skills ( Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	2	1	1	-	18	20%
5	Evaluation and Multi-Disciplinary- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	2	1	-	-	-	5	5%
	<b>TOTAL</b>	<b>6x1=6</b>	<b>6x3=18</b>	<b>5x4=20</b>	<b>5x6=30</b>	<b>2x8=16</b>	<b>90(24) +10 project</b>	<b>100%</b>

## ECONOMICS

### LEARNING OBJECTIVES:

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

### RECOMMENDED BOOKS:

Indian Economic Development, Statistics for Economics: by NCERT

### FOR REFERENCE:

1. Sandeep Garg- Indian Economic Development
2. NM Shah- Statistics for Economics

MONTH	NO. OF WORKING DAYS	COURSE CONTENT
JULY	20	<b>UNIT 1:</b> Introduction <b>UNIT 2:</b> Collection, Organisation and Presentation of Data <b>UNIT 4:</b> Development Policies and Experience: Indian Economy on the eve of independence
AUGUST	20	<b>UNIT-3:</b> Statistical Tools and Interpretation: Measure of Central Tendency, <b>UNIT-4:</b> Development Policies and Experience. Indian Eco (1950-90)
SEPTEMBER	21	<b>UNIT-3:</b> Statistical Tools and Interpretation. Positional Average and Partition Values. <b>UNIT-4:</b> Economic Reforms Since 1991
OCTOBER	16	<b>UNIT-3:</b> Statistical Tools and Interpretation: Measure of Dispersion <b>Unit 5:</b> Chap 4: Poverty
NOVEMBER	20	<b>UNIT-3:</b> Statistical Tools and Interpretation: Correlation; <b>UNIT-5:</b> Current challenges facing Indian Economy.Chap 5 : Human Capital Formation.
DECEMBER	21	<b>UNIT-5:</b> Current challenges facing Indian Economy <b>UNIT-3</b> Statistical Tools and Interpretation: Introduction to Index Numbers. Chap 6: Rural Development, Chap 7: Employment, Growth, Informalisation and other issues Chap 8 Inflation
JANUARY	13	<b>UNIT-5:</b> Current challenges facing Indian Economy. Chap 9: Infrastructure Chap 10 : Environment and Sustainable Development.
FEBRUARY	19	Revision and OTBA Reading material practice(Unit 6)

		Development Experience of India : A comparison with neighbours
<b>SYLLABUS</b>	<b>I FORMATIVE ASSESSMENT</b>	<b>Unit-1:</b> Introduction <b>Unit-2:</b> Collection, Organisation and Presentation <b>Unit-4:</b> Indian Economy on the eve of Independence
	<b>I SUMMATIVE ASSESSMENT</b>	Topics covered in July and August
	<b>II FORMATIVE ASSESSMENT</b>	Measures of Dispersion, Correlation, Comparative Development
	<b>II SUMMATIVE ASSESSMENT</b>	Entire Syllabus & Open Text Based Assessment <b>Project:</b> Challenges facing Indian Economy (topic to be given according to roll numbers) (80) + OTBA (10)+ Project (10)

### SUGGESTIONS TO PARENTS:

1. Motivate your ward to regularly be in touch with the subject.
2. Encourage your ward for the thorough reading of the book.
3. Be in touch with the concerned teachers to regularly assess the performance.
4. Devote ample time to practice numerical so as to gain proficiency in statistical tools taught.

UNITS		Marks	Time: 3 hrs. Max Marks. 100
1	Introduction	13	
2	Collection, Organisation and Presentation of Data		
3	Statistical Tools and Interpretation	27	
4	Development Experience (1947-90) and Economic Reforms since 1991	13 12	
5	Current Challenges facing Indian Economy	15	
6	Development Experience of India - A Comparison with Neighbours	10	
	Theory Paper	(40+50 = 90 Marks)	
	Project Work	10	
	<b>TOTAL</b>	<b>100</b>	

The question paper will include a Section on Open Text Based Assessment (OTBA) of 10 marks from unit-6 of Part-B. From this unit, no other questions will be asked in the theory examination. The OTBA will be asked only during the annual examination to be held in the March 2016. The open text material on the identified unit will be supplied to students in advance. The OTBA is designed to test the analytical and higher order thinking skills of students.

S.No.	Typology of Questions	VSA 1 marks	Short Answer 1 3marks	Short Answer- 2 4 marks	LA- II 6 marks	OTBA 5 marks	Marks	% Weightage
1	Remembering- (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	-	2	1	2	-	22	25%
2	Understanding- (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	1	2	1	2	-	23	25%

3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)	2	2	1	1	-	18	20%
4	High Order Thinking Skills ( Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	2	-	1	1	19	21%
5	Evaluation and Multi-Disciplinary- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	-	-	1	8	9%
	<b>TOTAL</b>	<b>5x1=5</b>	<b>9x3=27</b>	<b>3x4 = 12</b>	<b>6x6=36</b>	<b>2x5=10</b>	Theory 90+10 project= 100 Marks	<b>100%</b>

## PSYCHOLOGY

### LEARNING OBJECTIVES

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

### TEXT BOOK

Psychology Class XI : by NCERT

### RECOMMENDED BOOKS

Introduction to Psychology by Morgan and King

MONTH	NO. OF WORKING DAYS	COURSE CONTENT
<b>JULY</b>	20	UNIT I: What is Psychology? Activity: Ranking the areas of Psychology from most interesting to least according to students. UNIT II: Methods of enquiry in Psychology

		Activity: Some students will observe a class. Discuss the observation made with other students. Note the similarities and the differences in their observation.
<b>AUGUST</b>	20	UNIT II: Methods of enquiry in Psychology(contd.) Activity: Few research problems will be given to the students and they will be asked to identify the most appropriate investigatory method for each problem UNIT VI: Learning Activity: Few situations will be given and students will have to recognize the form of learning taking place in these situations.
<b>SEPTEMBER</b>	21	UNIT III: The Bases of Human Behaviour Activity 1: Note differences in interaction between parents and children belonging to different cultures.
<b>OCTOBER</b>	16	UNIT IV: Human Development Activity 1: At each stage of life the child will be asked to observe and describe the behaviour in context of his development stage. UNIT VII: Human Memory Activity: To demonstrate chunking effect. Make the students learn without chunking, then with chunking. Compare the result of the two trials.
<b>NOVEMBER</b>	20	UNIT V: Sensory, Attentional and Perceptual Process. Activity: To demonstrate perceptual sets (closing the eye after seeing a series of numbers while writing replacing them with alphabets)
<b>DECEMBER</b>	21	UNIT IX: Motivation and Emotion Activity: Think of an intense emotional experience you have gone through recently and explain the sequence of events. How can you deal with it? Share it with the class.
<b>JANUARY</b>	13	UNIT IX: Motivation and Emotion(contd.) UNIT VIII: Thinking Activity 1: Take one problem of everyday life and solve it in steps for problem solving. Activity 2: pick up an object and discuss about its usefulness in different areas except the thought and language development normal use.
<b>FEBRUARY</b>	19	Revision
<b>SYLLABUS</b>	<b>I FORMATIVE ASSESSMENT</b>	Chapter 1, 2
	<b>I SUMMATIVE ASSESSMENT</b>	All topics covered in the months of July-August
	<b>II FORMATIVE ASSESSMENT</b>	All topics covered in the months of September- November
	<b>II SUMMATIVE ASSESSMENT</b>	Whole syllabus as per CBSE guidelines.

### **SUGGESTIONS TO PARENTS:**

1. For perfection in the subject, one needs to be regular.

2. Encourage your ward to read books and articles related to Psychology in order to create a better understanding.

UNITS		Marks	<b>Time: 3 hrs. Max Marks. 100</b>
1	Introduction to Psychology	17	
2	Methods of Enquiry in Psychology		
3	The Bases of Human Behaviour	22	
4	Human Development		
5	Sensory, Attentional and Perceptual Processes		
6	Learning	17	
7	Human Memory		
8	Thinking	14	
9	Motivation and Emotion		

### DESIGN OF QUESTION PAPER

S.N o.	Typology of Questions	Learning Outcomes and Testing Competencies	Learning checks (LC) (1 Mark)	Very Short Answer (VSA) (2 Marks)	Short Answer-I (SA-I) (3 Marks)	Answer-II (SAII) (4 Marks)	Long Answer (LA) (6 Marks)	Marks	% Weightage
1	<b>Remembering-</b> (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Analytical Skills</li> <li>• Critical thinking</li> </ul>	3	2	-	2	1	21	30%
2	<b>Understanding-</b> (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)		-	4	1	1	1	21	30%
3	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)		3	-	1	2	-	14	20%
4	<b>High Order Thinking Skills</b> ( Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)		4	-	1	-	-	7	10%
5	<b>Evaluation</b> - (Appraise, judge, and/or justify the value or worth of a		-	-	1	1	-	7	10%

	decision or outcome, or to predict outcomes based on values)								
	<b>TOTAL</b>		<b>10*1=10</b>	<b>6*2=12</b>	<b>4*3=12</b>	<b>6*4=24</b>	<b>6*2=12</b>	<b>70 (28)</b>	<b>100%</b>

## **BIOLOGY**

**LEARNING OBJECTIVES:** The prescribed syllabus is expected to

1. Promote understanding of basic principles of biology.
2. Learning of emerging knowledge and its relevance to individual and society
3. Encourage rational/specific attitude to issues related to population, environment and development
4. Enhance awareness about environment issues and problems and the appropriate problems.
5. Create awareness amongst the learners about variations amongst the living and developing respect for the diversities and to appreciate that the most complex biological phenomenon are also built on essentially simple processes. It is expected that the students would get an exposure to various branches of Biology in the syllabus in a more contextual and friendly manner.

### **TEXTBOOK :**

Biology Vol I : by NCERT, New Delhi

### **RECOMMENDED BOOKS:**

Lab Manual for Biology: Pitambar Publications

Comprehensive Biology

Biology by KN Bhatia

<b>Term/Month</b>	<b>NO. OF WORKING DAYS</b>	<b>Course content</b>
<b>July</b>	20	Chapter 19: Excretory products and their elimination  Chapter 20: Locomotion and movement.  Chapter 16: Digestion and absorption  Chapter 17: Breathing and exchange of gases
		<b>Practical Work:</b> 1. Study and describe three locally available common flowering plants, one from each of the families Solanaceae, Fabaceae and Liliaceae including dissection and display of floral whorls and anther and ovary to show number of chambers. Types of root (Tap and adventitious); stem (herbaceous and woody); leaf (arrangement, shape, venation, simple and compound). 2. Study of osmosis by potato osmometer 3. Separate plant pigments through paper chromatography
<b>August</b>	20	Chapter 21 Chemical coordination and integration Chapter 22 Neural control and coordination Chapter 18: Body fluid and Circulation

		<p><b>Practical work:</b>  4.Study of distribution of stomata in the upper and lower surface of leaves.  5.Comparative study of the rates of transpiration in the upper and lower surface of leaves.  6.Test for the presence of sugar, starch, proteins and fats. To detect them in suitable plant and animal materials.</p>
<b>September</b>	21	<p><b>UNIT IV PLANT PHYSIOLOGY</b>  Chapter 11: Transport in Plants  Chapter 12: Mineral nutrition in Plants  <b>Practical work:</b>  7.Study of plasmolysis in epidermal peels (e.g. Rhoeco Leaves)  8.Preparation and study of T.S. of dicot and monocot roots and stems (primary).</p>
<b>October</b>	16	<p><b>UNIT IV Plant Physiology</b>  Chapter 13: Photosynthesis in Plants  Chapter 14 Respiration in plants  Chapter 15 Plant growth and development  <b>Practical Work:</b>  9.To test the presence of urea in urine.  10.To detect the presence of sugar in urine/blood sample.  11.To detect the presence of albumin in urine.</p>
<b>November</b>	20	<p><b>UNIT III CELL: structures and functions</b>  Chapter 8 Cell - The UNIT of Life  Chapter 10 Cell division  Chapter 9 Biomolecules  <b>Practical Work</b>  12.Study of tissues, and diversity in shapes and sizes of plant and animal cells (e.g. palisade cells, guard cells, parenchyma, collenchyma, sclerenchyma, Xylem, Phloem, Squamous epithelium, Muscle fibers and mammalian blood smear) through temporary/Permanent slides.</p>
<b>December</b>	21	<p><b>UNIT II Structural Organisation in Plants And Animals</b>  Chapter 5 Morphology of Flowering Plants  Chapter 6 Anatomy of Flowering Plants  Chapter 7 Structural Organisation of Animals</p>
		<p><b>Practical Work</b>  13.Study of mitosis in onion root tip cells and animals cells (grasshopper) from permanent slides</p>



<b>January</b>	<b>13</b>	<b>UNIT I</b> Diversity in Living World Chapter 2 Biological Classification Chapter 3 Plant kingdom Chapter 4 Animal kingdom <b>Practical Work</b> 14. Study of the specimens/slides/models and identification with reasons Bacteria, Oscillatoria, Spirogyra, Rhizopus, mushroom, yeast, liverwort, moss, fern, pine, one monocotyledonous plant and one dicotyledonous plant and one lichen.
<b>February</b>	<b>19</b>	<b>Revision</b>
<b>Syllabus</b>	<b>I FORMATIVE ASSESSMENT</b>	Chapter 19, 20
	<b>I SUMMATIVE ASSESSMENT</b>	All topics covered in the month of July and August
	<b>II FORMATIVE ASSESSMENT</b>	Topics covered in the month of October and November.
	<b>II SUMMATIVE ASSESSMENT</b>	Entire Syllabus as per CBSE guidelines will be evaluated (OTBA of 10 marks based on the material provided by CBSE from Chapter 18 and 21)

### DESIGN OF QUESTION PAPER

UNITS		Marks	<b>Time: 3 hrs. Max Marks. 70</b>
1	Diversity of Living Organisms	07	
2	Structural Organisation in Plants and Animals	11	
3	Cell: Structure and Function	15	
4	Plant Physiology	17	
5	Human Physiology* (A) section for OTBA Human Physiology (B)	10 10	

S.No.	Typology of Questions	Very Short Answer (VSA) (1 mark)	Short Answer -I (SA-I) (2 marks)	Short Answer -II (SA-II) (3 marks)	Value based question (4 marks)	Long Answer (LA) (5 marks)	Total Marks	% Weightage
1	Remembering- (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite,	2	1	1	-	-	7	10%

	<b>information)</b>							
2	<b>Understanding- (Comprehension -To be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)</b>	-	2	4	-	1	21	30%
3	<b>Application (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)</b>	-	2	4	-	1	21	30%
4	<b>High Order ThinkingSkills (Analysis &amp; Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)</b>	2	-	1	-	1	10	14%
5	<b>Evaluation and Multi-Disciplinary- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)</b>	1	-	2	1	-	11	16%
	<b>TOTAL</b>	<b>1*5=5</b>	<b>5*2=10</b>	<b>12*3=36</b>	<b>1*4=4</b>	<b>3*5=15</b>	<b>70(26)</b>	<b>100%</b>

**Note: The question paper of the year end examination to be held in the March 2017 will include a Section on Open text based assessment (OTBA) which will include questions of a total of 10 marks. No other questions will be asked from the unit earmarked for OTBA. The open text material will be supplied in advance. This material is designed to test the analytical and higher order thinking skills of students.**

## PHYSICAL EDUCATION

TEXT BOOK: SARASWATI HEALTH AND PHYSICAL EDUCATION

BY- DR. V.K SHARMA

<b>MONTH</b>	<b>NO. OF WORKING DAYS</b>	<b>COURSE CONTENT</b>
July	20	<b>UNIT –2 Physical fitness,Wellness and lifestyle</b> <b>Unit -1 Changing Trends And Career In Physical Education</b>
August	20	<b>Unit-3 Olympic Movement</b> <b>UNIT -4 Yoga</b>
September	21	<b>UNIT-5 Doping</b>
October	16	<b>Unit- 6 Physical Activity Environment</b>
November	20	<b>Unit-7 Test And Measurement In Sports.</b> <b>Unit-9 Biomechanics And Sports</b>
December	21	<b>Unit-9 Biomechanics And Sports(contd..)</b> <b>Unit -10 Psychology And Sports</b>
January	13	<b>Unit-11 Training In Sports</b>
Febuary	19	<b>Revision</b>
	<b>I FORMATIVE ASSESSMENT</b>	<b>Unit 1, 2, 3</b>
	<b>I SUMMATIVE ASSESSMENT</b>	<b>Unit 1, 2, 3,4, 5</b>
	<b>II FORMATIVE ASSESSMENT</b>	<b>Unit 6, 7, 9</b>
	<b>II SUMMATIVE ASSESSMENT</b>	<b>Entire Syllabus will be evaluated</b>

### **SUGGESTIONS TO PARENTS:**

- 1.) Parents are advised to ensure that their children attend the school regularly
- 2.) They should check that their children are not missing all assignment and **Practicals.**

## GENERAL STUDIES

### Learning Objectives

- To inculcate in children awareness on current topics and enhance their general knowledge and awareness
- To enhance in students the leadership skills and ability to work effectively in groups
- To instil moral values in children

Month	Number of working days	Course Content
July	20	<ul style="list-style-type: none"><li>• Adopting environmental friendly practice.</li><li>• Reducing water and carbon footprint</li></ul>
August	20	<ul style="list-style-type: none"><li>• Inculcating in children gender sensitivity</li><li>• Challenging gender stereotypes</li></ul>
September	21	<ul style="list-style-type: none"><li>• Study Skills and Time Management</li></ul>
October	16	<ul style="list-style-type: none"><li>• Discussion on conflict between North and South Korea</li><li>• Discussion on conflict between Palestine and Israel</li></ul>
November	20	<ul style="list-style-type: none"><li>• Panel Discussions and debates on current topics along with Quiz</li><li>• Latest inventions and discoveries</li><li>• Emerging faces from rural arena</li></ul>
December	21	<ul style="list-style-type: none"><li>• Know Thy World: Discussion on state of economies of various countries ( Russia, Brazil, USA, China and also developing and emerging world economies</li></ul>
January	13	<ul style="list-style-type: none"><li>• Communication Skills</li></ul>
February	19	<ul style="list-style-type: none"><li>• Managing Exam Anxiety and test taking skills</li></ul>

## ENTERPRISE CLUB

### LEARNING OBJECTIVES

1. To develop financial analytical thinking.
2. To enable students to understand the concept of entrepreneurship effectively and to make informed decisions with their financial resource.
3. To understand the role of entrepreneur in developing the economy of the country.

Month	No. Of Working Days	Course Content
July	20	<b>Meaning of Entrepreneurship</b> <b>Ways to raise capital by an Entrepreneur</b> Report Writing and Group Discussion
August	20	<b>Top 5 women entrepreneurs in India</b> Collage Making
September	21	<b>“Women entrepreneurs V/S Men entrepreneurs”</b> Debate
October	16	<b>Top 10 Entrepreneurs in the world</b> PowerPoint
November	20	<b>Top 10 CEO’s in India</b> <b>Quiz</b> :Intersection quiz
December	21	<b>Activity:</b> SWOT Analysis
January	13	<b>Risk involved with Entrepreneurship</b> Group discussion
February	19	<b>Activity:</b> Make a mini store in class and students make products to sell
<b>SA 1</b> <b>(Assessment in August – September)</b>		Grading to be done on the basis of regularity, activity participation and work submitted during term-I
<b>SA 2</b> <b>(Assessment in December – January)</b>		Grading to be done on the basis of regularity, activity participation and work submitted during term-II

## **INTERACT CLUB**

### **LEARNING OBJECTIVES**

1. To inculcate the virtue of philanthropy in learners,
2. To sensitize the learners towards the needs of the underprivileged and
3. To instill a sense of gratitude in the learners

Month	No. Of Working Days	Course Content
July	20	<b>Donation Drive:</b> collection of old clothes, books and toys to be given to Nayjyoti Foundation’ through Interact Club of the school.
August	20	<b>Buddy System:</b> Learners will be asked to mentor and guide students from junior classes.
September	21	<b>Gift making</b>
October	16	<b>Each one teach one:</b> Learners will be asked to prepare small lesson plans for class 4 employees of the school
November	20	<b>Visit to orphanage/ old age home:</b> Report writing
December	21	Display Board making on the theme ‘Altruism’
January	13	<b>Gift making</b>

February	19	Walk for change
SA 1 (Assessment in August – September)		Grading to be done on the basis of regularity, activity participation and work submitted during term-I
SA 2 (Assessment in December – January)		Grading to be done on the basis of regularity, activity participation and work submitted during term-II

## NEWS & BROADCASTING

### LEARNING OBJECTIVES

To enable children to familiarize with the nuances of news reading and to enhance their communication skills.

Month	No. Of Working Days	Course Content
July	20	<b>Writing News</b> <b>Theme:</b> School events & Day to Day news
August	20	<b>Writing news</b> <b>Theme:</b> Sports news, Weather news
September	21	<b>Panel Discussion:</b> Current topics
October	16	<b>News Recording:</b> Different news topics will be assigned to the students & they will present news on the given topic
November	20	<b>News recording</b> continue.. Debate topic: Freedom of press
December	21	<b>Group Discussion:-</b> Important steps to keep in mind while broadcasting the news.
January	13	Make a collage of school activities conducted in the year.
February	19	Revision
SA 1 (Assessment in August – September)		Grading to be done on the basis of regularity, activity participation and work submitted during term-I
SA 2 (Assessment in December – January)		Grading to be done on the basis of regularity, activity participation and work submitted during term-II

## SUPW- E-Sagarika

### LEARNING OBJECTIVES

5. To help students improve their communication skills.
6. To enable students think creatively and be able to present their thoughts appropriately
7. To develop the spirit of community service.

<b>MONTH</b>	<b>NO. OF WORKING DAYS</b>	<b>COURSE CONTENT</b>
<b>July</b>	20	<b>Theme: Importance of SPORTS</b> <b>PowerPoint Presentation:</b> Students will explore the effect of sports in maintaining good health.
<b>August</b>	20	<b>Theme: INDEPENDENCE DAY</b> <b>Article Writing:</b> Paying Homage to soldiers guarding our borders.
<b>September</b>	21	<b>Theme: TEACHER'S DAY</b> <b>Card Making:</b> Students will make e-cards for to express gratitude to teachers.
<b>October</b>	16	<b>Theme: FESTIVALS OF INDIA</b> <b>Collage Making :</b> Festivals help us to maintain unity. It adds vigour and zeal to life. A group Discussion
<b>November</b>	20	<b>Theme: THANKS GIVING</b> <b>Quote Writing or Slogan writing:</b> Students will write slogans and quotes for expressing their thankfulness.
<b>December</b>	21	<b>Theme: WORLD AIDS DAY</b> <b>Project:</b> Students will discuss the reasons for spreading of deadly disease. They will also discuss the ways to prevent it.
<b>January</b>	13	<b>Theme: REDUCE, REUSE AND RECYCLE</b> <b>Presentation:</b> Students will explore the methods of conserving resources in daily life.
<b>February</b>	19	<b>Theme: WORLD CANCER DAY</b> <b>Article Writing:</b> Students will prepare an article on causes, cure and prevention of Cancer
<b>SA 1 (Assessment in August – September)</b>		Grading to be done on the basis of regularity, activity participation and work submitted during term-I
<b>SA 2 (Assessment in December – January)</b>		Grading to be done on the basis of regularity, activity participation and work submitted during term-II

## MARKING SCHEME & EVALUATION (2016 - 2017)

XI	FA 1	FA 2	SA 1	SA 2
<b>ENG</b>	30	30	80+20(ASL)*	80+20(ASL)*
<b>CHEMISTRY</b>	30	30	70+30(Pr)	70+30(Pr)
<b>B. STUDIES</b>	30	30	90+10(Proj)	90+10(Proj)
<b>MATHS</b>	30	30	100	100
<b>PHYSICS</b>	30	30	70+30(Pr)	70+30(Pr)
<b>ACCOUNTS</b>	30	30	90+10(Proj)	90+10(Proj)
<b>BIOLOGY</b>	30	30	70+30(Pr)	70+30(Pr)
<b>PSYCHOLOGY</b>	30	30	70+30(Pr)	70+30(Pr)
<b>ECONOMICS</b>	30	30	90+10(Proj)	90+10(Proj)
<b>PHYSICAL EDUCATION</b>	30	30	70+30(Pr)	70+30(Pr)
<b>GEOGRAPHY</b>	30	30	70+30(Pr)	70+30(Pr)
<b>COMP.SC.</b>	30	30	70+30(Pr)	70+30(Pr)
<b>General Studies</b>	25.	.....	25	.....
<b>CUMULATIVE WT.</b>	<b>15marks</b>	<b>15 marks</b>	<b>30 marks</b>	<b>40 marks</b>

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### **NOTE:**

- (I) FA 1: Pen & paper test of duration 60 mins
- (II) FA 2: Pen & paper test of duration 60 mins
- (III) SA 1 : Pen & paper test of duration 3 hours
- (IV) SA 2 : Pen & paper test of duration 3 hours

### Abbreviations used

1. ASL: Assessment of speaking and learning skills.
2. Pr: Practical assessment
3. Proj: Project

General Studies assessment will be based on numerical ability, verbal ability, current affairs, general knowledge and mental ability.

\*Internal assessment in English will be based on conversation skills (10marks) and reading project(10 marks)