



# TAGORE INTERNATIONAL SCHOOL

## EAST OF KAILASH, NEW DELHI

Class XII  
PARENT SYLLABUS 2026 -2027  
HUMANITIES  
TERM1

Month	English	Geography	Political science	History	Psychology	Ped.	Home Sc	Math	Economics	Painting	IP
<b>March</b>  <b>Topic</b>  <b>Subtopic</b>  <b>Learning Outcome</b>  <b>Activity1</b>  <b>Activity2</b> <b>Life Skill</b> <b>Value</b> <b>Gender</b> <b>Health and Wellness</b>	<b>Topic: Notice Writing</b>  <b>Sub-topics:</b> Format: name of the issuing organisation, the word <b>NOTICE</b> , Date, Heading, Writer's name and designation · <b>Content:</b> what, where, when, how · <b>Expression:</b> overall organisation, relevance of the content, grammatical accuracy and fluency  <b>Learning Outcome</b>  1. identify and apply the correct format of a notice  2. differentiate	<b>Book 1 Human Geography SUB TOPICS</b> Nature of human geography: the naturalization of humans (environmental determinism), humanization of nature (possibilism), and neo-determinism. History of human geography, its fields, and sub-fields. Broad stages and thrust of Human geography. <b>Learning Outcomes:</b> <b>Each student will be able to-</b> Elucidate the Interdependence between Nature and Human beings. State the fields	<b>BOOK 1: CONTEMPORARY WORLD POLITICS</b> <b>Topic:</b> The End of Bipolarity <b>Subtopics:</b> The Cold War Era; Bipolar World; The Disintegration of the Soviet Union; Consequences of Disintegration; Shock Therapy and Its Impact; New World Order <b>Learning Outcomes:</b> Explain the meaning of a bipolar world; Analyze the reasons for the disintegration of the Soviet Union; Evaluate the consequences of the end of the Cold War; Understand the	<b>Book 1 1.Bricks, Beads and Bones- The Harappan Civilization .</b>  <b>Sub Topics-</b> Excavation of Harappa Study of artifacts Town planning Society Economic activities <b>Learning Outcomes: Each student will be able to-</b> -Trace the early urban centres in atleast 8 points. -Highlight the extent of the civilization in at least 3 points. - List the causes for the decline of the Civilization -List the different material for craft production -Write a note on Town Planning -Analyze	<b>Topic: Meeting Life Challenges</b>  <b>Subtopics:</b> Effects of stress on psychological functioning and health.  General Adaptation Syndrome  Coping with stress  Stress Management Techniques Promoting positive health and well being  <b>Learning Outcomes:</b> Students will be able to: Describe the effects of stress on psychological functioning	<b>Topic Management of Sporting Events</b>  <b>Subtopic</b> Functions of Sports Events Management (Planning, Organizing, Staffing, Directing & Controlling) Various Committees & their Responsibilities (Pre, During & Post-event) Fixtures and its Procedures (Knock-Out, League, Combination tournaments) Intramurals and Extramurals - Meaning, Objectives &	<b>Development Communication and Journalism</b>  <b>Learning Outcomes:</b> <b>Each student will be able to-</b>  Understand the importance of development communication and journalism for social change and development.  Identify the skills required for a career in communication and journalism  Comprehend the scope of this discipline and the career options available.  <b>Clinical Nutrition</b>	<b>Topic: Matrices</b> <b>Sub Topics:</b> 1. Matrix- Introduction & Types of matrices 2. Operations on matrices 3. Transpose of a matrix 4. Symmetric and Skew symmetric matrices <b>Learning Outcomes:</b> *identify a element of a matrix, *apply the basic operations of +, - *define various types of matrices and solve the problem of equality of matrices Activity- To verify that the determinant of the product of two	<b>Development Experiences of India (1947-1991)</b> *India on the eve of independence*Five year planning *Indian agriculture, industrial growth, foreign trade *New Economic Reforms- 1991 <b>Subtopics:</b> -Need for economic reforms -Liberalisation- Privatisation- Globalisation <b>Learning Outcomes:</b> The learners will be able to: 1. State the goals of India's Five Year Plans 2. Comprehend the development policies in different sectors such as agriculture,	<b>Theory:</b> Topic – The Manuscript miniature painting tradition  Sub Topic- Jain school Pala school Sultanate school 1-The Rajasthan school of miniature painting *origin and development of Rajasthan school *characteristics  <b>Practical-</b> Topic-Abstract painting with the organic shapes and geometric shapes  <b>Learning outcomes</b>  Each student will be able to: paraphrase the	Unit 1: Data Handling using Pandas -I  Introduction to Python libraries- Pandas, Matplotlib;  Data structures in Pandas - Series and Data Frames.  Series: Creation of Series from – ndarray, dictionary, scalar value; mathematical operations; Head() and Tail() functions; Selection, Indexing and Slicing.  <b>Learning Outcomes:</b>

<p>between formal and informal writing styles</p> <p>3. recall essential elements required in an effective notice</p> <p>4. write a structured and well-formatted notice</p> <p>5. edit and proofread a notice to enhance clarity and correctness</p> <p><b>Activity 1</b></p> <p>Completing a letter through a relay writing activity</p> <p><b>Activity 2</b></p> <p>Art Integrated Activity: Creating templates for notice writing on Pinterest</p> <p><b>Life Skills</b></p> <p>Effective written communication</p> <p><b>Topic: Letter to the Editor</b></p> <p><b>Sub topics:</b></p>	<p>and subfields of Human Geography and its relationship with other branches of Social Sciences. Differentiate between Environmental Determinism and Possibilism. Explain Neo-determinism with examples from real life.</p> <p><b>Activity 1</b></p> <p>Compare Benda and Kiera's case study (Posiiblism and Determinism)</p> <p><b>L-2 The World</b></p> <p><b>Population: Distribution, Density, and Growth</b></p> <p><b>SUB TOPICS</b></p> <p>Patterns of population distribution, The density of the population, factors affecting the distribution of the population. Population growth, components of population change, migration. Trends in population growth. Doubling time of World population.</p>	<p>concept of a new world order</p> <p><b>Activity 1</b> (Handson/Experimental): Create a timeline showing key events from the Cold War to the disintegration of the Soviet Union</p> <p><b>Activity 2</b> (Reflective/Collaborative): Group discussion on how the end of bipolarity changed global power relations</p> <p><b>Value:</b> Peace and Cooperation – understanding the importance of global harmony and conflict resolution</p> <p><b>Topic:</b> Contemporary Centres of Power</p> <p><b>Subtopics:</b> Rise of China as an Economic Power; Role of European Union; Japan as an Economic Power; Russia and Its Role; India as an Emerging Power</p> <p><b>Learning Outcomes:</b> Identify major centres of power in the</p>	<p>the growth of trade in at least 8 points.</p> <p>-Explain why the Harappan script is enigmatic -Give an account of the historians who discovered the Civilization</p> <p><b>Activity 1</b></p> <p>Map Work - Locate and label the important sites of the Indus Valley Civilization on the political map of India.</p> <p><b>Activity 2</b></p> <p>Art Integration – Create drawings of Indus Valley streets, houses, and artifacts.</p> <p><b>2.Kings, Farmers and Towns- Early states and Economies 600 BCE to 600 CE</b></p> <p><b>Sub topics</b></p> <p>Princep and Piyadassi -The Earliest States An Early Empire - New Notions of Kingship -A Changing Countryside - Towns and Trade</p> <p>-How Are Inscriptions Deciphered ?</p> <p><b>Learning</b></p>	<p>Explain the GAS model</p> <p>State the different coping techniques</p> <p>Explain stress management techniques</p> <p>Describe life skills that help people to stay healthy</p> <p>Explain factors that promote positive health and well-being</p> <p><b>Activity 1:</b> Turning Failure into Strength” Students share one challenge they overcame and identify: Hardiness (Commitment, Control, Challenge)</p> <p><b>Activity 2:</b> Relaxation-Based Activities Deep Breathing Exercises Progressive Muscle Relaxation Meditation</p> <p><b>Value:</b> Sound</p>	<p>Significance Community Sports Program (Sports Day, Health Run, Run for Fun, Run for a Cause &amp; Run for Unity)</p> <p><b>Learning Outcome</b></p> <p>Each student will be able to: Explain types of tournaments and draw Fixtures – Knock-Out (Bye &amp; Seeding) &amp; League (Staircase &amp; Cyclic)</p> <p>Know the different types of committees for organizing tournaments (pre; during &amp; post)</p> <p>Differentiate between Intramural &amp; Extramural</p> <p>Describe different types of Sports Programmes</p>	<p><b>and Dietetics</b></p> <p><b>Learning outcomes</b></p> <p>Understand and describe the significance and scope of clinical nutrition and dietetics.</p> <p>Describe the role and function a dietician/ clinical nutritionist/ medical nutrition therapist.</p> <p>Explain the knowledge and skills required for a career in clinical nutrition and dietetics.</p> <p><b>Values:</b> Social awareness, Critical thinking, team work</p> <p><b>Life Skills:</b> Creative Thinking, Problem-Solving, Decision-Making.</p> <p><b>Health and Wellness:</b> Spreading</p>	<p>matrices is equal to the product of their determinants. Value Developed: Gender Sensitivity</p> <p>Topic:Determinants</p> <p>Sub Topics:</p> <ol style="list-style-type: none"> <li>Determinant-Introduction</li> <li>Area of triangle</li> <li>Adjoint and inverse of a matrix</li> <li>Applications of Determinants and matrices</li> </ol> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>*define inverse of a matrix.</li> <li>*Perceive the concept of Determinants, minors, cofactors, adjoint and inverse.</li> <li>* find the area of triangle</li> <li>* solve the system of equations using matrices</li> </ul> <p>Activity: To find the inverse of a non-singular matrix and verify that <math>A (A^{-1})</math></p>	<p>industry and foreign trade from 1950-1990</p> <p>3.Highlight and discuss the merits and limitations of a regulated economy.</p> <p>4.State the reasons behind the reform policies introduced in India in 1991</p> <p>5. Comprehend the process of globalisation and its application in Indian economy</p> <p>6.Critically analyse the impact of reform process in various sectors</p> <p><b>MONEY AND BANKING</b></p> <p><b>Subtopics:</b></p> <ul style="list-style-type: none"> <li>*Barter exchange and its limitations,</li> <li>*Meaning of 'money' , 'money supply'</li> <li>*Types of money.</li> <li>*Credit creation.</li> <li>*Functions of Central Bank</li> </ul> <p><b>Learning Outcomes:</b></p> <p>The learners will be able to:</p> <ol style="list-style-type: none"> <li>Define and</li> </ol>	<p>history of Manuscript miniature paintings in India and different sub schools under it.</p> <p>Familiar with the process of making miniature paintings and its importance</p> <p>Incorporate the elements of art in the artwork</p> <p>applies artistic and aesthetic sensibility in day-to-day life</p>	<ul style="list-style-type: none"> <li>● Identify Python libraries such as Pandas and Matplotlib used for data handling and visualization. (Remember)</li> <li>● Explain the concepts of Pandas data structures: Series and DataFrames. (Understand)</li> <li>● Create Pandas Series from ndarrays, dictionaries, and scalar values. (Apply)</li> <li>● Use head() and tail() functions to examine data. (Apply)</li> <li>● Perform and analyze mathematical operations on Pandas Series. (Analyze)</li> <li>● Implement selection, indexing, and slicing techniques on Pandas Series to retrieve required data. (Apply / Analyze)</li> </ul>
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<ul style="list-style-type: none"> <li>Format (Sender's address, Date, Editor's address, Subject, Salutation, Body, Complimentary close)</li> <li>Purpose and Tone</li> <li>Types: Complaint, Suggestion, Public Awareness, Appreciation</li> <li>Formal language and coherence</li> <li>Common errors</li> </ul> <p><b>Learning Outcome</b></p> <ol style="list-style-type: none"> <li><b>Identify</b> correct format components in a worksheet.</li> <li><b>Differentiate</b> between formal and informal tone</li> <li><b>Draft</b> a 120–150 word letter on a given social issue</li> <li><b>Use</b> at least 5 formal vocabulary expressions</li> </ol>	<p>Spatial pattern and impact of population change.</p> <p>Demographic transition theory and population control measures.</p> <p><b>Activity 1</b> Calculate density of population of students in all classes of 11 and 12</p> <p><b>Learning Outcomes:</b> Calculate density of population, birth rate and death rate.</p> <p>Name and define the components responsible for population change.</p> <p>Understand the stages of population growth in the world using Demographic Transition Theory.</p> <p>Suggest measures to control population growth.</p> <p>Define the</p>	<p>contemporary world; Analyze the economic and political rise of different countries; Compare the role of various global powers; Understand shifting power dynamics in world politics</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a comparative chart showing economic and political strengths of major global powers</p> <p><b>Activity 2</b> (Reflective/Collaborative): Group discussion on which country is the most influential global power today and why</p> <p><b>Life Skill:</b> Analytical Thinking – evaluating global trends and forming reasoned conclusions</p>	<p><b>Outcomes:</b> - - Trace the growth of urban economies in at least 3 points. - Write at least 8 points on why the sixth century B.C was a major turning point in early Indian history. - List the causes for the rise of Magadha in at least 8 points - Discuss the Mauryan administration in at least 8 points. - Give at least 4 points on the divine theory of Kingship -Discuss the discovery of the Brahmi and Kharoshti scripts in at least 3 points. - Write the limitations of inscriptional evidence in at least 3 points.</p> <p><b>Activity 1</b> Locate and label the Janapadas and Mahajanapadas on the political map of India.</p> <p><b>Activity 2</b> Art Integration Design/ sketch</p>	<p>mind and body.</p>			<p>awareness, hygiene and healthy lifestyles, preventive healthcare.</p> <p><b>Gender sensitivity:</b> Equal access to healthcare and information.</p> <p><b>Activity 1:</b> Evaluate a job advertisement and find out if it provides the required details.</p> <p><b>Activity 2:</b> Students will plan menu for school canteen and Mid-day meal scheme and prepare a nutritious meal.</p>	<p>)= 1 Value: Teamwork, confidence, and logical thinking</p> <p><b>Topic: Inverse Trigonometric Function</b> <b>Sub-Topic</b> *Domain/Range *Principal Value Branches</p> <p><b>Learning Outcomes:</b> *evaluate the domain / range of inverse trigonometric functions *perceive the concept of principle branches, sketch the graphs of inverse trigonometric functions- Sin inverse x, sin inverse 2x. Activity: To explore the principal value of using a unit circle.</p> <p><b>Health and Wellness</b></p>	<p>understand the concept of money</p> <ol style="list-style-type: none"> <li>Classify various components of Money Supply-M1</li> <li>Understand and analyse the working of money (deposit) multiplier and its role in creating money supply</li> <li>Discuss the functions of Central Bank</li> </ol>		<p><b>Activity 1</b> Make series Programs</p> <p><b>Activity 2</b> Compile Record File</p> <p>Life Skills- Problem Solving Skills, Decision-making skills, Critical Thinking</p>
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	<p>appropriately in writing</p> <p>5. <b>Edit and peer-review</b> a letter identifying minimum four errors</p> <p><b>Activity1</b></p> <p>Identify errors in a poorly written letter</p> <p><b>Activity 2</b></p> <p><b>Relay editing through a worksheet</b></p> <p><b>Life Skills</b></p> <p>Critical thinking, Problem solving, Effective communication</p> <p><b>Topic: My Mother at Sixty-six</b></p> <p><b>Sub topics</b></p> <ul style="list-style-type: none"> <li>• Theme of ageing</li> <li>• Fear of loss</li> <li>• Mother-daughter bond</li> <li>• Imagery and symbolism</li> <li>• Contrast (young trees vs old mother)</li> <li>• Poetic devices</li> </ul> <p><b>Learning</b></p>	<p>following terms: Growth of population, Natural growth of population, Positive growth of population, Negative growth of population</p> <p><b>Activity 1</b> <b>Poster making – Imprints of humans on nature</b> <b>Value: Living with nature in harmony</b></p>		<p>replica coins inspired by early punch-marked coins using cardboard or clay</p> <p><b>H&amp;W-</b> Sanitation</p>							
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	<p><b>Outcome</b></p> <ol style="list-style-type: none"> <li>1. Interpret the theme of ageing and insecurity.</li> <li>2. Describe the imagery and pick out the poetic devices.</li> <li>3. Relate the poem to personal experiences.</li> <li>4. Identify tone and mood.</li> <li>4. Develop empathy toward elderly family members</li> </ol> <p><b>Activity 1</b></p> <p>Role-play: Conversation between the poet and mother</p> <p><b>Activity 2</b></p> <p>Art Integrated Activity: Poster on, Care for the Elderly</p> <p><b>Values</b> Emotional resilience Respect for elders</p> <p><b>Topic</b> The Last Lesson</p>										
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**Sub-topics:**

- Historical background (Franco-Prussian War)
- Character sketch – Franz and M. Hamel
- Theme of linguistic imperialism
- Irony and symbolism
- Significance of last lesson
- Relevance in contemporary India

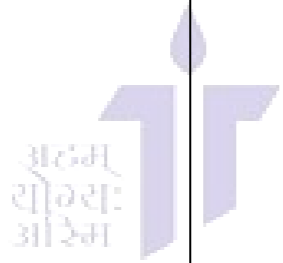
**Learning Outcome**

1. Summarise the lesson in **150 words**
2. Analyse Franz's transformation citing **at least 3 textual evidences**.
3. Evaluate the theme of linguistic identity in a **200-word analytical paragraph**.
4. Identify **4 literary devices** with examples from text.
5. Compare the text with another



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<p>Flamingo chapter in a structured response</p> <p><b>Activity 1</b></p> <p>Role Play: M.Hamel's final speech</p> <p><b>Activity 2</b></p> <p>Art integrated Activity: creating a diary entry as Franz (before and after class)</p> <p><b>Topic: The Third Level</b></p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Concept of Time Travel</li> <li>• Escapism vs Reality</li> <li>• Role of Sam (psychiatrist)</li> <li>• Symbolism of Galesburg</li> <li>• Irony &amp; Narrative Technique</li> </ul> <p><b>Learning Outcome</b></p> <p>1. <b>Identify and explain</b> at least <b>two themes</b> of the story with textual evidence</p> <p>2. <b>Differentiate</b> between fantasy</p>										
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	<p>and reality</p> <p>3. <b>Evaluate</b> Charley's psychological state of mind</p> <p>4. <b>Evaluate</b> escapism as a coping mechanism in a class debate</p> <p><b>Activity1</b></p> <p>Role Play: Interview between Charley and Sam</p> <p><b>Activity 2</b></p> <p>Debate: Escapism is a necessary coping mechanism in modern life</p> <p><b>Health and Wellness:</b> Mental health awareness</p>										
<p><b>April</b></p> <p><b>Topic</b></p> <p><b>Subtopic</b></p> <p><b>Learning Outcome</b></p> <p><b>Activity1</b></p>	<p><b>Topic: The Tiger King</b></p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Character sketch of the Maharaja</li> <li>• Theme of fate vs free will</li> <li>• Satire on autocracy</li> <li>• Irony and humour</li> <li>• Symbolism of the tiger</li> </ul>	<p><b>Book-1</b></p> <p><b>L-3 Human Development</b></p> <p><b>SUB TOPICS</b></p> <p>Concept of growth and development</p> <p>Four pillars of human development</p> <p>Approaches to human development</p> <p>Measuring human development. Inter</p>	<p><b>Topic:</b> Contemporary South Asia</p> <p><b>Subtopics:</b> Military and Democracy in Pakistan; Democracy and Development in Bangladesh; Monarchy and Democracy in Nepal; Ethnic Conflict and</p>	<p><b>3.Kinship, Caste and Class-Early Societies 600 BCE600 CE</b></p> <p><b>Sub topics- -</b> Kinship and marriage -Social Differences - Beyond birth-Resources and States -Handling Texts -A Dynamic Text <b>Learning</b></p>	<p><b>Topics: Self and Personality</b></p> <p><b>Subtopics:</b> Concept of self</p> <p>Cognitive and behavioral aspects of self</p> <p>Culture and self</p> <p>Concept of personality</p>	<p><b>Topic</b> <b>Children &amp; Women in Sports</b></p> <p><b>Subtopic</b> Exercise Guidelines of WHO for Different Age Groups Common Postural</p>	<p><b>Public Nutrition and Health</b></p> <p><b>Learning outcome</b></p> <p>Understand the significance and scope of public nutrition.</p> <p>Have knowledge about the nutritional</p>	<p>Continuity and Differentiability</p> <p>Sub Topic: *Chain Rule, product Rule and Quotient Rule – Recapitulation *Implicit and Inverse trigonometric function Derivatives *Logarithmic Differentiation</p>	<p><b>GOVERNMENT BUDGET</b></p> <p><b>Subtopics:</b> *Meaning and objectives of government budget *Components of government budget. *Differentiation between various components of</p>	<p><b>Theory:</b> 1-The Rajasthan school of miniature paintings *Paintings and artists of Rajasthan school 2- The Pahari school of miniature painting *Origin and development of Pahari school</p>	<p>Data Frames: Creation- from dictionary of Series, list of dictionaries, Text/CSV files,  display; iteration; Operations on rows and columns: add, select, delete,</p>

<p><b>Activity2</b> <b>Life Skill</b> <b>Value</b> <b>Gender</b> <b>Health and</b> <b>Wellness</b></p>	<p>• Narrative style</p> <p><b>Learning Outcome</b></p> <p>1. <b>Identify and explain</b> elements of satire and irony 2. <b>Draft</b> the character sketch of the Maharaja 3. <b>Evaluate</b> the theme of fate vs free will through a class debate 4. <b>Create</b> a newspaper report/diary entry reflecting satire</p> <p><b>Activity 1</b></p> <p>Debate: Fate determines destiny more than human action</p> <p><b>Activity 2</b></p> <p>Creating a newspaper report/diary entry, reflecting satire</p> <p><b>Health and Wellness:</b> Emotional regulation, Ego management</p> <p><b>Topic: Deep Water</b> <b>Sub-topics:</b></p>	<p>national comparison</p> <p><b>Learning Outcomes</b></p> <p>Differentiate between growth and development Explain the three basic indicators of human development and measure the level of Human Development Describe Human Development Index published by UNDP. Compare HDI with the Human Poverty Index. Explain the key pillars of human development with examples. Compare Income approach, Welfare approach, Basic Needs approach and Capability approach to understand the concept Human Development Categories countries on the basis of their HDI and explain their characteristics</p> <p><b>Book 2</b> <b>L-1 Population: Distribution.</b></p>	<p>Democracy in Sri Lanka; Democracy in Bhutan and Maldives; Regional Conflicts and Cooperation</p> <p><b>Learning Outcomes:</b> Understand political developments in South Asian countries; Analyze challenges to democracy in neighboring countries; Compare democratic and non-democratic regimes; Evaluate issues of conflict and cooperation in the region</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a comparative chart showing political systems (democracy, monarchy, military rule) in South Asian countries</p> <p><b>Activity 2</b> (Reflective/Collaborative): Group discussion on common challenges faced by South Asian nations and ways</p>	<p><b>Outcomes:</b> - Trace the development of class and caste societies in early India in at least 8 points. -Write about the prevalent caste system in at least 8 points -Justify the need for gender empowerment from a historical perspective in at least 8 points - Write at least 3points on the duties laid down in the Dharmashastra for the four varnas. - Explain in at least 8 points whether the Mahabharat a could have been the work of a single author - Analyze in 3 points why the Mahabharat a is a dynamic text.</p> <p><b>Activity 1</b> Epic Analysis Activity- Analyze stories of Eklavya and Draupadi. Identify social norms, conflict and values.</p> <p><b>Activity 2</b> Create a family</p>	<p>Major approaches to the study of personality</p> <p><b>Learning Outcomes:</b> Describe the concept of self</p> <p>Describe important concepts like self-esteem, self-concept, and self-efficacy</p> <p>Differentiate between the Indian and western view of self</p> <p>Explain Type approaches, Trait approaches, Five-factor model of personality, Behavior approach, Cultural ,Humanistic approach</p> <p><b>Activity 1:</b> Short role-play or scenario: "Conflict with a friend" or "Handling exam stress" Students identify skills used from Daniel Goleman's</p>	<p>Deformities (Knock Knee, Bow Legs, Flat Foot, etc.) Women Participation in Sports - Physical, Psychological &amp; Social Benefits Special Considerations (Menarche &amp; Menstrual Dysfunction) Female Athletes Triad (Osteoporosis, Amenorrhea, Eating Disorders)</p> <p><b>Learning Outcome</b> Explain exercise guidelines for different stages of growth and development. Describe different postural deformities and their cause and remedy. Recognize the role and importance of sports participation of women in India. Understand special considerations related to</p>	<p>problems of public health significance.</p> <p>Be acquainted with the government programs that are in operation to tackle important nutritional problems.</p> <p>Describe the role and functions of a public health nutritionist.</p> <p>Explain the knowledge and skills required for a career in public health nutrition.</p> <p><b>Food Processing and Technology</b></p> <p><b>Learning outcome</b></p> <p>Understand what is food processing and technology, its history, development, and present status.</p> <p>Explain the significance and basic concepts of the subject.</p> <p>Be aware of the</p>	<p>*Higher order derivatives. *continuity and differentiability</p> <p><b>Learning Outcomes:</b> Recall chain, quotient, and product rules. Find derivatives of implicit and inverse trigonometric functions, List properties of logarithms. Understand logarithmic differentiation and parametric functions Differentiate parametric forms and higher-order derivatives. Recall limits and define continuous functions. Apply continuity to check if a function is continuous Value differentiation in real life. Cultivate interest in advanced calculus. Activity: To relate common logarithm to natural logarithm. Life skill: Decision Making</p>	<p>budget. · *Types of budget and deficits. *Implication of Revenue Deficit, Fiscal Deficit and Primary Deficit.</p> <p><b>Learning Outcomes:</b> The learners would be able to: 1. Define and discuss the objectives of Government Budget 2. Familiarise with the components and structure of Government Budget 3. Distinguish between Revenue receipts and capital receipts 4. Differentiate between Revenue Expenditure and Capital Expenditure 5. Highlight the impact of Revenue Deficit, Fiscal Deficit and primary deficit on the economy</p> <p><b>HUMAN CAPITAL FORMATION</b> *Meaning of human capital; human capital</p>	<p>*Characteristics of Pahari miniature paintings *Paintings and artists of Pahari school</p> <p>Practical; Canvas painting</p>	<p>rename; Head and Tail functions; Indexing using Labels, Boolean Indexing;</p> <p>Importing/Exporting Data between CSV files and Data Frames</p> <p><b>Learning Outcomes:</b></p> <p>Each child will –</p> <p>Create Pandas DataFrames from a dictionary of Series, list of dictionaries, and Text/CSV files. (Apply)</p> <p>Display and iterate through DataFrame contents. (Apply)</p> <p>Perform operations on DataFrame rows and columns such as add, select, delete, and rename. (Apply)</p> <p>Use head() and tail() functions to inspect DataFrame data.</p>
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<ul style="list-style-type: none"> <li>• Childhood fear and trauma</li> <li>• Psychological impact of fear</li> <li>• Determination and perseverance</li> <li>• Role of instructor</li> <li>• Symbolism of water</li> <li>• Theme of courage vs fear</li> </ul> <p><b>Learning Outcome</b></p> <ol style="list-style-type: none"> <li>1. <b>Summarise</b> the lesson</li> <li>2. <b>Bring out</b> the theme of fear and courage</li> <li>3. <b>Evaluate</b> Douglas's methods to overcome fear</li> <li>4. <b>Compare</b> fear in <i>Deep Water</i> with another Flamingo text in a class discussion</li> </ol> <p><b>Activity 1</b></p> <p>Art Integrated activity: creating a conversation between Douglas and the instructor</p> <p><b>Activity 2</b></p> <p>Class Discussion: Facing fear is the</p>	<p><b>Density, Growth, and Composition</b></p> <p><b>SUB TOPICS</b></p> <p>Causes of uneven distribution of population.</p> <p>Phases of growth of population in India</p> <p>Regional variation and Population composition.</p> <p>Rural-urban population, linguistic, religious, occupational structure composition of the population</p> <p><b>Learning Outcomes</b></p> <p>Differentiate between distribution of population and density of population.</p> <p>Define: Physiological Density, Agricultural Density, Population doubling time, Working Population, Participation Rate, Main Worker, Marginal Worker, Rural Population, Urban Population,</p>	<p>to promote regional cooperation</p> <p><b>Value:</b> Regional Cooperation and Peace – promoting harmony and mutual understanding among neighboring countries</p> <p><b>Topic:</b> International Organizations</p> <p><b>Subtopics:</b> Role of United Nations; Structure and Functions of UN; Key Organs (General Assembly, Security Council, etc.); Need for International Organizations; Reform of International Organizations; Other Organizations (e.g., World Bank, International Monetary Fund)</p> <p><b>Learning Outcomes:</b> Explain the role and importance of international organizations; Understand the</p>	<p>tree of the Mahabharata (Kuru dynasty)</p> <p><b>4. Thinkers, Beliefs and Buildings-Cultural Developments 600 BCE- 600 CE</b></p> <p><b>Sub topics-</b> -A Glimpse of Sanchi -Beyond Worldly Pleasures- The Message of Mahavira -The Buddha and The Quest for Enlightenment - Stupas -Sculpture</p> <p><b>Learning Outcomes:</b> -List the causes for the rise of Jainism and Buddhism in at least 3 points - Explain in at least 3 points the role of the Begums of Bhopal in preserving the Stupa at Sanchi - Describe the teachings of Jainism and Buddhism in at least 8 points each. -Write at least 8 points on the architectural styles that emerged with Buddhism - Discuss why the</p>	<p>Emotional Intelligence: Self-Awareness Self-Regulation Empathy Social Skills</p> <p><b>Activity 2:</b> Give students a list of personality traits (e.g., creative, shy, disciplined, anxious).</p> <p>Ask them to sort into stable vs temporary traits.</p> <p>Discuss why stable traits define personality.</p> <p>Self-Concept &amp; Self-Esteem Exercise</p> <p><b>Values:</b> Integrity</p> <p><b>Gender Sensitivity:</b> Women contribution in formulation of personality theories.</p>	<p>menarche and menstrual dysfunction. Define female athletes' triad and explain its components.</p> <p><b>Topic</b></p> <p><b>Yoga as a Preventive Measure for Lifestyle Diseases</b></p> <p><b>Subtopic</b></p> <p>Obesity (Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottasana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama) Diabetes (Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottanasana, Ardha-Mastendrasana, Mandukasana,</p>	<p>skills required to be a professional food technologist.</p> <p>Be aware of the career opportunities available and educational qualifications required for specific careers in the history.</p> <p>Know the scope for self-employment as small, medium, or large-scale entrepreneurs</p> <p><b>Values:</b> Social responsibility, innovative thinking, community engagement</p> <p><b>Life Skills:</b> Problem-Solving, Decision-Making, communication skills, collaboration</p> <p><b>Health and Wellness:</b> Safe, hygienic, and nutritious food</p>	<p>Topic: Application of Derivatives (18 days – 30 periods)- 10 days of April and 8 days of May</p> <p>Increasing - Decreasing functions and Rate of measure will be done in April (10 days – 16 periods )</p> <p>Maxima Minima will be done in May (8 days)</p> <p>Sub Topic: *Increasing Decreasing Function (5 Days- 8 periods - April) *Rate of change (4 days- 6 periods- April) Mixed problems on rate and increasing decreasing- 1 day – 2 periods *Maxima and minima Introduction (first 8 days of May- 12 Periods ) Local Maxima Minima, Absolute Maxima Minima, First Derivative Test</p>	<p>formation.</p> <p>*Meaning of education and its objectives, *Need for government intervention in health and education sector.</p> <p>*Growth of education sector in India</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Recognise the need for educational infrastructure for growth of a nation</li> <li>2. Justify investment in health infrastructure for the development of the nation</li> <li>3. Evaluate the efficacy of on-the-job- training provided by employers towards human capital development</li> <li>4. Argue for or against Brain Drain</li> <li>5. Summarise the factors that determine human capital</li> <li>6. Evaluate the relation between growth in human capital formation</li> </ol>	<p>(Apply)</p> <p>Apply label-based indexing and Boolean indexing to access DataFrame data. (Analyze)</p> <p>Import data from CSV files into DataFrames and export DataFrames to CSV files. (Apply)</p> <p><b>Activity1</b></p> <p>Make dataframe Programs</p> <p><b>Activity2</b></p> <p>Compile record File</p> <p>Gender Sensitivity- Women as game developers</p>
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<p>only way to overcome it</p> <p><b>Gender Sensitivity:</b> Challenging stereotypes about fear and masculinity</p> <p><b>Topic: Article Writing</b></p> <p><b>Sub topics:</b></p> <ul style="list-style-type: none"> <li>• Format and structure (Title, Byline, Introduction, Body, Conclusion)</li> <li>• Types: discursive, argumentative, problem-solution</li> <li>• Tone and audience awareness</li> <li>• Use of data and examples</li> <li>• Articles on contemporary issues</li> </ul> <p><b>Learning Outcome</b></p> <ol style="list-style-type: none"> <li>1. <b>Identify and list</b> components of an article</li> <li>2. <b>Differentiate</b> between discursive and argumentative articles</li> </ol>	<p>Adolescent Population. Discuss the factors responsible for uneven distribution of population in India. Explain trends of population growth in India since 1901. Describe rural-urban population-composition, religious composition linguistic composition and sectoral composition of workforce in India. Discuss the occupational structure of India's population.</p> <p><b>Activity 1</b> On the political map of India mark the state with the highest and lowest population and density.</p> <p><b>Activity 2</b> Prepare a Dot map showing population distribution</p> <p><b>Activity 3 Prepare</b> Prepare a</p>	<p>structure and functions of the United Nations; Analyze the need for reforms in global institutions; Evaluate the role of organizations like World Bank and IMF</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a model/chart showing the structure of the United Nations and its major organs</p> <p><b>Activity 2</b> (Reflective/Collaborative): Group discussion on whether international organizations are effective in maintaining global peace</p> <p>Life Skill: Global Awareness – understanding international cooperation and global governance</p>	<p>Sanchi stupa survived while Amravati did not in at least 3 points.</p> <p><b>Activity 1</b> Locate and label key sites related to Buddhism on the political map of India.</p> <p><b>Activity 2</b> Analyze key ideas- A discussion between 3 groups - Fatalists, Materialist and Upanishadic thinkers</p> <p><b>Values:</b> Honesty, encouraging peace, resolving disputes peacefully</p>			<p>Gomukasana, Yogmudra, Ushtrasana, Kapalabhati) Asthma (Tadasana, Urdhwahastottansana, UttanMandukasana, Bhujangasana, Dhanurasana, Ushtrasana, Vakrasana, Kapalabhati, Gomukhasana Matsyaasana, Anuloma-Viloma) Hypertension (Tadasana, Katichakrasana, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasana, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadishodhanapranayam, Sitiipranayam) Back Pain/Arthritis (Tadasana, Urdhwahastootansana, Ardha-Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrasana, Bhujandgasana, Gomukhasana,</p>	<p>for maintaining health and preventing diseases, preventive healthcare.</p> <p><b>Gender sensitivity:</b> Equal access to nutritious food and health services for all genders.</p> <p><b>Activity 1:</b> Students will analyze food labels, compare ingredients, and check nutrition values</p> <p><b>Activity 2:</b> Students will market survey any five processed foods, their packaging and label information.</p>	<p>Second Derivative Test</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>*identify the function to be (Observational skill)</li> <li>*finding the intervals in which the function is increasing or decreasing</li> <li>*Find the rate of change of quantities - (values and attitude)</li> <li>*calculate the point of max/min in a given Interval-(Decision making)</li> <li>*apply the first derivative test to find all points of local maxima/minima of a function</li> <li>*apply the second derivative test to examine local maxima or local minima</li> <li>*differentiate btw absolute max/min and local max/min</li> <li>*apply the concept of max/min to solve word problems-</li> </ul>	<p>and economic growth</p> <ol style="list-style-type: none"> <li>7. Evaluate educational achievements in India</li> <li>8. Justify why 'Education for all' is still a distant dream</li> <li>9. Argue for gender equity in education</li> </ol>		
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<p>3. <b>Compose</b> a 150–200 word article using correct format and cohesive devices</p> <p>4. <b>Incorporate</b> at least three persuasive techniques</p> <p>5. <b>Peer-evaluate</b> an article using a rubric and provide two constructive feedback points</p> <p><b>Activity 1</b></p> <p><b>Guided Practice:</b> Structure breakdown activity through a worksheet</p> <p><b>Activity 2</b></p> <p>Art integrated activity: Designing an engaging heading using Canva</p> <p><b>Life Skills:</b> Critical Thinking, Effective Communication</p> <p><b>Topic: Keeping Quiet</b></p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Theme of silence and</li> </ul>	<p>Choropleth map showing population density</p> <p><b>Book 1</b> <b>L-4 Primary</b> <b>Activities</b> <b>Human activities (primary) - SUB TOPICS</b></p> <p>Hunting and gathering. Pastoralism: nomadic herding, commercial livestock rearing. Agriculture: Subsistence, plantation, extensive commercial, mixed farming, dairy farming, Mediterranean</p> <p><b>Learning Outcomes:</b></p> <p>Define the following terms: Economic activities- Primary activities, Red Collar Worker, Pastoral Nomadism Explain food gathering as an economic activity. Distinguish between pastoral nomadism and commercial</p>					<p>Bhadrasana, Makarasana, NadiShodhana pranayama) Procedure, Benefits &amp; Contraindications for preventive asanas</p> <p><b>Learning Outcome</b></p> <p>Know Lifestyle Diseases Describe the procedure, benefits &amp; contraindications of the asanas Develop awareness about healthy lifestyle through yoga.</p> <p><b>Topic</b></p> <p><b>Physical Education &amp; Sports for CWSN (Children with Special Needs - Divyang)</b></p> <p><b>Subtopic</b></p> <p>Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics) Concept of Classification and Divisioning in</p>		<p>Activity: To understand increasing/decreasing functions via their derivative. Life Skills Time Management &amp; Efficiency (Rate of Change in Work Productivity)</p>			
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	<p>introspection</p> <ul style="list-style-type: none"> <li>• Symbolism (fishermen, salt, earth)</li> <li>• Contrast: stillness vs inactivity</li> <li>• Message of universal brotherhood</li> <li>• Poetic devices</li> <li>• Contemporary relevance</li> </ul> <p><b>Learning Outcome</b></p> <p>1. <b>Identify and explain</b> at least 4 poetic devices with textual evidence</p> <p>2. <b>Evaluate</b> the central theme linking it to one other Flamingo text</p> <p>3. <b>Differentiate</b> between 'stillness' and 'inactivity' through a Venn diagram</p> <p>4. <b>Design a poster/journal</b> on mindfulness and global peace using ideas from the poem.</p> <p><b>Activity 1</b></p> <p>A guided two minute</p>	<p>livestock rearing.</p> <p>Differentiate between primitive subsistence and intensive subsistence farming.</p> <p>Describe the characteristic features of plantation agriculture as a type of commercial farming.</p> <p>Analyse why there is low yield per acre but high yield per person in areas of extensive grain cultivation.</p> <p>Compare and contrast the farming practices in the developed urban areas of the world.</p> <p>Analyse how the model of Kolkhoz introduced in the erstwhile USSR boosted agricultural production.</p> <p>Examine the reasons for the success of cooperative</p>				<p>Sports</p> <p>Concept of Inclusion in sports, its need, and Implementation</p> <p>Advantages of Physical Activities for children with special needs</p> <p>Strategies to make Physical Activities assessable for children with special needs</p> <p><b>Learning Outcome</b></p> <p>Differentiate between Special Olympics; Paralympics, and Deaflympics</p> <p>Understand the concept and importance of inclusion in sport.</p> <p>Describe the advantages of physical activities for children with special needs.</p> <p>Suggest strategies to make physical activities accessible for CWSN.</p>					
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	<p>mindfulness exercise</p> <p><b>Activity 2</b></p> <p><b>Art integrated activity:</b> Designing a poster/reflection journal: One Day of Digital Detox Reflection Journal</p> <p><b>Values:</b> Peace, Introspection, Global Harmony, Non-violence</p>	<p>farming in European countries. Differentiate between open cast mining and shaft mining. Discuss how mining can have an impact on humans and the environment.</p> <p><b>Activity 1</b> On the political map of India mark the regions of different types of farming</p> <p><b>Value: Living with nature in harmony</b></p>									
<p><b>May</b></p> <p><b>Topic</b></p> <p><b>Subtopic</b></p> <p><b>Learning Outcome</b></p> <p><b>Activity1</b></p> <p><b>Activity2</b></p> <p><b>Life Skill</b></p> <p><b>Value</b></p>	<p><b>Topic: Lost Spring by: Anees Jung</b> <b>Part I:</b> Stories of Stolen Childhood (Saheb – Ragpicker) <b>Part II:</b> I Want a Drive (Mukesh – Bangle Maker) <b>Sub-Topics:</b></p> <ul style="list-style-type: none"> <li>• Poverty and child labour</li> <li>• Traditions vs aspirations</li> <li>• Exploitation and social injustice</li> <li>• Dreams vs reality</li> <li>• Impact of</li> </ul>	<p><b>Book 1 L-4 Primary Activities</b> <b>Continue the lesson</b> <b>SUB TOPICS</b> Market gardening and horticulture, co-operative farming, collective farming. Mining: factors and methods. <b>Book 1 lesson-5 Secondary Activities</b> Characteristics of the modern large-scale</p>	<p><b>Topic:</b> Security in the Contemporary World <b>Subtopics:</b> Meaning of Security; Traditional Notions of Security; Non-Traditional Notions of Security; Human Security; Cooperative Security; New Sources of Threats (terrorism, climate change, poverty, migration) <b>Learning</b></p>	<p><b>BOOK 2</b> <b>5. Through the eyes of Travellers- Perception s of society- 10-17 century</b></p> <p><b>Sub topics-</b> Al-Biruni Ibn-Battuta Francois Bernier <b>Learning Outcomes:</b> - Discuss the ideas of these travellers regarding the Indian Subcontinent in 3 points each. - Compare and</p>	<p><b>Topics:</b> Variations in Psychological Attributes</p> <p><b>Subtopic:</b> Individual Differences in Human Functioning</p> <p>Assessment of Psychological Attributes</p> <p>Intelligence</p> <p>Theories of intelligence</p>	<p><b>Topic</b> <b>Sports &amp; Nutrition</b></p> <p><b>Subtopic</b> Concept of Balanced Diet &amp; Nutrition Macro &amp; Micro Nutrients: Food sources &amp; functions Nutritive &amp; Non-Nutritive Components of Diet Eating for Weight Control – A Healthy Weight,</p>	<p><b>Food Quality and Food Safety</b></p> <p><b>Learning outcomes:</b></p> <p>Explain the importance of various issues related to food safety and quality.</p> <p>Understand how food-borne illnesses occur.</p> <p>Know about national and international food standards and</p>	<p>Topic:Application of Derivatives Sub topic: Maxima Minima using first and second derivative test Learning Outcomes: *apply the first and second derivative test to examine local maxima or local minima *differentiate btw absolute max/min and local max/min *apply the concept of max/min to solve word</p>	<p><b>NATIONAL INCOME AND RELATED AGGREGATES</b> *Introduction, meaning of circular flow, stock and flow variables, domestic territory, normal resident, factor and transfer income, final and intermediate goods, gross and net investment, depreciation, NIT and NFIA. *Basic aggregates. *Methods to</p>	<p>Topic: Mughal school of miniature paintings *origin and development of Mughal school *characteristics of Mughal miniature paintings *Paintings and artists of Mughal school Practical: Folk art : Phad painting <b>Learning outcome:</b> Summarize Mughal school of miniature</p>	<p>Data Visualization</p> <p>Purpose of plotting; drawing and saving following types of plots using Matplotlib – line plot, bar graph, histogram</p> <p>Customizing plots: adding label, title, and legend in plots.</p>

<p><b>Gender Health and Wellness</b></p>	<p>environment on growth</p> <p><b>Learning Outcome</b></p> <p>1. <b>Identify and explain</b> at least three <b>causes of child labour</b></p> <p>2. <b>Compare</b> Saheb and Mukesh listing five <b>similarities and five differences</b></p> <p>3. <b>Describe</b> the theme of 'lost childhood' in a structured paragraph</p> <p>4. <b>Evaluate</b> government and societal roles in eradicating child labour</p> <p>5. <b>Create</b> a speech/article suggesting solutions</p> <p><b>Activity 1</b></p> <p>Debate/Speech: Poverty the Only Cause of Child Labour</p> <p><b>Activity 2</b></p> <p>Art integrated activity: Writing a</p>	<p>manufacturing industry. Uneven geographic distribution of industries. Classification of manufacturing industries on the basis of size, ownership, capital, raw material</p> <p><b>Learning Outcomes:</b></p> <p>Explain key concepts such as, large-scale manufacturing high technology industry, organizational set up, foot-loose industries, Agri business etc. Identify and explain the factors affecting the location of an industry. Differentiate between different types of industries on the basis of size, raw material, ownership and output. Differentiate between cottage industry and</p>	<p><b>Outcomes:</b> Understand the meaning and dimensions of security; Differentiate between traditional and non-traditional security; Analyze emerging threats in the contemporary world; Explain the importance of human and cooperative security</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a concept map comparing traditional and non-traditional security threats with examples</p> <p><b>Activity 2</b> (Reflective/Collaborative): Group discussion on major global security threats and ways countries can cooperate to address them</p> <p><b>Health &amp; Wellness:</b> Human Security Awareness – understanding how issues like poverty, disease,</p>	<p>contrast the perspectives of Ibn Battuta and Bernier -Trace the significance of these accounts - Explain how these accounts are useful in understanding life in contemporary urban centres. - Discuss in 8 points how crown ownership of land led to deterioration of the society- (according to Bernier)</p> <p><b>Activity 1</b> Write a diary entry as one of the travellers describing India.</p> <p><b>Activity2</b> Debate: "Are Travellers' Accounts Reliable?"</p> <p><b>6. BhaktiSufi Traditions- Changes in Religious Beliefs and Devotional Texts (8 to 18 century) Sub topics-</b> A Mosaic of Religious Beliefs and Practices -Poems of Prayer -The Virashaiva Tradition -</p>	<p>Individual Differences in Intelligence</p> <p>Intelligence: Interplay of Nature and Nurture</p> <p>Variations in Intelligence</p> <p>Types of Intelligence Tests</p> <p>Culture &amp; Intelligence</p> <p>Emotional Intelligence</p> <p>Special abilities</p> <p>Creativity</p> <p><b>Learning Outcomes:</b> Students will be able to: Explain psychological attributes on which people differ from each other</p> <p>Describe the different methods used to assess psychological attributes</p> <p>Differentiate</p>	<p>The Pitfalls of Dieting, Food Intolerance &amp; Food Myths</p> <p>Importance of Diet in Sports-Pre, During and Post competition Requirements</p> <p><b>Learning Outcome</b></p> <p>Explain the concept of balanced diet and nutrition. Identify macro and micro nutrients with their food sources and functions. Differentiate between nutritive and non-nutritive components of diet. Understand healthy weight control and avoid food myths and faulty dieting. Describe the importance of diet before, during and after sports competition.</p> <p><b>Topic Test &amp; Measurement in Sports</b></p>	<p>their role in ensuring food quality and safety.</p> <p>Understand the importance of food safety management systems.</p> <p>Be acquainted with various career avenues/ options in this area.</p> <p><b>Hospitality Management</b></p> <p><b>Learning outcomes:</b></p> <p>Explain the importance of hospitality management.</p> <p>Explain the functioning of food and beverage departments of the hospitality industry.</p> <p>Describe the functioning of housekeeping department.</p> <p>Discuss the functioning of front office in hospitality industry.</p>	<p>problems-Activities for Conceptual Understanding</p> <p>1) To understand the concepts of max and min values of a function in a closed interval</p> <p>2) To understand the concepts of local maxima, local minima and point of inflection</p> <p>Life Skills</p> <p>Time Management &amp; Efficiency (Rate of Change in Work Productivity)</p> <p>Topic: Integration</p> <p>Sub Topic: Introduction- *Difference between integration and differentiation</p> <p>*Integration using Power Rule</p> <p>*Integration by substitution</p> <p>*Integration of Trigonometric function</p> <p>Students to watch the video to know how to apply substitution method to integrate</p> <p>Learning Outcomes:</p>	<p>calculate National Income.</p> <p><b>Learning Outcomes:</b></p> <p>The students will be able to:</p> <p>1. Derive the expressions for various aggregates related to GDP</p> <p>2. Understand and analyse the concepts of real GDP, nominal GDP, NFIA, depreciation, Final and intermediate goods, Factor and transfer income, Stock and flow variables, circular flow of income</p> <p>3. Solve numericals based on various methods of estimating National Income</p> <p>4. Critically analyse GDP as the index of welfare</p>	<p>paintings</p> <p>Identify and explain main features of Mughal school of miniature paintings. Practical: Incorporate elements of visual art to express.</p> <p>Identify resources and composing art expression</p>	<p><b>Learning Outcomes:</b></p> <p>Each child will be able to–</p> <p>Identify the purpose of data visualization in data analysis. (Remember)</p> <p>Explain the features and applications of Matplotlib for plotting data. (Understand)</p> <p>Create and save line plots, bar graphs, and histograms using Matplotlib. (Apply)</p> <p>Customize plots by adding labels, titles, and legends to improve readability. (Apply)</p> <p>Analyze visual outputs to interpret trends and distributions in data. (Analyze)</p> <p><b>Activity</b></p> <p>Compile Record file and Project Synopsis</p>
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<p>letter to a child welfare NGO, drawing their attention to the plight of children trapped in child labour</p> <p><b>Health and Wellness:</b> Awareness about occupational hazards</p> <p><b>Topic: A Thing of Beauty</b></p> <p><b>Subtopics:</b></p> <ul style="list-style-type: none"> <li>· Theme of beauty and immortality</li> <li>· Romanticism</li> <li>· Imagery and poetic devices</li> <li>· Symbolism</li> <li>· Relevance in modern life</li> </ul> <p><b>Learning Outcome</b></p> <ol style="list-style-type: none"> <li>1. Explain the central theme with textual references</li> <li>2. Identify and analyse at least five poetic devices from the poem.</li> <li>3. Compare</li> </ol>	<p>small-scale industry. Explain the importance of high tech industries and reason for them being attracted to the peripheral areas of major metropolitan cities.</p> <p><b>Activity 1</b></p> <p>Compare large scale industry and modern high-tech industry with examples. Understand and analyses the interrelationship between industrial development and standard of living.</p> <p><b>Book 1 Ch-6 Tertiary and Quaternary Activities</b></p> <p><b>SUB TOPICS</b></p> <p>Types of tertiary activities. Trade and Commerce. Retail trading services. Wholesale trading services. Transport and</p>	<p>and environmental degradation affect human well-being</p> <p><b>Topic:</b> Environment and Natural Resources</p> <p><b>Subtopics:</b> Environmental Concerns in Global Politics; Global Commons; Climate Change; Resource Depletion; Environmental Movements and Agreements; Sustainable Development</p> <p><b>Learning Outcomes:</b> Identify major environmental challenges at the global level; Explain the concept of global commons; Analyze the importance of international cooperation in environmental protection; Understand the idea of sustainable development</p> <p><b>Activity 1 (Hands-on/Experimental):</b> Create a chart showing major</p>	<p>Religious Ferment in North India - New Strands in the Fabric Islamic Traditions -The Growth of Sufism - The Chistis in the Subcontine nt -New devotional paths -Dialogue and Dissent in Northern India - Reconstruct ing Histories of Religious Traditions</p> <p><b>Activity 1</b></p> <p>Debate: "Did Bhakti &amp; Sufi Movements Challenge Social Hierarchy?"</p> <p><b>GS-Women bhakti saints</b></p>	<p>between the theories of intelligence proposed by various psychologists</p> <p>Discuss variations of intelligence, explain assessment of intelligence</p> <p>Differentiate between intellectual deficiency and intellectual giftedness</p> <p>Explain emotional intelligence</p> <p>Differentiate between intelligence and aptitude</p> <p>Explain the relationship between intelligence and creativity</p> <p><b>Activity 1:</b> Students identify famous personalities who demonstrate giftedness (IQ &gt;130, creativity, rapid learning).</p>	<p><b>Subtopic</b></p> <p>Fitness Test – SAI Khelo India Fitness Test in School: <i>Age group 5–8 years / Class I–III:</i> BMI, Flamingo Balance Test, Plate Tapping Test <i>Age group 9–18 years / Class IV–XII:</i> BMI, 50 m Speed Test, 600 m Run/Walk, Sit and Reach Flexibility Test, Strength Tests (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls) Measurement of Cardio-Vascular Fitness – Harvard Step Test. Duration of exercise (seconds) × 100 / 5.5 × Pulse count (1–1.5 min after exercise) Computing Basal Metabolic Rate (BMR) Rikli &amp; Jones – Senior Citizen Fitness Test: Chair Stand Test (lower body strength), Arm</p>	<p>Know the various career opportunities available in this field.</p> <p><b>Consumer Education and Protection</b></p> <p><b>Learning outcomes:</b></p> <p>Understand the importance and role of consumer education and protection.</p> <p>Explain the basic concepts related to consumer education and protection.</p> <p>Analyze the knowledge and skills needed for a career in this field.</p> <p>Understand the scope and career options.</p> <p><b>Values:</b> Social responsibility, innovative thinking, community engagement</p> <p><b>Life Skills:</b></p>	<p>*define the concept of anti derivative</p> <p>*learn the integral of basic functions by the method of inspection</p> <p>*integrate by substitution</p> <p>*apply the method of substitution to</p> <p>*solve problems of integration by using trigonometric identities.</p> <p>Activity: To verify that among all rectangles with the same perimeter, the square has the largest area.</p> <p>Value: Responsibility: focuses combating deforestation and promoting sustainable land use.</p>			<p><b>Health and Wellness:</b> Protection against diseases of summers</p>
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<p>Romantic ideals with modern materialism in a classroom discussion.</p> <p>4. <b>Create</b> a reflective paragraph linking nature and mental wellness.</p> <p><b>Activity 1</b></p> <p>Group Activity: Identify poetic devices in assigned lines.</p> <p><b>Activity 2</b></p> <p>Art Integrated activity: Creating a poster on, Nature: The Eternal Source of Joy</p> <p><b>Health and Wellness:</b> Nature therapy, Positivity</p> <p><b>Topic: Long Writing Skill: Job Application</b></p> <p><b>Sub Topic</b></p> <ul style="list-style-type: none"> <li>• Format of job application letter</li> <li>• Structure (sender's address, date, subject, salutation, body, complimentary</li> </ul>	<p>communication. Communication services. Services. People engaged in tertiary activities: Tourism. Quaternary activities and quinary activities. The digital divide.</p> <p><b>Learning Outcomes</b></p> <p>Compare and contrast traditional and modern economic activities. Students correlate tertiary activities and their role in the economic development of a country. Describe different types of tertiary activities. Discuss different types of trading centres found in rural and urban areas and the role played by them in the local economy. Describe quinary activities and its role in advanced</p>	<p>global environmental issues and international agreements related to them</p> <p><b>Activity 2</b> (Reflective/Collaborative): Group discussion on how individuals and countries can contribute to environmental conservation</p> <p>Value: Environmental Responsibility – promoting sustainable use of natural resources and protection of the planet</p> <p><b>Topic:</b> Globalization</p> <p><b>Subtopics:</b> Meaning and Nature of Globalization; Economic, Political and Cultural Dimensions; Role of Technology and Communication; Impact of Globalization on India; Debates on Globalization</p> <p><b>Learning Outcomes:</b> Explain the concept and</p>			<p><b>Activity 2:</b> IQ Calculation Activity</p> <p>Students are given formula:  <math display="block">IQ = \frac{\text{Mental Age}}{\text{Chronological Age}} \times 100</math> Students calculate IQ.</p> <p><b>Value:</b> Empathy</p>	<p>Curl Test (upper body strength), Chair Sit &amp; Reach Test (lower body flexibility), Back Scratch Test (upper body flexibility), Eight Foot Up &amp; Go Test (agility), Six Minute Walk Test (aerobic endurance)</p> <p>Johnson–Metheny Test of Motor Educability: Front Roll, Roll, Jumping Half-Turn, Jumping Full-Turn</p> <p><b>Learning Outcome</b></p> <p>Understand the concept and importance of test and measurement in sports. Calculate cardiovascular fitness using Harvard Step Test formula. Compute Basal Metabolic Rate (BMR). Identify tests for senior citizens and their objectives. Explain motor educability and its</p>	<p>Problem-Solving, Decision-Making, communication skills, collaboration</p> <p><b>Health and Wellness:</b> Preventive health care, stress management, and the importance of safe environments.</p> <p><b>Gender sensitivity:</b> Importance of equal treatment, dignity and safety in food services, workplaces, and market places.</p> <p><b>Activity 1:</b> Test of food adulteration</p> <p><b>Activity 2:</b> Students will develop a leaflet and pamphlet for consumer education and</p>				
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	<p>close)</p> <ul style="list-style-type: none"> <li>• Curriculum Vitae vs Resume</li> <li>• Content enrichment</li> <li>• Common errors</li> </ul> <p><b>Learning Outcome</b></p> <ol style="list-style-type: none"> <li>1. Identify correct format components in a worksheet</li> <li>2. Draft a job application as per CBSE rubric.</li> <li>3. Create a structured Curriculum Vitae, including <b>at least six relevant headings</b></li> <li>4. Edit and improve peer drafts by identifying minimum three <b>language errors</b></li> <li>5. Demonstrate understanding of gender-neutral and inclusive language in professional writing</li> </ol> <p><b>Activity1</b></p> <p>Format sequencing activity (jumbled letter parts).</p>	<p>economies.</p> <p>Discuss how tertiary, quaternary and quinary activities have replaced jobs in primary and secondary sectors.</p> <p>Define the following terms: BPO, Outsourcing, KPO, Departmental Store, Chain Store, Wholesale trading</p> <p><b>Book 1 L- 7. Transportation and Communication SUB TOPICS</b></p> <p>Meaning and modes of transport. Land: Roads, railways. Water: ocean routes, sea routes and inland waterways. Air transport. Pipelines. Communications: Satellite and internet.</p> <p><b>Learning Outcomes</b></p>	<p>dimensions of globalization; Analyze the impact of globalization on economy, politics, and culture; Evaluate both positive and negative effects of globalization</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a flowchart showing how globalization connects countries through trade, technology, and culture</p> <p><b>Activity 2</b> (Reflective/Collaborative): Group debate on whether globalization benefits developing countries like India</p> <p><b>Life Skill:</b> Critical Thinking – evaluating global trends and forming balanced perspectives</p>			<p>assessment.</p> <p><b>Topic</b> <b>Physiology &amp; Injuries in Sport</b></p> <p><b>Subtopic</b> Physiological factors determining components of physical fitness (Strength, Speed, Endurance, Flexibility, Coordination)</p> <p>Effect of exercise on the Muscular System</p> <p>Effect of exercise on the Cardio-Respiratory System</p> <p>Physiological changes due to aging</p> <p>Sports Injuries – Classification</p> <p>Soft Tissue Injuries: Abrasion, Contusion, Laceration, Incision, Sprain, Strain</p> <p>Bone &amp; Joint Injuries: Dislocation, Fractures (Green Stick, Comminuted,</p>	<p>protection.</p>				
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	<p><b>Activity 2</b></p> <p>Draft a letter from given job advertisement and peer editing using checklist</p> <p><b>Values:</b> Professional ethics, effective writing skills</p> <p><b>Topic</b></p> <p><b>Invitations And Replies</b></p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Formal Invitations (Card/Letter Format)</li> <li>• Informal Invitations (Card/Letter Format)</li> <li>• Formal and Informal Replies (Acceptance &amp; Refusal)</li> <li>• Format, Content, Expression</li> </ul> <p><b>Learning Outcome</b></p> <p>1. Identify and differentiate between formal and informal</p>	<p>Compare and contrast various modes of transport.</p> <p>Explain the relationship of transport and communication networks to economic development of a region.</p> <p>Describe the major highways and major rail networks of different continents.</p> <p>Discuss the location and economic significance of Trans Siberian Railway, Trans Canadian Railway, The Union and Pacific Railway and Trans -Australian Railway.</p> <p>Describe the location and the economic importance of the major sea routes of the world.</p> <p>Discuss how the Suez Canal and</p>				<p>Transverse, Oblique, Impacted)</p> <p><b>Learning Outcome</b></p> <p>Understand physiological factors affecting physical fitness. Explain the effects of exercise on muscular and cardio-respiratory systems. Identify physiological changes due to aging. Classify different types of sports injuries. Describe common soft tissue and bone injuries. Develop awareness &amp; understanding about injury prevention and care (First Aid).</p>					
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	<p>invitations</p> <p>2. Draft a formal and informal invitation</p> <p>3. Draft appropriate formal and informal replies (acceptance/refusal)</p> <p>4. Demonstrate use of inclusive and gender-sensitive language in written tasks.</p> <p><b>Activity 1</b></p> <p>Role-play: Inviting a guest for a seminar (formal) and birthday party (informal).</p> <p><b>Activity 2</b></p> <p>Creating a digital invitation for a gender sensitivity awareness workshop with formal reply samples</p> <p><b>Gender Sensitivity:</b> Inclusive language, Equal representation in social and formal contexts</p>	<p>Panama Canal serve as major gateways of commerce for both the eastern and the western world.</p> <p>Discuss how the modern communication systems have made the concept of a global village a reality.</p> <p><b>Activity 1</b></p> <p>On the Political map of India mark transcontinental railways, Inland waterways ,major airports and Sea ports.</p> <p><b>Book 1</b> <b>International Trade</b></p> <p>Introduction and definition of Barter system. Basis of international trade. Important aspect of international trade. Balance of Trade. World Trade Organisation</p> <p><b>Learning outcomes</b></p> <p>Define international trade</p>									
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	<p><b>Topic: The Rattrap</b>  <b>Subtopics:</b></p> <ul style="list-style-type: none"> <li>• The rattrap metaphor</li> <li>• Poverty and moral conflict</li> <li>• Crofter episode</li> <li>• Ironmaster and Edla</li> <li>• Redemption and transformation</li> <li>• Symbolism and theme</li> </ul> <p><b>Learning Outcome</b></p> <ol style="list-style-type: none"> <li>1. <b>Identify and explain</b> the rattrap metaphor with textual evidence</li> <li>2. <b>Examine</b> the character of the peddler and Edla in a 150-word response.</li> <li>3. <b>Compare</b> the theme of redemption with another Flamingo text</li> <li>4. <b>Evaluate</b> how compassion leads to transformation, in a group discussion</li> <li>5. <b>Create</b> a diary entry/article/speech demonstrating thematic</li> </ol>	<p>and describe how it impacts various countries.</p> <p>Describe the basis of International Trade.</p> <p>Discuss types of and aspects of international trade.</p> <p>Explain the term Dumping, Trade liberalisation and Globalisation.</p> <p>Discuss the impact of WTO on current global trade.</p> <p>Evaluate how international trade can be detrimental to some nations.</p> <p>Analyse how seaports act as chief gateways of International trade.</p> <p><b>Activity 1</b></p> <p>On the Political map of India mark transcontinental railways, Inland waterways ,major airports and Sea ports.</p> <p><b>Value – Good Behaviour in human interaction</b></p>									
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	<p>understanding</p> <p><b>Activity 1</b></p> <p>Debate: Crime is a Result of Circumstances, Not Character</p> <p><b>Activity 2</b></p> <p>Hot seat- Interviewing Edla Willmanson</p> <p><b>Values:</b> Compassion, Redemption, Human Dignity</p>										
<p><b>July</b></p> <p><b>Topic</b></p> <p><b>Subtopic</b></p> <p><b>Learning Outcome</b></p> <p><b>Activity1</b></p> <p><b>Activity2</b></p> <p><b>Life Skill</b></p> <p><b>Value</b></p> <p><b>Gender</b></p> <p><b>Health and Wellness</b></p>	<p><b>Topic: Journey to the End of the Earth</b></p> <p><b>Sub-Topics:</b></p> <ul style="list-style-type: none"> <li>Antarctica – geological history</li> <li>Gondwana and continental drift</li> <li>Climate change and global warming</li> <li>Human impact on environment</li> <li>Role of women explorers</li> <li>Author's perspective</li> </ul>	<p><b>Book 2 International Trade</b></p> <p>Trade and its types. Domestic trade. Favourable and unfavourable balance of trade. Changes in Indian foreign trade. India's major trading partners. Sea ports as gateways of international trade, major seaports of India</p> <p><b>Learning Outcomes</b></p> <p>Give reasons for changing pattern of the</p>	<p><b>BOOK 2</b></p> <p><b>Topic:</b> Challenges to Nation Building</p> <p><b>Subtopics:</b> Challenges of Nation Building in India; Partition and Its Consequences; Integration of Princely States; Reorganisation of States; Regionalism and Linguistic Diversity</p> <p><b>Learning Outcomes:</b> Understand the major challenges faced by India after independence; Analyze the</p>	<p><b>7. The Imperial Capital Vijaynagar- (14-16 century)</b></p> <p><b>Sub topics-</b> -The Discovery of Hampi -Rayas, Nayakas and Sultans</p> <p>Vijayanagar a: The Capital and it's Environs -The Royal Centre -The Sacred Centre - Plotting Palaces, Temples and Bazaars</p> <p><b>Learning Outcomes:</b> -Trace the developments that led to the formation of the Vijayanagar a</p>	<p><b>Topic: Psychological Disorders</b></p> <p><b>Subtopic:</b> Concepts of Abnormality &amp; psychological disorders</p> <p>Classification of psychological disorder</p> <p>Factors underlying abnormal behavior</p> <p>Major psychological disorders- Mood disorders,</p>	<p><b>Topic Biomechanics and Sports</b></p> <p><b>Subtopic</b></p> <p>Newton's Laws of Motion &amp; their application in Sports</p> <p>Types of Levers and their application in Sport</p> <p>Equilibrium – Dynamic &amp; Static and Centre of Gravity and its application in Sports</p> <p>Friction &amp; Sports</p> <p>Projectile in Sports</p>	<p><b>Design for fabric and apparel</b></p> <p>Introduction, basic concepts, design analysis, factors of design</p> <p>Elements of design- Colours</p> <p>Elements of design- Line, texture, shapes, patterns</p> <p>Principles of design</p> <p>Different elements and</p>	<p>Topic - Integrals - (continued)</p> <p>Sub-Topic- *Integration by substitution.</p> <p>*By parts</p> <p>*By partial fractions</p> <p>*Special integrals</p> <p>*Definite integrals</p> <p>*Properties of definite integrals</p> <p>*Evaluation of definite integrals</p> <p><b>Learning Outcome</b></p> <p>*Understand integration as the reverse of differentiation</p>	<p><b>Rural Development Subtopics:</b></p> <ol style="list-style-type: none"> <li>Meaning &amp; Importance of Rural Development</li> <li>Key Issues (Agricultural Diversification, Credit &amp; Marketing, Infrastructure)</li> <li>Role of Govern</li> </ol> <p>Identify paintings</p>	<p>Theory- 1.Mughal school of miniature paintings- Paintings &amp; artists of Mughal school</p> <p>2.Deccan school of Miniature painting</p> <p>Origin and development of Deccan school of miniature painting</p> <p>Artists and paintings of Deccan school of paintings.</p> <p>Practical :still life painting</p> <p><b>Learning outcomes:</b></p> <p>Identify paintings</p>	<p>Unit 2: Database Query using SQL</p> <p>MySQL-Revision of database concepts and SQL commands covered in class XI</p> <p>Math functions: POWER (), ROUND (), MOD (). Text functions: UCASE ()/UPPER (), LCASE ()/LOWER (), MID ()/SUBSTRING ()/SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM</p>

<p>and narrative style</p> <p><b>Learning Outcome</b></p> <ol style="list-style-type: none"> <li>1. Identify and explain at least five geological features of Antarctica</li> <li>2. Discuss how climate change affects Antarctica</li> <li>3. Interpret the author's tone and purpose</li> <li>4. Compare Antarctica's past and present conditions</li> <li>5. Design a sustainability pledge listing 5 actionable eco-friendly practices</li> </ol> <p><b>Activity 1</b></p> <p>Creating a Venn Diagram to compare the past and present Antarctica</p> <p><b>Activity 2</b></p> <p>Art integrated activity: Creating</p>	<p>composition of India's import and export. Discuss the strategies adopted by India to double its share in the international trade. Evaluate the role of seaports as gateways of international trade with examples. Mark and label the major seaports and airports on an outline map of India.</p> <p><b>Book-2</b> <b>L- 4. Human Settlement</b> Factors determining the type of rural settlement, type and subtype of rural settlement. Urban settlement and its type. Functional classification of towns and cities</p> <p><b>Learning Outcomes</b> Differentiate between rural and urban settlement. Describe the factors that govern the types of rural settlement in India.</p>	<p>impact of Partition on nation building; Explain the process of integration of princely states; Evaluate how diversity was managed in the process of nation building</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a map showing princely states and their integration into India</p> <p><b>Activity 2</b> (Reflective/Collaborative): Group discussion on how India managed unity despite diversity</p> <p><b>Value:</b> National Integration – promoting unity and respect for diversity</p> <p><b>Topic:</b> Era of One Party Dominance</p> <p><b>Subtopics:</b> Meaning of One Party Dominance; Role of the Indian National Congress; Nature of Congress Dominance; Opposition Parties; Decline of One Party</p>	<p>empire in at least 3 points. -List the achievements of Krishnadeva Raya in at least 8 points</p> <p>- Analyze the architectural significance of Vijayanagara in at least 8 points.</p> <p><b>Activity 1</b></p> <p>Traveller's Court Role Play- Students act as travellers like Abdur Razzaq and Domingo Paes and Present observations about the city, markets, and administration</p> <p><b>Activity 2</b></p> <p>Map Work Activity</p> <p><b>8. Peasant Zamindar and the state Agrarian Society and the Mughal Empire</b></p> <p><b>Sub topics</b></p> <p>-Peasant And Agricultural Production -The Village Community -Women in Agrarian Society - Forests and Tribes -The</p>	<p>schizophrenic disorders, behavioral &amp; developmental disorders, substance-use disorders.</p> <p><b>Learning Outcomes:</b> Students will be able: Explain the basic issues in abnormal behavior and the criteria used to identify such behaviors</p> <p>State the factors which cause abnormal behavior</p> <p>Explain different models of abnormal behavior</p> <p>Describe the symptoms of various disorders and differentiate among them.</p> <p><b>Activity 1:</b> Give students short case descriptions, e.g.: "Ravi feels extremely anxious before leaving home, avoids</p>	<p><b>Learning Outcome</b></p> <p>Understand Newton's Laws of Motion and apply them to sports activities. Identify different types of levers and their role in sports movements. Explain equilibrium and centre of gravity in relation to sports performance. Describe the role of friction in different sports. Analyze projectile motion in sports events.</p> <p><b>Topic</b></p> <p><b>Psychology and Sports</b></p> <p><b>Subtopic</b></p> <p>Personality; its definition &amp; types (Jung Classification &amp; Big Five Theory)</p> <p>Motivation, its type &amp; techniques.</p> <p>Exercise Adherence: Reasons, Benefits &amp; Strategies for</p>	<p>principles used for different body types.</p> <p><b>Learning outcomes:</b></p> <p>Discuss the concepts of design.</p> <p>Recognize the elements that constitute design. Explain the application of design principles for fabric and apparel.</p> <p>Discuss how a student can prepare for a career in the field.</p> <p><b>Activity 1:</b> Students will perform different techniques of tie and dye on white cotton cloth and prepare any one article using</p>	<p>*Apply methods of integration: substitution, by parts, and partial fractions</p> <p>*Solve definite integrals and apply their properties</p> <p>*Interpret integrals in real-world contexts such as economics, physics, and engineering</p> <p>*Develop patience and perseverance in solving complex problems</p> <p>*Appreciate the logical structure and beauty of mathematics</p> <p>*draw and interpret graphs accurately</p> <p>Activity - To evaluate a definite integral as a limit of a sum and verify by direct integration</p> <p>Value- Union is strength. Evaluation of any integral and discuss the</p>	<p>ment &amp; Sustainable Development</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• analyze major challenges in rural areas and their impact on economic development.</li> <li>• evaluate government initiatives and suggest practical solutions for rural upliftment.</li> <li>• develop life skills like critical thinking, problem-solving, empathy, and collaboration.</li> </ul>	<p>and artists of Mughal school</p> <p>Summarize the history of Deccan miniature art in India and different schools under it. Identify Deccan Miniature paintings &amp; artists.</p>	<p>( ), RTRIM ( ), TRIM ( ). Date Functions: NOW ( ), DATE ( ), MONTH ( ), MONTHNAME ( ), YEAR ( ), DAY ( ), DAYNAME ( ). Aggregate Functions: MAX ( ), MIN ( ), AVG ( ), SUM ( ), COUNT ( ); using COUNT (*). Querying and manipulating data using Group by, Having, Order by. Working with two tables using equi-join</p> <p><b>Activity</b></p> <p>Project work</p> <p><b>Health and Wellness:</b></p> <p>Protection against diseases of monsoon</p>
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<p>an awareness campaign poster titled, Act Before It Melts</p> <p><b>Health and Wellness:</b> Climate awareness Sustainable living habits</p> <p><b>Topic: Aunt Jennifer's Tigers</b> <b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Theme of patriarchy</li> <li>• Symbolism (tigers, ring, needle)</li> <li>• Feminist perspective</li> <li>• Poetic devices</li> <li>• Tone and imagery</li> <li>• Contrast: Fear vs Freedom</li> <li>• Poet's background</li> </ul> <p><b>Learning Outcome</b></p> <ol style="list-style-type: none"> <li>1. Identify at least five poetic devices with textual evidence</li> <li>2. Describe symbolism in 150 words with three textual references</li> <li>3. Compare themes with Lost</li> </ol>	<p>Compare and semi clustered, contrast Hamleted clustered, and dispersed settlement with examples. Describe the evolution of towns in India since prehistoric times. Classify towns on the basis of their functions.</p> <p><b>Activity 1</b> Debate on the impact of changing pattern of international trade</p> <p><b>Book 2 Chapter-5 Land Resources and Agriculture</b> Land use categories in India. Various land use changes over time. Common property resources. Agricultural land use in India: Cropping season, types of farming. Cropping pattern: various food grains, oilseeds, fiber crops, other crops. Agricultural development in India: strategy, growth and</p>	<p>Dominance</p> <p><b>Learning Outcomes:</b> Explain the concept of one party dominance; Analyze the role of Congress in early Indian politics; Understand the functioning of opposition parties; Evaluate the reasons for the decline of one party dominance</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a timeline showing major elections and dominance of political parties in early years</p> <p><b>Activity 2</b> (Reflective/Collaborative): Group discussion on advantages and disadvantages of one party dominance</p> <p><b>Life Skill:</b> Analytical Thinking – understanding political trends and their implications</p>	<p>Zamindars and Land Revenue System -The Ain-I Akbari</p> <p><b>Learning Outcomes</b> - Write 8 points about the agrarian system of Mughal Empire. -Analyze the socioeconomic conditions of Mughal India in at least 8 points.- Trace the developments of the medieval period and compare the agricultural conditions of the medieval period from the contemporary India -Assess the Ain as an important source on Agrarian history of the Mughal Empire</p> <p><b>Activity 1</b> Debate: "Were Zamindars Exploiters?"</p> <p><b>BOOK 3 – Themes In Indian History Part III 9. Colonialism and the countryside-</b></p>	<p>crowds, and experiences panic attacks.” Students identify: Disorder (Agoraphobia / Anxiety Disorder) Symptoms Possible causes (biological, psychological, environmental) Treatment / Therapy</p> <p><b>Activity 2:</b> Split class into two teams: Nature / Biological Factors Nurture / Environmental &amp; Psychological Factors Discuss causes of Depression, Schizophrenia, Anxiety Disorders. Conclude with interactionist perspective.</p> <p><b>Value:</b> Empathy</p> <p><b>LS:</b> Pro-social behavior.</p> <p><b>Gender sensitivity:</b> Discrimination practices among gender roles</p>	<p>Enhancing it</p> <p>Meaning, Concept &amp; Types of Aggressions in Sports</p> <p>Psychological Attributes in Sports – Self Esteem, Mental Imagery, Self Talk, Goal Setting</p> <p><b>Learning Outcome</b> To make students understand Personality &amp; its classifications. To make students understand motivation and its techniques. To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise. To make them aware of Aggression in sports and types. To make students understand Psychological Attributes in Sports</p>	<p>applied textile design techniques: tie and dye, block printing, and batik printing.</p> <p><b>FASHION DESIGN AND MERCHANDISING</b></p> <p>Introduction, basic concepts.</p> <p>Fashion cycle</p> <p>Fashion merchandising</p> <p>Preparing for a career, skills and abilities required, scope.</p> <p><b>Learning outcomes:</b> Explain the significance of fashion design and merchandising in garment industry. Describe the fundamentals of fashion. Explain the</p>	<p>importance of integration (unity) in life. Topic: Application of Integration Sub topic: *Application in finding area under simple curves Area btw various curves *Shading the common region *Finding the area using integral</p> <p><b>Learning Outcome</b> *draw the curve *find the point of intersection *identify the area to be calculated *calculate the area bounded by the curves such as lines, ellipse, parabola, circle. *apply derivative tests to solve real-world rate problems and optimization questions with accuracy. *develop confidence, logical reasoning, and appreciation for</p>	<p><b>Activity:</b> Group Discussion on “How can we improve rural development in India sustainably?”</p> <p><b>Topic: Environment and Sustainable Development</b> <b>Subtopics:</b> Environment: Functions &amp; Importance Sustainable Development &amp; Its Need Environmental Issues (Pollution, Global Warming, Resource Depletion)</p> <p><b>Learning Outcomes</b> explain the concept of sustainable development and environmental functions. analyze environmental challenges and their economic impact. develop life skills like critical thinking, responsibility, collaboration, and environmental</p>		
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<p>Spring, in a structured paragraph</p> <p>4. Present a two-minute opinion on gender roles using evidence from the poem</p> <p><b>Activity 1</b></p> <p>Decoding symbols- identifying symbols in the poem and decoding their meanings</p> <p><b>Activity 2</b></p> <p>Debate: Patriarchy suppresses individuality more than it provides security</p> <p><b>Values:</b> Women Empowerment, Equality and Respect</p> <p><b>Topic: Indigo by Louis Fischer</b></p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Champaran episode</li> <li>• Sharecroppers and exploitation</li> <li>• Gandhi's leadership</li> <li>• Civil</li> </ul>	<p>technology. Problems of Indian agriculture.</p> <p><b>Learning Outcomes</b></p> <p>Name and define the land use categories. Compare the Changes in shares of Land-use Categories in India between 1950 and 2014. Discuss the importance of common property resources for the community. Compare dryland and Wetland farming and evaluate its importance. Compare the geographical conditions required for the growth of the following crops and their distribution/ growing areas. Rice, Wheat, Jowar, Pulses, Oilseeds, Cotton, Jute, Sugarcane, Tea, Coffee Evaluate technological developments that have taken</p>	<p><b>Topic:</b> India's External Relations</p> <p><b>Subtopics:</b> Principles of Foreign Policy; Non-Alignment Movement; Relations with China and Pakistan; Peace and Conflict; Nuclear Policy; Role in Global Affairs</p> <p><b>Learning Outcomes:</b> Understand the principles of India's foreign policy; Analyze India's relations with neighboring countries; Explain the concept of non-alignment; Evaluate India's role in global politics</p> <p><b>Activity 1 (Hands-on/Experimental):</b> Create a chart showing India's relations with major countries and key events</p> <p><b>Activity 2 (Reflective/Collaborative):</b> Group discussion on how foreign policy impacts national development and</p>	<p><b>Exploring Official Archives.</b></p> <p><b>Sub Topics:</b></p> <ul style="list-style-type: none"> <li>-Bengal and the zamindars</li> <li>-The hoe and the plough</li> <li>-A revolt in the countryside in Bombay Deccan</li> <li>-The Deccan Riots Commission</li> </ul> <p><b>Learning Outcomes</b></p> <p>Analyse the conditions of zamindar and sale of zamindari in at least 8 points.</p> <ul style="list-style-type: none"> <li>-Discuss the reasons for the pre-1857 revolts in 8 points</li> <li>-Appreciate the role of agriculturalists and small industrialists in the early modern period.</li> <li>- Write in 3 points the feeling of injustice of the peasants on refusal to get loans.</li> </ul> <p><b>Activity 1</b></p> <p>Revenue System Simulation- Each group explains working, advantages, and</p>				<p>knowledge and skills required to be in fashion business</p> <p>Discuss how a student can prepare for a career in fashion industry.</p> <p><b>Activity 2:</b> Application of quality control techniques in garment industry- size labels and fabric inspection.</p> <p><b>Values:</b> Social responsibility, innovative thinking, community engagement</p> <p><b>Life Skills:</b> Problem-Solving, Decision-Making, communication skills, collaboration</p> <p><b>Health and</b></p>	<p>how math supports real-life decision-making and planning.</p> <p>Activity: To identify local maxima, local minima, and points of inflection graphically.</p> <p>Life skills- *Fostering accuracy and systematic thinking through applied calculus *Learning from errors and building confidence in solving real-world problems</p>	<p>awareness.</p> <p><b>Activity: Carbon Footprint Audit"</b></p> <p>Students would calculate their daily activities (transport, electricity use, food habits) using a simple carbon footprint chart. They record data and identify major sources of emissions. Students experiment by suggesting small lifestyle changes (e.g., reducing electricity use, using public transport) and estimate reduced emissions.</p> <p><b>Topic:</b></p> <p><b>Employment: Casualisation, Informalisation &amp; Jobless Growth</b></p> <p><b>Subtopics:</b></p> <ol style="list-style-type: none"> <li>1. Casualisation of Workforce</li> <li>2. Informalisation of Employment</li> <li>3. Jobless Growth: Meaning &amp;</li> </ol>		
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<p>Disobedience</p> <ul style="list-style-type: none"> <li>• Role of lawyers</li> <li>• Social reforms (education, hygiene)</li> <li>• Significance of self-reliance</li> </ul> <p><b>Learning Outcome</b></p> <ol style="list-style-type: none"> <li>1. Identify and explain the significance of the Champaran Movement</li> <li>2. Enumerate Gandhi's leadership qualities citing at least three textual references</li> <li>3. Evaluate the role of civil disobedience through an analytical response</li> <li>4. Compare themes of courage and resistance through a class discussion.</li> <li>5. Create a speech/article on social justice</li> </ol> <p><b>Activity 1</b></p> <p>Debate: Gandhiji's leadership empowered the</p>	<p>place in Indian agriculture since Independence</p> <p>Discuss the challenges faced by the Indian farmers and suggest measures to overcome them</p>	<p>security</p> <p><b>Value:</b> Peaceful Coexistence – promoting diplomacy, cooperation, and global harmony</p>	<p>problems of the revenue systems in British India.</p> <p><b>GS:</b> Role of women in an agrarian society.</p>				<p><b>Wellness:</b> sustainable and ethical practices contributing to environmental health and long-term wellness.</p> <p><b>Gender sensitivity:</b> Inclusive design, equal opportunities, and respect individual identity and expression through clothing.</p>		<p>Implications</p> <p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>*Explain concepts of casualisation, informalisation, and jobless growth with real-life examples.</li> <li>*Analyze the impact of these trends on workers' security and economic development.</li> <li>*Develop life skills like critical thinking, empathy, decision-making, and social awareness.</li> </ul> <p><b>Activity:</b></p> <p><b>Employment Survey Activity</b></p> <p>Students will conduct a small survey in their neighborhood (helpers, shop workers, delivery agents, etc.). They will classify workers into formal/informal and casual/regular categories. Students will compile data in a simple table and identify patterns</p>		
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	<p>poor more than it challenged the British</p> <p><b>Activity 2</b></p> <p>Writing a newspaper report on the court trial</p> <p><b>Values:</b> Truth and Non-violence, Social Justice</p> <p><b>Topic: Report Writing</b></p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Format (Heading, Byline, Date, Place)</li> <li>• Types of reports</li> <li>• Language and Tone</li> <li>• Use of passive voice</li> <li>• Chronological order</li> <li>• Draft a 120–150 word report with correct format</li> <li>• Edit peer reports reducing errors</li> </ul> <p><b>Learning Outcome</b></p> <ol style="list-style-type: none"> <li>1. Identify format components</li> <li>2. Differentiate</li> </ol>								<p>(wages, job security, benefits).</p>		
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between news and report writing  
3. Draft a 120–150 word report with correct format scoring  
4. Use at least five factual expressions and two passive constructions correctly  
5. Edit peer reports reducing errors

**Activity 1**

Peer editing:  
Rearranging and editing a jumbled report

**Activity 2**

Role Play: Report Writing:  
eyewitness participant and a reporter

**Gender**

**Sensitivity:**  
Avoiding bias in reporting  
Inclusive language

**Topic: Poets and Pancakes**

**Sub-topics:**  
• Gemini Studios, work culture  
• Role of make-up



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department

- Subbu's character sketch
- Office boy episode
- Visit of Stephen Spender
- Theme of hierarchy and invisibility
- Humour and satire
- Gender portrayal in film industry

**Learning Outcome**

1. Identify key characters and events
2. Explain themes of hierarchy and invisibility
3. Describe satire and humour using textual references in group discussion
4. Evaluate workplace culture of Gemini Studios comparing it with modern corporate setups
5. Create a reflective paragraph on



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	<p>gender sensitivity in media</p> <p><b>Activity 1</b></p> <p>Creating a three minute podcast summary episode capturing the everyday life at the Gemini Studios</p> <p><b>Activity 2</b></p> <p>Art integrated project: Comparing Gemini Studios with one present day Bollywood studio</p> <p><b>Values:</b> Respect for diversity Workplace dignity</p>										
<p><b>August</b></p> <p><b>Topic</b></p> <p><b>Subtopic</b></p> <p><b>Learning Outcome</b></p> <p><b>Activity1</b></p>	<p><b>The Enemy – Pearl S. Buck</b> <b>Sub-Topics:</b> • <b>Background: World War II</b> • <b>Character Sketch: Dr. Sadao and Hana</b> • <b>Conflict: duty vs humanity</b> • <b>Theme: patriotism vs moral responsibility</b> • <b>Role of women</b></p>	<p><b>Book 2 Chapter-5 Land Resources and Agriculture (continue)</b> <b>Book 2 Ch-6 Water Resources.</b> Different types of water resources of India: surface, groundwater, lagoons, and backwaters. Demand and</p>	<p><b>Topic:</b> Challenges to and Restoration of the Indian National Congress <b>Subtopics:</b> Political Succession after Jawaharlal Nehru; Leadership of Lal Bahadur Shastri and Indira Gandhi; Congress Split of 1969; Electoral Victory and Restoration of</p>	<p><b>10. Rebels and the Raj</b> <b>Sub Topics:</b> -Pattern of the rebellion -Awadh in Revolt -What rebels wanted -Repression -Images of the revolt</p> <p><b>Learning Outcomes</b> -List the causes of</p>	<p><b>Topic: Therapeutic Approaches</b></p> <p><b>Subtopics:</b> Nature and process of psychotherapy</p> <p>Therapeutic relationship</p> <p>Behaviour Therapy</p>	<p><b>Topic</b> <b>Training in Sports</b></p> <p><b>Subtopic</b> Concept of Talent Identification and Talent Development in Sports Introduction to Sports Training Cycle – Micro, Meso, Macro</p>	<p><b>CARE AND MAINTENANCE OF FABRICS IN INSTITUTIONS</b></p> <p>Introduction, various types of equipment's required for care and maintenance of</p>	<p>Topic- Differential Equations Sub- topic: *Order/Degree *General/Particular solution of a differential equation *Solution of a differential equation by 1)Method of separating</p>	<p><b>Determination of Income and Employment</b> <b>Subtopics:</b> *Aggregate Demand &amp; Aggregate Supply *Consumption Function &amp; Investment *Equilibrium Level of Income (Multiplier Concept) <b>Learning</b></p>	<p><b>Theory:</b> Art during British Raj, company paintings and origin &amp; development of Bengal school of art. The pioneers of new trends in India. <b>Nationalism</b> <b>Practical:</b> Composition on the theme Sports</p>	<p>PROJECT WORK (11 days)</p> <p>Unit 3: Introduction to Computer Networks</p> <p>Introduction to networks, Types of network: PAN, LAN, MAN, WAN.</p>

<p><b>Activity2</b> <b>Life Skill</b> <b>Value</b> <b>Gender</b> <b>Health and</b> <b>Wellness</b></p>	<p>(Hana) • Ethical dilemmas • Symbolism and ending analysis</p> <p><b>Learning Outcome</b></p> <p>1. Identify at least three themes and textual references 2. Enumerate Dr. Sadao's moral dilemma in 150-word response 3. Compare the theme of humanism with another lesson in a structured paragraph 4. Evaluate ethical conflicts through a debate activity using logical reasoning. 5. Create a diary entry/article reflecting Hana's perspective</p> <p><b>Activity 1</b></p> <p><b>Presenting a monologue from Hana's perspective</b> <b>Activity 2</b></p>	<p>utilization of water. Deterioration of water quality. Water conservation and management: watershed management and rainwater harvesting. National water policy, 2002.</p> <p><b>Learning Outcomes</b></p> <p>Describe the available water resources in India. Evaluate the water demand and supply in India. Discuss the reasons for water scarcity in the country. Discuss water resources in India, its geographical distribution, sectoral utilization, and methods of its conservation and management. Recognize various emerging water problems and analyse the causes for deterioration of quality of water. Evaluate the scope to use rainwater harvesting</p>	<p>Congress; Challenges within the Party</p> <p><b>Learning Outcomes:</b> Understand the challenges faced by Congress after Nehru; Analyze the causes and impact of the Congress split; Evaluate how Congress regained power; Examine leadership roles in restoring political stability</p> <p><b>Activity 1</b> (Hands-on/Experimental): Create a timeline showing key political events from Nehru's death to the restoration of Congress</p> <p><b>Activity 2</b> (Reflective/Collaborative): Group discussion on leadership challenges and how political parties regain public support</p> <p><b>Life Skill:</b> Leadership Skills – understanding decision-making and crisis management in</p>	<p>the revolt in 8 points. -With the help of a discussion, students will trace the spread of the revolt. -Explain the nationalist images of revolt in 8 points. -Analyze how the revolt was brutally suppressed by the British. -Examine the importance of the images of the revolt in creating nationalist feeling. -Locate and label the centers of the Revolt on the political map of India.</p> <p><b>Activity 1</b> Source Analysis Activity- analyze extracts from proclamations</p> <p><b>Activity 2</b> Revolt Mapping Activity - Major centres of the Revolt.</p> <p><b>11.Mahatma Gandhi and the National Movement</b> <b>Sub Topics:</b> -A Leader Announces Himself</p>	<p>Cognitive Therapy</p> <p>Humanistic-existential Therapy</p> <p>Alternative Therapies</p> <p>Rehabilitation of the Mentally Ill</p> <p><b>Learning Outcome:</b> Students will be able to: Explain the basic nature and process of psychotherapy</p> <p>Describe the goals of psychotherapy</p> <p>Explain therapies like cognitive therapy, humanistic-existential therapy, biomedical therapy and alternative therapies</p> <p>Discuss how people with mental disorders can be rehabilitated</p> <p><b>Activity 1:</b> Divide students into therapist and client pairs.</p>	<p>Cycle. Types &amp; Methods to Develop – Strength, Endurance, and Speed. Types &amp; Methods to Develop – Flexibility and Coordinative Ability. Circuit Training - Introduction &amp; its importance</p> <p><b>Learning Outcome</b> Making the students understand the concept of talent identification and methods in sports Making the students Understand sports training and the different cycle in sports training. Making the students Understand different types &amp; methods of strengths, endurance, and speed. Making the students Understand</p>	<p>fabrics</p> <p>Drying equipment, ironing, laundry, commercial laundry.</p> <p><b>Learning outcomes:</b> Discuss the significance of care and maintenance of fabrics and textile products.</p> <p>Describe the concept of care and maintenance of fabrics in hospitals and hotels. Explain the process and various equipment's required and their usage. Discuss how a student can prepare for a career in this field.</p>	<p>variables 2 ) Homogenous Differential equation *Solutions of Linear differential equations. Learning Outcomes: *find the order and degree *solve the differential equation using the method of separating variables *define a homogenous differential equation *identify a linear differential equation *solve a linear differential equation Activity: To verify that the differential equation represents a family of curves and to find the particular solution for a given initial condition. Health and Wellness</p>	<p><b>Outcomes:</b> *Explain aggregate demand, aggregate supply, and equilibrium income. *Analyze the role of consumption, investment, and multiplier in income determination. *Develop life skills like analytical thinking, decision-making, and problem-solving.</p> <p><b>Activity: Income Determination Simulation</b> Students will be provided with hypothetical data for consumption (C) and income (Y). Students calculate savings and construct a simple consumption schedule. Using charts/graph paper, they plot AD and AS to identify the equilibrium level of income. <math>Y=C+I</math>; <math>Y = C + I</math>; <math>Y=C+I</math> Students will observe how</p>		<p>Network Devices: modem, hub, switch, repeater, router, gateway Network Topologies: Star, Bus, Tree, Mesh. Introduction to Internet, URL, WWW, and its applications- Web, email, Chat, VoIP. Website: Introduction, difference between a website and webpage, static vs dynamic web page, web server and hosting of a website. Web Browsers: Introduction, commonly used browsers, browser settings, add-ons and plug-ins, cookies.</p> <p><b>Activity</b> Solve Networking Case Study</p> <p><b>Value</b> HardWork</p>
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<p><b>Debate: Acts of kindness towards the enemy are acts of betrayal to one's nation</b></p> <p><b>Values:</b> Humanity above nationalism, Moral courage</p> <p><b>Topic:</b> On the Face of It</p> <p><b>Sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Theme of loneliness and isolation</li> <li>• Physical disability and social stigma</li> <li>• Role of friendship</li> <li>• Symbolism of garden</li> <li>• Generational gap</li> <li>• Inner vs outer beauty</li> <li>• Optimism vs bitterness</li> </ul> <p><b>Learning Outcome</b></p> <p>1. Identify and explain at least three themes of the play. 2. Compare Derry and Mr. Lamb's</p>	<p>techniques to conserve precious water resources.</p> <p><b>Activity 1</b> If there is a water problem in your area find out the possible reasons and solution for this problem</p> <p><b>Geographical Perspective on Selected Issues and Problems</b> Environment degradation. Pollution: types and effects. Urbanisation, problems of slums. Prevention and control measures of types of pollution. Classify types of pollution based on the medium through which pollutants are transported and diffused. Explain various sources of pollution and summarise the state of water, air, land and noise pollution in India. Analyse the rural-urban migration and its role in pollution. Describe the</p>	<p>politics</p> <p><b>Topic:</b> Planned Development <b>Subtopics:</b> Meaning of Planned Development; Five-Year Plans; Role of the Planning Commission; Mixed Economy Model; Public and Private Sector Roles; Economic Planning Goals <b>Learning Outcomes:</b> Explain the concept of planned development; Analyze the role of Five-Year Plans in economic growth; Understand the mixed economy model; Evaluate the successes and limitations of economic planning in India <b>Activity 1</b> (Hands-on/Experimental): Create a chart showing objectives and achievements of different Five-Year Plans <b>Activity 2</b> (Reflective/Collab</p>	<p>-The Making and Unmaking of Non-cooperation -The Salt Satyagraha A Case Study -Quit India -The Last Heroic Days -Knowing Gandhi <b>Learning Outcomes</b> Explain the contribution of Mahatma Gandhi in the national movement in at least 8 points -Explain the concept of Satyagraha in 3 points -List the reasons for Gandhi's mass appeal in 8 points -Compare the Non-Cooperation and Civil Disobedience Movements -Give a detailed account of the mass movements of Gandhi Express empathy for the hardships faced by Indian masses during the British rule through Gandhian movements. -Locate and label the centers of the</p>	<p>Assign a simple scenario: Anxiety before exams Fear of speaking in public</p> <p>Therapist applies a technique from: Behaviour Therapy: systematic desensitization Cognitive Behaviour Therapy: cognitive restructuring Humanistic Therapy: client-centered supportive discussion</p> <p><b>Health and Wellness:</b> Managing emotions</p> <p><b>Value:</b> Cohesiveness</p> <p><b>LS:</b> Social facilitation</p> <p><b>Gender sensitivity:</b> Gender and Competition</p>	<p>different types &amp; methods of flexibility and coordinative ability. Making the students understand Circuit training and its importance</p>	<p><b>Activity 1:</b> Removal of different types of stains from white cotton cloth- ball pen, lipstick, tea, coffee, curry.</p> <p><b>EARLY CHILDHOOD CARE AND EDUCATION</b></p> <p>Introduction, learning characteristics of infants, substitute care</p> <p>Role of teacher/adults, guiding principles of ECCE, preparing for a career Skills required, qualifications and qualities required, scope.</p> <p><b>Learning outcomes:</b> Understand the basic principles of ECCE as they apply to</p>	<p>Topic: Linear Programming Problem Sub-Topic- *constraints, Objective fun ,optimization, Different types of L.P.P *Graphical method of solution of problems Learning Outcomes:-*define an L.P.P, objective function,constraint s, feasible region, feasible solution *find the feasible region. *solve an L.P.P using Corner point method Activity: To solve a Linear Programming Problem graphically and verify that the optimal value of the objective function occurs at a corner point of the feasible region. Topic: Probability Sub-Topic</p>	<p>changes in investment shift aggregate demand and affect equilibrium income.</p>			
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<p><b>perspectives</b>  <b>3. Interpret symbolism used, with two textual references</b>  4. Evaluate the role of society in shaping identity  5. Create a reflective diary entry demonstrating empathy and emotional growth</p> <p><b>Activity 1</b></p> <p><b>Group discussion: Society more disabled than Derry</b></p> <p><b>Activity 2</b></p> <p><b>Debate: Isolation a choice not a condition imposed by society</b></p> <p><b>Gender Sensitivity: Challenging stereotypes, Respect for difference</b></p> <p><b>Topic: The Interview</b>  <b>Sub topics</b></p>	<p>health and social problems of slum dwellers with reference to Dharavi.  Describe the natural and human causes of land degradation and suggest measures to control land degradation in India.</p> <p><b>Activity 1</b>  Suggest measures to control different types of pollution and evaluate the effectiveness of the Swachh Bharat Mission.</p> <p><b>Activity 2</b>  Discuss the problems related to urban waste disposal and suggest measures to convert waste into wealth.</p>	<p>orative): Group discussion on whether planning is still relevant in modern economic development  <b>Value:</b> Economic Responsibility – understanding balanced and planned use of resources for national growth</p>	<p>Indian National Movement on the political map of India.  <b>Activity 1</b>  Movement Mapping Activity- Mark important places: Champaran Ahmedabad Dandi  <b>Activity 2</b>  Debate: "Was Non-Violence the Most Effective Strategy?"  <b>Values:</b>  Nationalist feeling</p>			<p>Indian society</p> <p>Understand the importance of early care and learning experiences for children.</p> <p>Understand how children play and learn.</p> <p>Explain the knowledge and skills required for a career in ECCE.</p> <p><b>Activity 1:</b>  Students from their childhood will write a memory they cherish a lot and mention which character they like the most and why.</p> <p><b>MANAGEMENT OF SUPPORT SERVICES, INSTITUTIONS AND PROGRAMS</b></p>	<p>Introduction- Definition, Sample space, Random experiment  *Types of events  *Conditional probability  *Independent events  *Bayes Theorem Learning  Outcome: : *define probability, random exp, event, sample space  *recall the fundamental principle of addition and multiplication  *Construct diagrams like trees and Venn diagrams neatly  *list the various types of events  *differentiate btw independent and mutually exclusive events  *perceive the concept of reverse probability  *learn the Baye's theorem  Activity: To compute</p>			
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	<p><b>Part 1:</b></p> <ul style="list-style-type: none"> <li>• History of interviews</li> <li>• Merits and demerits</li> <li>• Interview as a communication tool</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>• Interview with Umberto Eco</li> <li>• Eco's views on writing</li> <li>• Academic vs popular writing</li> <li>• Time management</li> </ul> <p><b>Learning Outcome</b></p> <ol style="list-style-type: none"> <li>1. Identify and explain at least five arguments for/against interviews</li> <li>2. Enumerate Umberto Eco's views on interviews</li> <li>3. Evaluate the ethics of interviews through a debate and present three logical arguments</li> <li>4. Create a mock interview demonstrating sensitivity and structure</li> </ol>						<p>Introduction, significance, basic concepts, why are children vulnerable</p> <p>Institutions, programs and initiatives for children, why are youth vulnerable</p> <p>Youth programs</p> <p><b>Learning outcomes:</b></p> <p>Explain why services, institutions, and programs are needed for children, youth, and elderly.</p> <p>Describe the aspects involved in management of institutions and programmes. Discuss the knowledge base and skills set required to manage and run</p>	<p>conditional probability of an event given using examples like throwing a pair of dice</p> <p>Values</p> <ul style="list-style-type: none"> <li>* Logic and Decision Making</li> <li>* Objectivity, fair judgment, clarity in analysis</li> </ul> <p>Life Skills</p> <ul style="list-style-type: none"> <li>*Risk evaluation, predictive thinking, analyzing uncertain situations</li> </ul>			
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	<p>5. Differentiate between objective reporting and intrusive questioning using examples</p> <p><b>Activity 1</b></p> <p><b>Class Discussion:</b> Interviews are an invasion of privacy</p> <p><b>Activity 2</b></p> <p>Creating a mock interview with five exchanges, demonstrating sensitivity and structure</p> <p><b>Health and Wellness:</b> Psychological impact of intrusive media</p>						<p>institutions and programs.</p> <p>Become aware of the career opportunities available in this field.</p> <p><b>Activity 2:</b> Students will research on the scheme ICDS and make a report on the same.</p> <p><b>Values:</b> Social responsibility, innovative thinking, community engagement</p> <p><b>Life Skills:</b> Problem-Solving, Decision-Making, communication skills, collaboration</p> <p><b>Health and</b></p>				
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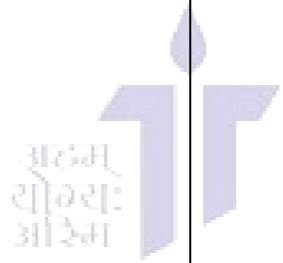


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							<p><b>Wellness:</b> Importance of clean, safe, and well-maintained surroundings for mental and emotional well-being.</p> <p><b>Gender sensitivity:</b> Equal care, respect, and responsibility towards all individuals regardless of gender.</p>				
<p>September</p> <p><b>Topic</b></p> <p><b>Subtopic</b></p> <p><b>Learning Outcome</b></p> <p><b>Activity1</b></p> <p><b>Activity2</b></p> <p><b>Life Skill</b></p> <p><b>Value</b></p> <p><b>Gender</b></p>	<p><b>Topic:</b> Assessment of Listening and Speaking Skills (ALS)</p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Note-making</li> <li>• Identifying tone and purpose</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Inference and evaluation</li> <li>• Formal presentation</li> <li>• Group discussion</li> <li>• Expressing opinion</li> </ul>	REVISION FOR THE MID-TERM EXAMINATION	Revision & Mid Term Examination	Revision & Mid Term Examination	Revision & Mid Term Examination	Revision for the Mid Term Examinations	<p><b>Revision and Mid-term Examination</b></p> <p><b>Values:</b> Social responsibility, innovative thinking, community engagement</p> <p><b>Life Skills:</b> Problem-Solving, Decision-Making, communication skills, collaboration</p>	<p>Revision for Mid term Examination</p> <p>Chap 2- Inverse Trigonometric Functions</p> <p>Chap-3 Matrices</p> <p>Chap-4 - Determinants</p> <p>Chap5-Continuity and Differentiation</p> <p>Chap6-App of Derivatives</p> <p>Chap7-Integrals</p> <p>Chap8-App of Integrals</p> <p>Chap 9- Differential</p>	REVISION FOR THE MID-TERM EXAMINATION	<p><b>Theory:</b> Topic: Modern trends in Indian art –contemporary artists and their paintings</p> <p><b>Practical:</b> Still life-2 Still life with three objects and two draperies</p> <p><b>Learning outcomes:</b> Identify paintings, artists, techniques, and features Paraphrase</p>	<p>Revision</p> <p>Compilation of record files</p> <p><b>Learning Outcomes:</b></p> <p>Each child will be able to clarify doubts in Python and fundamentals: =&gt;recapitulate the important concepts, laws</p>

<p><b>Health and Wellness</b></p>	<p>• Extempore</p> <p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Identify main ideas and supporting details from an audio clip/transcript <ul style="list-style-type: none"> <li>• Infer speaker's tone, bias and purpose</li> </ul> </li> <li>• Deliver a two minute structured speech with clear introduction, arguments and conclusion using appropriate vocabulary. <ul style="list-style-type: none"> <li>• Participate in GD demonstrating turn-taking and respectful disagreement</li> </ul> </li> </ul> <p><b>Life Skills:</b></p> <p>Active listening, Critical thinking, Confidence in public speaking</p> <p><b>Topic:</b></p> <p>Revision, Mid-Term</p>						<p><b>Health and Wellness:</b> Holistic health, responsible choices, sustainability, and community health.</p> <p><b>Gender sensitivity:</b> Importance of equality, inclusiveness, and respect for all genders.</p>	<p>Equations</p> <p><b>Learning Outcomes:</b> recall, revise, state and apply the properties, theorems and formulae from the mentioned topics and clarify their doubts, if any.</p> <p>Activity: Students will solve questions given for practice-both written and oral, Google Forms and get their doubts clarified Discussion on Important points and common errors</p>		<p>Important paintings and painters Incorporate elements of art in still-life painting</p> <p>REVISION FOR THE MID-TERM EXAMINATION</p>	<p>and rules. =&gt;apply the same to answer related questions.</p> <p><b>Activity</b> Compile Record file and Project Work</p> <p><b>Life Skill</b> Socio Emotional learning</p>
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	<p><b>Sub topics</b></p> <p><b>Reading Skills:</b></p> <p><b>A. Case-Based Passages</b></p> <ul style="list-style-type: none"> <li>• Discursive/ Factual passages</li> <li>• Data-based interpretation</li> </ul> <p><b>B. Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Notice</li> <li>• Invitation/Reply</li> <li>• Letter to Editor</li> <li>• Article</li> <li>• Report</li> </ul> <p><b>C. Literature (Flamingo and Vistas)</b></p> <ul style="list-style-type: none"> <li>• Extract-based questions</li> <li>• Character analysis</li> <li>• Theme-based questions</li> <li>• Cross-textual comparison</li> </ul> <p><b>Learning Outcome</b></p> <p>1. Identify and analyse key ideas in unseen case-based passages</p> <p>2. Interpret data and infer meaning in HOTS questions</p>										
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correctly  
3. Draft two short and one long writing task as per format within stipulated word limit  
4. Write 150–200 word analytical answers  
5. Demonstrate improved time management, completing a section within allocated exam time

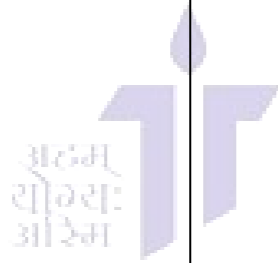
**Activity 1**

Group work:  
Fixing formats, trim or expand word limit, improve analysis, reading out the final answers

**Activity 2**

Peer checking using a checklist: key idea correctly identified, at least one valid inference, answer within word limit

Health and Wellness: Mental



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	health awareness and coping strategies among adolescents										
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