

**JAYPEE PUBLIC SCHOOL WEEK
WISE SYLLABUS SESSION-(2021-22)
CLASS XII HUMANITIES**

ENGLISH

MONTH: March

| Content / Topic | WEEK-1 | WEEK-2 | WEEK-3 | WEEK-4 |
|--|--|--|---|---|
| Introduction to the syllabus Flamingo Writing Skills | <i>Session commences from second week i.e 8th March 2021</i> | Familiarization with the course and marking scheme Writing Skills: ➤ Notice Writing | Flamingo: ➤ My Mother at 66 (poem) Reading Skills: ➤ Comprehension | Flamingo ➤ The Last Lesson Revision |
| Learning Objectives | <ul style="list-style-type: none"> ➤ To enable them to comprehend the cultural background of the story ➤ To enable them to realize the importance of a teacher in the life of a student. ➤ To write in a style appropriate for communicative purposes ➤ To develop familiarity with the poetic uses of language & poetic devices | | | |
| Expected Learning Outcomes | <ul style="list-style-type: none"> ➤ Understanding the universality of the themes ➤ Social awareness and values ➤ They would develop their optimistic attitude towards life amidst many struggles. | | | |
| Teaching Aid/Resource | Enotes; learncbse.in, PPT | | | |
| Class Room activity | Classroom discussions NCERT Textbook questions Sample Papers Extra Questions | | | |

MONTH: APRIL

| TOPIC | WEEK-1 | WEEK-2 | WEEK-3 | WEEK-4 | WEEK-5 |
|--|--|----------------------------------|---|------------------------------------|--|
| Flamingo Vistas Reading Skills Writing Skills | Flamingo ➤ Elementary Classroom in a Slum | Flamingo ➤ Lost Spring | Flamingo ➤ Quiet Life Reading Skills ➤ Comprehension | Vistas ➤ The Third Level | Writing Skills ➤ Article Writing ➤ Letter to Editor |
| Learning Objectives | <ul style="list-style-type: none"> ➤ To develop familiarity with the poetic uses of language & poetic devices ➤ To be able to appreciate a prose piece. ➤ To write in a style appropriate for communicative purposes ➤ To develop an understanding of satire and irony | | | | |

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|----------------------------|--|
| Learning Outcomes | <ul style="list-style-type: none"> ➤ The learners would unfold their logical thinking skills. ➤ They would be able to appreciate the significance of developing personal fears yet rising above them to savour real liberty. ➤ Understanding human psychology |
| Teaching Aids | www.studiestoday.com , Enotes, |
| Class Room activity | <ul style="list-style-type: none"> ➤ Classroom discussions ➤ NCERT Textbook questions ➤ Sample Papers Extra Questions |

MONTH: JUNE

| TOPIC | WEEK-1 | WEEK-2 | WEEK-3 | WEEK-4 | WEEK-5 |
|--------------------------------|---|---|---|--|--|
| Flamingo Writing Skills | Flamingo <ul style="list-style-type: none"> ➤ Deep Water | Vistas <ul style="list-style-type: none"> ➤ The Enemy | Writing Skills <ul style="list-style-type: none"> ➤ Invitations & their replies | Revision <ul style="list-style-type: none"> ➤ UT-1 | Writing Skills <ul style="list-style-type: none"> ➤ Advertisements |
| Learning Objectives | <ul style="list-style-type: none"> ➤ To draft a grammatically correct letter and invitations ➤ To learn how to write a report. ➤ To appreciate and analyze the plot and characters. | | | | |
| Learning Outcomes | <ul style="list-style-type: none"> ➤ The learners would be able to understand the need of the hour, to maintain peace and cut out the clamour and bloodshed, correlating it with contemporary background and personal experiences. ➤ Understanding of the characters and the plot ➤ Understanding the importance of values – compassion and kindness ➤ Understanding human psychology | | | | |
| Teaching Aids | Newspapers, kidingtown.com, Documentary on the services of Doctors and Nurses during War times, PPT | | | | |
| Activity/Assessment | <ul style="list-style-type: none"> ➤ Classroom discussions ➤ NCERT Textbook Questions ➤ Board Sample Paper Practice | | | | |

SUBJECT: HISTORY**MONTH: MARCH**

| TOPIC | WEEK-1 | WEEK-2 | WEEK-3 | WEEK-4 | WEEK-5 |
|---|--|---|---|--|---|
| CHAPTERS: I Brick, Beads and Bones II: Kings, Farmers and Towns | <i>Session commences from second week i.e 8th March 2021</i> | Chap I: <ul style="list-style-type: none"> ➤ Subsistence strategies ➤ Agricultural technologies ➤ Source I, II ➤ Map of Harappan Sites ➤ Urbanization and Domestic Architecture | <ul style="list-style-type: none"> ➤ Finding out about craft ➤ Identifying centers of production and procuring materials ➤ Contact with distant land | <ul style="list-style-type: none"> ➤ Seals and Script ➤ End of civilization Source 3 ➤ Problems of Interpretation | Chap II: <ul style="list-style-type: none"> ➤ The Earliest States ➤ Early Empire: Magadh ➤ The Notion of Kingship |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> ➤ Familiarize the learner with early civilization ➤ Economic and social institutions. ➤ Familiarize the learner with early urban centres as economic and social institutions. ➤ Familiarize the learner with major trends in the political and economic history of the subcontinent. | | | | |
| LEARNING OUTCOMES | The students will be able to– <ul style="list-style-type: none"> ➤ understand the most distinctive artifacts and features of the Harappan civilization ➤ Explore how archaeological material is interpreted. ➤ Understand the social, political, economic developments after IVC through a range of sources like inscriptions and coins. ➤ Learn to interpret the significance of monuments. | | | | |
| TEACHING AID | Notes Textbook illustrations Online Images of Map Images of Timeline | | | | |

MONTH:APRIL

| TOPIC | WEEK-1 | WEEK-2 | WEEK-3 | WEEK-4 | WEEK-5 |
|---|---|--|--|---|--|
| <p>CHAPTERS</p> <p>II: Kings, Farmers and Towns</p> <p>III: Kinship, Caste, Class (600 BCE – 600CE)</p> <p>Chap IV: Thinkers, Believers and Buildings</p> | <ul style="list-style-type: none"> ➤ The Notion of Kingship ➤ Divine King Changing ➤ Towns and Trade | <p>Chap II:</p> <ul style="list-style-type: none"> ➤ Coins and Kings ➤ Deciphering Inscriptions ➤ Source 9,10 ➤ Limitation of Inscription | <p>Chap III:</p> <ul style="list-style-type: none"> ➤ Critical Edition of Mahabharata ➤ Kinship and marriage ➤ Source 1,2,3,4,5,6 ➤ Social Differences ➤ Non Kshatriya Kings Jatis and Social Mobility | <p>Chap III (Cont.):</p> <ul style="list-style-type: none"> ➤ Source7,8,9,10 ➤ Beyond The 4 Varna. ➤ A Social Contract– ➤ Handling Texts ➤ Dynamic Text ➤ Source11,12,13,14, 15,16 | <p>Chap IV:</p> <ul style="list-style-type: none"> ➤ A Glimpse of Sanchi ➤ Sacrifices and debates ➤ Beyond Worldly Pleasures |
| <p>LEARNING OBJECTIVES</p> | <ul style="list-style-type: none"> ➤ Familiarize the learner with major trends in the political and economic history of the subcontinent. ➤ Familiarize the learner with issues in social history. ➤ Discuss the major religious developments in early India. ➤ Familiarize the learner with the salient features of social histories described by the travelers. ➤ Discuss how travelers' accounts can be used as sources of social history. ➤ Familiarize the learner with religious developments | | | | |
| <p>LEARNING OUTCOMES</p> | <p>The students will be able to–</p> <ul style="list-style-type: none"> ➤ Enhance their historical vision of India through description of social life provided by travelers. ➤ Understand the varying perspectives of travelers as they came from different countries. ➤ Understand the mosaic of Religious Beliefs and Practices between 8th CE – 18thCE. | | | | |
| <p>TEACHING AID</p> | <p>Notes Textbook illustrations Online Images of Map Images of Timeline</p> | | | | |

MONTH: JUNE

| TOPIC | WEEK-1 | WEEK-2 | WEEK-3 | WEEK-4 | WEEK-5 |
|--|--|--|---|---|------------------------|
| <p>Chap IV: Thinkers, Believers and Buildings</p> <p>VI: Bhakti and Sufi Traditions (8th CE – 18th CE)</p> <p>VII: An Imperial Capital (14th CE- 17th CE)</p> | <p>Chap IV:</p> <ul style="list-style-type: none"> ➤ Buddhist and Jain Teachings ➤ Monasteries & Stupas ➤ Sculptures ➤ New Religious Traditions ➤ Puranic Hinduism ➤ Grappling with unfamiliar | <p>Chap VI</p> <ul style="list-style-type: none"> ➤ Integration of Cults Early Traditions of Bhakti– Alvars and Nayanars ➤ Relation with States ➤ Virashaiva Tradition ➤ Fabric of Islam ➤ Sufi Traditions | <p>Chap VI</p> <ul style="list-style-type: none"> ➤ New Devotional path ➤ Kabir, Nanak and Mirabai <p>Chap VII</p> <ul style="list-style-type: none"> ➤ Discovery of Hampi ➤ Rayas, Nayakas and Sultans Decline of empire | <p>Chap VII (Contd.)</p> <ul style="list-style-type: none"> ➤ Vijaynagar The capital ➤ Water Resources and Forts & Roads ➤ The royal center ➤ The Mahanavamidibba ➤ The sacred center | <p>REVISION</p> |
| <p>LEARNING OBJECTIVES</p> | <ul style="list-style-type: none"> ➤ Familiarize the learner with the salient features of social histories described by the travelers. ➤ Discuss how travelers' accounts can be used as sources of social history. ➤ Familiarize the learner with religious developments. ➤ Discuss ways of analyzing devotional literature as sources of history. ➤ Familiarize the learner with the new buildings that were built during the time. | | | | |
| <p>LEARNING OUTCOMES</p> | <p>The students will be able to–</p> <ul style="list-style-type: none"> ➤ Enhance their historical vision of India through description of social life provided by travelers. ➤ Understand the varying perspectives of travelers as they came from different countries. ➤ Understand the mosaic of Religious Beliefs and Practices between 8th CE – 18th CE. <p>Understand the significance of oral traditions and archaeological finds to rediscover Vijay Nagar.</p> | | | | |
| <p>TEACHING AID</p> | <p>Notes Textbook illustrations Online Images of Map Images of Timeline</p> | | | | |

PAINTING

MONTH: MARCH

| Content /Topic | 3 rd week | 4 th week |
|---|--|---|
| <ul style="list-style-type: none"> ➤ Introduction Rajasthani and Pahari School of Miniature Paintings ➤ Practical | <ul style="list-style-type: none"> ➤ Introduction to Syllabus Theory and Practical <li style="padding-left: 20px;">Brief discussion about every chapter <li style="padding-left: 20px;">Discussing about Goal and Planning for term 1 ➤ Miniature painting ➤ Nature Study | <ul style="list-style-type: none"> ➤ Rajasthani School of Painting ➤ Nature Study |
| Learning Objectives | <ul style="list-style-type: none"> ➤ They get a concept of complete Syllabus and planning for term 1. ➤ Origin of miniature painting and Rajasthani School of painting ➤ Techniques and live outdoor foliage study | |
| Expected Learning Outcome | <ul style="list-style-type: none"> ➤ To study the of Miniature and Rajasthani School of Art ➤ They will also be able to understand how to do simple foliage study Still life study and perspective. | |
| Teaching Aid/Resource | Videos, Book, PPT, internet ,worksheets, Live/Outdoor Sketching | |

MONTH: APRIL

| Content/Topic | ➤ 1 st Week | ➤ 2 nd Week | ➤ 3 rd Week | ➤ 4 th Week | ➤ 5 th Week |
|---|---|---|---|---|---------------------------------|
| ➤ Rajasthani and Pahari School of Miniature Paintings | ➤ Characteristics, of Mughal miniature painting, | <ul style="list-style-type: none"> ➤ Maruragani, Raja ➤ Aniruddha Singh Hara ➤ Chaghan Players | <ul style="list-style-type: none"> <input type="checkbox"/> Krishna on Swing, <input type="checkbox"/> Radha, <input type="checkbox"/> Bharat meets Rama at Chitrakoot | ➤ Origin and development Phari School of miniature Painting | ➤ Krishna with Gopis |
| Practical | ➤ Foliage Study | ➤ Pencil Shading | ➤ Show different type of shading | ➤ Still life and Object Drawing | ➤ Still life and Object Drawing |
| Learning Objectives | <ul style="list-style-type: none"> ➤ Point wise and precise discussion on Rajasthani School, characteristics , painting, and questions ➤ Give proper idea of proportion, shading, and object surface quality. | | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> ➤ To study the Art of Miniature of Rajasthani and Pahari School ➤ They will also be able to understand how to do simple foliage study, value and composing still life. | | | | |
| Teaching Aids /Resources | ➤ Smart Board, PPTs, Youtube videos, Library Books, Live/Outdoor Sketching | | | | |

MONTH: JUNE

| Content/Topic | 1 st Week | 2 nd Week | 3rd Week | 4 th Week | 5 th Week |
|--|--|---|--|---|---|
| Pahari and Mughal School of Miniature painting | Nanda Yashoda and Krishna going to Vrindavan | PT-1 Introduction to Mughal Miniature School | PT-1 Krishna Lifting Mount Goverdhan, | Falcon on a bird rest > Birth of Salim | Kabir and Raidas, Marriage Procession of Dara Shikoh |
| Practical | > Still Life in Charcoal | > Continue Charcoal Painting | > Study Human figure | > Composition with human figures | > Continue |
| Learning Objectives | <ul style="list-style-type: none"> > Discussion on subject matter, description on Mughal Painting, and questions > Give proper idea of proportion, human anatomy, texture. | | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> > To learn about Mughal School of Miniature of Painting > To understand different types of Mughal miniature Paintings > Learn Charcoal Painting and human anatomy and sketching | | | | |
| Teaching Aids /Resources | Smart Board, PPTs, Youtube videos, Library Books, Live/Outdoor Sketching | | | | |

SUBJECT: POLITICAL SCIENCE**MONTH: MARCH**

| TOPIC | WEEK-1 | WEEK-2 | WEEK-3 | WEEK-4 | WEEK-5 |
|--|---|--|---|---|---|
| PART 2: Chap1: Nation-building and its problems PART 1 Chap: 1 Cold War Era | | <ul style="list-style-type: none"> ➤ Familiarization with the syllabus and marking scheme ➤ India's resistance to globalization ➤ Political, Cultural and economic consequence of globalization | <ul style="list-style-type: none"> ➤ Challenges after independence. ➤ Partition: Causes and consequences. | <ul style="list-style-type: none"> ➤ Integration of Princely states. ➤ States ➤ Reorganization in India. | <ul style="list-style-type: none"> ➤ Introduction of Cold War Era ➤ NAM-India's role in fostering Afro-Asian unity. |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> ➤ State the meaning of Cold War ➤ Comprehend the reasons behind military alliances. ➤ Highlight India's role in International politics. ➤ Understand the trauma of Partition. ➤ Highlight the rationale behind States Reorganization in India. | | | | |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> ➤ Evaluate the challenges after independence ➤ Explain the partition, its causes and consequences ➤ Develop a comprehensive understanding of states reorganization in India. ➤ Understand the various arenas of cold war ➤ Explain the reasons behind arms race and arms control. | | | | |
| TEACHING AID | Notes Textbook illustrations Online Images of Map Images of Timeline of World History | | | | |

MONTH: APRIL

| TOPIC | WEEK-1 | WEEK-2 | WEEK-3 | WEEK-4 | WEEK-5 |
|---|--|---|---|---|--|
| <p>PART 1 Chap: 2 End of Bipolarity</p> <p>Chap: 3 Alternative Centers of Power</p> <p>PART 2 Chap: 3 Politics of Planned Development</p> | <ul style="list-style-type: none"> ➤ Features of the Soviet system. ➤ Causes behind disintegration of USSR. ➤ India and Russia | <p>Politics of planned development</p> <ul style="list-style-type: none"> ➤ Centralized Planning and FYP ➤ Controversies after the 2nd FYP. ➤ Green Revolution: Merits and De-merits. ➤ White Revolution | <p>Politics of planned development (contd.)</p> <ul style="list-style-type: none"> ➤ Land Reforms: success and failure. ➤ NITI AAYOG and NDC | <p>Alternative Centers of Power</p> <ul style="list-style-type: none"> ➤ Formation of the European Union ➤ Creation and expansion of ASEAN. ➤ Rise of China as an economic power in post-Mao era. ➤ India's changing relations with China. | <p>Cont. South Asia</p> <ul style="list-style-type: none"> ➤ Conflicts and efforts for peace in South Asia. ➤ Impact of economic globalization on the region. |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> ➤ To discuss the layout of Centralised Planning. ➤ Describe the merits and demerits of Govt. planning ➤ Understand the reasons behind disintegration of USSR. ➤ State the features of Shock Therapy for the post-Communist regimes. | | | | |
| LEARNING OUTCOMES | <ul style="list-style-type: none"> ➤ Assess the causes behind disintegration of USSR. ➤ Critically evaluate Shock Therapy and its aftermath on post-Communist regimes. ➤ Understand Centralized Planning and FYP ➤ Explain the key controversies after the 2nd FYP ➤ Develop a comprehensive understanding of Green Revolution and White Revolution ➤ Explain the creation and expansion of European Union, ASEAN. ➤ Develop a comprehensive understanding of India's changing relations with China | | | | |
| TEACHING AID | Notes Textbook illustrations Online Images of Map Images of Timeline of World History | | | | |

MONTH: JUNE

| TOPIC | WEEK-1 | WEEK-2 | WEEK-3 | WEEK-4 | WEEK-5 |
|---|--|--|---|---|--|
| <p>Part 1 Chap: 5 Cont. South Asia Chap 6: International Organizations</p> <p>Part 2 Chap 4: India's external relations</p> | <ul style="list-style-type: none"> ➤ India's relations with its neighbours. ➤ Democracy & accepted norm in South Asia. | <ul style="list-style-type: none"> ➤ Restructuring and the future of the UN. ➤ India's position in the restructured UN. ➤ Rise of new international actors: new international eco. organizations, NGOs. | <ul style="list-style-type: none"> ➤ How democratic and accountable are the new institutions of global governance? | <ul style="list-style-type: none"> ➤ India and Afro-Asian unity. ➤ Indo-Pak Relations. ➤ Sino Indian relations. ➤ India's nuclearization programme. | <ul style="list-style-type: none"> ➤ India and NAM ➤ Developments in the decade of 1960. |
| <p>LEARNING OBJECTIVES</p> | <ul style="list-style-type: none"> ➤ List various causes of globalization ➤ Discuss the consequences of globalization ➤ Understand the need of restructuring of the UN. ➤ Discuss India's candidature to UNSC ➤ Familiarize the students to Afro-Asian unity and Indo-Pak Relations. ➤ Explain India's role in NAM. | | | | |
| <p>LEARNING OUTCOMES</p> | <ul style="list-style-type: none"> ➤ Critically evaluate the impact of economic globalization on the region. ➤ Understand the various causes of globalization ➤ Explain the consequences of globalization ➤ Argue in favor of restructuring of the UN. ➤ Appreciate the role played by UN. ➤ Evaluate India's candidature to UNSC ➤ Critically evaluate Afro-Asian unity and Indo-Pak relations. ➤ Assess tenets of India's Nuclearization Programmed and its role in NAM. | | | | |
| <p>TEACHING AID</p> | <p>Notes Textbook illustrations Online Images of Map Images of Timeline of World History</p> | | | | |

PSYCHOLOGY
MONTH: MARCH

| Content /Topic | 1st week | 2nd week | 3rd week | 4th week |
|--|---|---|---|---|
| Variations in Psychological Attributes | 1. Introduction 2. Individual Differences in Human Functioning 3. Assessment of Psychological Attributes 4. Intelligence 5. Psychometric Theories of Intelligence, Information Processing Theory, Theory of Multiple Intelligences, | Triarchic Theory of Intelligence, Planning, Attention-arousal and Simultaneous successive Model of Intelligence | 6. Individual Differences in Intelligence 7. Culture and Intelligence 8. Emotional Intelligence 9. Special Abilities: Aptitude: Nature and Measurement 10. Creativity | -Recapitulation exercises, class discussion and tests would retain the knowledge acquired. Practical conduction and reporting. |
| Learning Objectives | <ul style="list-style-type: none"> • To make the student aware about psychological attributes and individual differences. • To teach different method to assess psychological attributes. • To explain what constitutes intelligent behaviour. • To create awareness about mentally challenged and gifted individual • To explain students how intelligence has different meanings in different culture. • To clear the idea of Emotional intelligence. • Teach how to assess the intelligence level of an individual using RSPM | | | |
| Expected Learning Outcomes | <ul style="list-style-type: none"> • Understanding psychological attributes on which people differ from each other. • Learning about different methods that are used to assess psychological attributes • Ability to explain what constitutes intelligent behaviour. • will learn how psychologist assess intelligence to identify mentally challenged and gifted individual • Students will be able to explain how intelligence has different meanings in different culture • will be able to assess intelligence | | | |
| Teaching Aid/Resource | <ul style="list-style-type: none"> • Digital content, online resources, e-content, text book, news paper, Diksha portal . | | | |
| Lab Activity | <ul style="list-style-type: none"> • RSPM Intelligence test conducting and reporting. • Students will think about characteristics of any three people whom they consider as intelligent and pen down the same. | | | |

MONTH: APRIL

| Content /Topic | 1 st week | 2 nd week | 3 rd week | 4 th week |
|---|--|--|--|--|
| <p>CHAPTERS</p> <p>2- SELF AND PERSONALITY</p> <p>3- MEETING LIFE CHALLENGER</p> | <p>1. Introduction</p> <p>2. Self and Personality</p> <p>3. Concept of Self</p> <p>4. Cognitive and Behavioral Aspects of Self</p> <p>5. Culture and Self</p> <p>6. Concept of Personality Approach</p> | <p>7. Major Approaches to the Study of Personality</p> <ul style="list-style-type: none"> - Type Approaches - Trait Approaches - Psychodynamic Approach - Behavioral Approach - Cultural Approach - Humanistic | <p>8. Assessment of Personality</p> <ul style="list-style-type: none"> - Self-report Measures - Projective Techniques - Behavioral Analysis | <p>1. Introduction</p> <p>2. Nature, Types and Sources of Stress</p> <p>3. Effects of Stress on Psychological Functioning and Health</p> <ul style="list-style-type: none"> - Stress and Health - General Adaptation Syndrome - Stress and Immune System - Lifestyle |
| <p>Learning Objectives</p> | <p>It will enable the students to</p> <ul style="list-style-type: none"> • Give the concept of self and ways for self-regulation of behavior • Clear the concept of personality • Describe techniques of personality development. • Teaching Personality assessment technique • Identify health hazardous stresses and its influence on human being, • Develop insight into the development of healthy personality • Explain the nature, types and sources of stress as life challenges. • Teaching ways to cope with stress | | | |
| <p>E-pected Learning Outcomes</p> | <p>The learners will</p> <ul style="list-style-type: none"> • Ability to explain the concept of self and knowledge of some ways for self-regulation of behavior • Will be able to differentiate various approaches to the study of personality • Various ways of personality assessment. • Good assessor skill • Will be able to identify stress as a cause of behavior and psychological maladjustment. • Will be able develop healthy habits and life style. • Ability to examine the effort of stress on psychological functioning. • Knowledge about the life skills that help people to stay healthy. | | | |
| <p>Teaching Aid/Resource</p> | <ul style="list-style-type: none"> • Digital content, online resources, e-content, text book, newspaper, Diksha portal . | | | |
| <p>Lab Activity</p> | <p>Global Adjustment Assessment (psychological test)</p> | | | |

MONTH: JUNE

| Content /Topic | 1 st week | 2 nd week | 3 rd week | 4 th week |
|---|---|--|--|---|
| <p>CHAPTERS</p> <p>4.PSYCHOLOGICAL DISORDERS</p> | <p>Introduction</p> <ol style="list-style-type: none"> 1. Concepts of Abnormality and Psychological Disorders Historical Background 2. Classification of Psychological Disorders | <ol style="list-style-type: none"> 1. Factors Underlying Abnormal Behavior 2. Major Psychological Disorders Anxiety Disorders 3. Obsessive-Compulsive and Related Disorders 4. Trauma-and Stressor-Related Disorders | <p>Somatic Symptom and Related Disorders</p> <p>Dissociative Disorders</p> <p>Depressive Disorder</p> <p>Bipolar and Related Disorders</p> <p>Schizophrenia Spectrum and Other Psychotic Disorders</p> | <p>Neurodevelopment Disorders</p> <p>Disruptive, Impulse-Control and Conduct Disorders</p> <p>Feeding and Eating Disorders</p> <p>Substance Related and Addictive Disorders</p> |
| <p>Learning Objectives</p> | <p>It will enable the students to</p> <ul style="list-style-type: none"> • explain basic issues and criteria used to identify abnormal behaviour • Giving clear understanding about the factors responsible for abnormal behaviour • understanding of the major psychological disorders • understanding of the major psychological disorders | | | |
| <p>Expected Learning Outcomes</p> | <p>The learners will</p> <ul style="list-style-type: none"> • Understanding of the basic issues in abnormal behaviour and criteria used identify such behaviour • Ability to appreciate the factors which cause abnormal behaviour • Development in the understanding and sensitivity for psychological disorders. • Development in the understanding and sensitivity for psychological disorders | | | |
| <p>Teaching Aid/Resource</p> | <ul style="list-style-type: none"> • Digital content, online resources, e-content, text book, news paper, Diksha portal . | | | |
| <p>Lab Activity</p> | <p>*Anxiety assessment (SCAT)</p> <p>*Personality assessment (MPI)</p> | | | |

ECONOMICS
MONTH: MARCH

| Content / Topic | 1 st week | 2 nd week | 3 rd week | 4 th week |
|--|--|---|--|---|
| CHAPTERS <u>Macro Economics</u> UNIT-2: MONEY AND BANKING UNIT-4 GOVERNMENT BUDGET AND THE ECONOMY | <i>Session commences from second week i.e 8th March 2021</i> | <ul style="list-style-type: none"> • Meaning of money • Supply of Money – • Nature of deposits held by the Public – • Demand Deposit and Time Deposits • Credit Creation by Commercial banks | <ul style="list-style-type: none"> • Definition and features of Central Bank • Functions of Central Bank • Currency printing Bankers bank , • Govt’s bank • Controller of Money supply • Tools to control money supply: -- Monetary Policy Quantitative measure & qualitative measures | <ul style="list-style-type: none"> • Introduction -Government budget • Government budget Meaning & objectives • Budgeted Receipts & Budgeted Expenditure |
| Learning Objectives | To enable the students to – <ul style="list-style-type: none"> ➤ Understand the role of Money in economy ➤ Explain the types of deposits held by commercial bank ➤ Learn about the Main functions of Central bank as controller of money supply. ➤ Understand concepts related to government budget and their economic implications ➤ Understanding the tax structure in India | | | |
| Expected Learning Outcomes | <ul style="list-style-type: none"> ➤ Students would understand the– ➤ Role of commercial bank and central bank. ➤ Through Quantitative and Qualitative measures analyse Central bank as controller of money supply. ➤ Understand the process of Credit Creation also analyse the concept of money multiplier. ➤ Analyse the use of components of budget and implications of types of deficits on the economy ➤ Understanding the concept of Revenue and Capital components of Budget ➤ Know the implications of different types of budget deficits. | | | |
| Teaching Aid/Resource | Enotes; learncbse.in, PPT | | | |

MONTH: APRIL

| Content /Topic | 1 st week | 2 nd week | 3 rd week | 4 th week |
|---|---|---|---|--|
| <p>Macro Economics Unit-5: Balance of Payment Indian Economic Development CH-1 Indian economy on the eve of independence CH-2 Planning (1950-1990) CH-3 Economic reforms since 1991</p> | <ul style="list-style-type: none"> • Meaning of • Foreign exchange, • Foreign Exchange Market and Rate. • Sources of demand and supply of foreign exchange • Merits and demerits of fixed and flexible exchange • Appreciation v/s Depreciation of Currency. • Spot v/s Forward Market | <ul style="list-style-type: none"> • Determination of flexible exchange rate and its dynamics • Meaning of Balance of Payment • Components of Balance of Trade Account. • Components of Current Account and Capital Account. • Disequilibrium in BOP And its implications on the economy | <p>Introduction Indian economy before the British rule Indian economy during the British rule Indian economy on the eve of independence</p> <p>Introduction Planning commission, Planning goals, National income trends. Assessment of Industrial development</p> | <ul style="list-style-type: none"> • Features and appraisals of Liberalisation, Privatisation and Globalisation • Concepts of Demonetization and GST |
| <p>Learning Objectives</p> | <p>Learning Objectives:</p> <p>To enable the students to understand the–</p> <ul style="list-style-type: none"> ➤ Know the basic concepts of Foreign Exchange and their economic implications and understand the sources of ➤ Supply and demand of foreign exchange ➤ Understand the practical aspect of equilibrium/determination of flexible exchange rate ➤ Know about the meaning of BOP, components of BOT, Current account and capital account ➤ Meaning of Foreign exchange, ➤ Foreign Exchange Market and Rate. ➤ Sources of demand and supply of foreign exchange ➤ Merits and demerits of fixed and flexible exchange ➤ Appreciation v/s Depreciation of Currency. ➤ Meaning of Balance of Payment ➤ Components of Balance of Trade Account. ➤ Components of Current Account and Capital Account. ➤ Causes of Disequilibrium in BOP ➤ Differentiation between components of current account and Capital Account ➤ Understand the structure of balance of payments and reasons for deficit in BOP and disequilibrium in BOP <p>The economic realities that the nation is facing today along with some basic statistical tools to understand these broader economic realities. In the later stage, the learners are introduced to economics as a theory of Abstraction.</p> | | | |

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| | ➤ Realization of learners' role in nation building and sensitivity to the economic issues that the nation is facing today. |
| Expected Learning Outcomes | <p>Students would understand the –</p> <ul style="list-style-type: none"> ➤ Know the basic concepts of Foreign Exchange and their economic implications and understand the sources of supply and demand of foreign exchange ➤ Understand the practical aspect of equilibrium/determination of flexible exchange rate ➤ Know about the meaning of BOP, components of BOT, Current account and capital account. ➤ Understand the structure of balance of payments and reasons for deficit in BOP ➤ Know the Economic challenges, which India faced on the eve of independence and will understand various measures taken by the Government in their 5-year plans to improve the GDP with stability ➤ They will know the impact and assessment of LPG in economic growth and development ➤ They will know meaning of GST and demonetization and its impact |
| Teaching Aid/Resource | <p>www.studiestoday.com, Newspaper Article correlating with the topic, PPT Speech by Shashi Tharoor-Looking back at British Raj in India Smart Class module: India on Eve of Independence HOTs Questions from Reckoner from “On the Eve of Independence”</p> |

MONTH: JUNE

| Content / Topic | 1st week | 2nd week | 3rd week | 4th week | 5th week |
|---|---|--|---|--|---|
| MACROECONOMICS DETERMINATION OF INCOME & EMPLOYMENT | <ul style="list-style-type: none"> • Income and employment. • Classical theory and its characteristics • Components of aggregate demand and Aggregate supply | <p>Keynesian Theory of Income and Employment Consumption function & its component Saving function & its component APC, APS, MPC, MPS along with their Relations & diagrammatic derivations. Ex-Ante & Ex-post Savings, Investments Induced and Autonomous Investments</p> | <p>Investment and its Mechanism Multiplier. Equilibrium level of Income (S-I Approach) Short Run (Fixed Price) Equilibrium Output Numerical Questions on both approaches Effects of change in Autonomous Investment Expenditure on Output and AD Equilibrium level of Income (C-I Approach)</p> | <ul style="list-style-type: none"> • Effective Demand Measures to correct Excess demand. (Monetary and fiscal) • Excess Demand – Meaning & its Impact Deficient Demand- Meaning & its • Impact Measures to correct deficient demand (Monetary and fiscal measures). | <ul style="list-style-type: none"> • Numericals and HOT-questions practice. • Doubt clearing session. <p>Revision test</p> |

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| Learning Objectives | <ul style="list-style-type: none"> • Understand various components of Aggregate demand & Aggregate supply. • Understand the composition of Keynesian consumption function and changes in APC, APS, MPC, MPS with change in income Understand the determination of equilibrium level of national income by equality of AD and AS. • Assess the concepts of consumption and savings and their mathematical interpretations. • Understand AD, AS and Inflationary/Deflationary Gaps and their economic implications. | |
| Expected Learning Outcomes | <ul style="list-style-type: none"> • Understand the sources of Human capital formation • Understand the role of Human Capital in the Economic growth • Understand the Problems faced by the Educational sector in India • Understand various components of Aggregate demand & Aggregate supply. • Understand the composition of Keynesian consumption function and changes in APC, APS, MPC, MPS with change in income • Understand the determination of equilibrium level of national income by equality of AD and AS. | |
| Teaching Aid/Resource | Smart class Module: AD and Its Components, Human Capital Formation, The Global Human Capital Report 2017 by World Economic Forum. | |

MATHEMATICS
MONTH: MARCH

| Content / Topic | 1 st week | 2 nd week | 3 rd week | 4 th week |
|--|---|---|---|---|
| UNIT - II CH. - 3 ALGEBRA MATRICES | <i>Session commences from second week i.e 8th March 2021</i> | <ul style="list-style-type: none"> • Introduction of matrices • Definition of matrices • Types of matrices • Construction of matrices • Order of matrices • Equality of matrices • Addition, Subtraction of matrices and Product of matrices • Properties of matrices | <ul style="list-style-type: none"> • Transpose of matrices • Properties of matrices • Symmetric metrics and skew symmetric matrices • Properties of symmetric and skew-symmetric matrix | <ul style="list-style-type: none"> • Elementary transformation • Application of PMI • world problem on matrices • Revision Test of complete chapter |
| Learning Objectives | Student will be able to understand about rectangular and square form of matrices, types of matrices, properties of matrices like addition, subtraction, multiplication of matrices and transpose of matrices. | | | |
| Expected Learning Outcomes | Relates the matrix with respect to computer adobe Photoshop and day to day real life situations. | | | |
| Teaching Aid/Resource | E-content, Diksha, Elements of mathematics including NCERT corner book | | | |
| Lab Activity | No lab activity in matrices | | | |

MONTH: APRIL

| Content / Topic | 1 st week | 2 nd week | 3 rd week | 4 th week |
|--|--|--|---|---|
| UNIT - II CH. - 4 DETERMINANTS AND APPLICATIONS OF DETERMINANTS CH-1 RELATIONS AND FUNCTIONS | Ch-4 Determinants <ul style="list-style-type: none"> • Introduction of determinants. • Expand the determinants. • Area of triangle by Determinant method. • Properties of determinants. | Chapter 4: Application of determinants <ul style="list-style-type: none"> • Adjoint and Inverse of a matrix by cofactor method • Solution of Simultaneous Linear Equations by different methods | Chapter -1 : Relations Types of relations: Reflexive, symmetric, transitive and equivalence relations and Equivalence class. Basic concepts of relations. | Chepter-1 : Functions <ul style="list-style-type: none"> • Types of functions: • Injective, subjective and bijective functions. • Composit and inverse of functions. • Graph, domain and range of functions. |
| Learning Objectives | <ul style="list-style-type: none"> • To represent linear equations in two and three variables in matrix form. • To apply the knowledge of linear equations in problem solving in real life problems. • To enable the students to understand the concept of determinants. Interpretation and analysis of given data by using matrices. | | | |

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|-----------------------------------|---|
| Expected Learning Outcomes | <p>The student will be able to</p> <ul style="list-style-type: none"> • Solve the pair of linear equations by matrix method. • Apply the concept of solving linear equations to solve word problems. • Understand the concept of minors and cofactors. • To organize, represent & interpret the data by using matrices. Apply properties of determinants according to given conditions. |
| Teaching Aid/Resource | E-content, Deksha, Elements of mathematics including NCERT corner book, Smart class module. Pdf of relations and functions. |
| Lab Activity | <ul style="list-style-type: none"> • To obtain the condition for relations by arrow diagram. • To obtain the condition for functions by arrow diagram. |

MONTH: JUNE

| Content / Topic | 1st week | 2nd week | 3rd week | 4th week |
|---|--|--|---|---|
| UNIT II CH. - 2 INVERSE TRIGONOMETRIC FUNCTIONS CH -5 Continuity and differentiability | <ul style="list-style-type: none"> • UT-I revision of chapters matrices, determinants, relations and functions | Chapter 2: Inverse Trigonometric Functions. <ul style="list-style-type: none"> • Domain and range through graph (principal branch value) of trigonometric and inverse trigonometric functions. | Chapter 2: Inverse Trigonometric Functions. <ul style="list-style-type: none"> • Properties and substitutions of inverse trigonometric functions. | Chapter 5: Calculus Continuity, differentiability, differentiation, Rolle's and Lagrange's mean value theorem |
| Learning Objectives | <ul style="list-style-type: none"> • Interpretation, representation and analysis of given data, through different types of graphs • To acquaint the students with the concept of Trigonometric ratios & its Identities. • Use the concept of inverse trigonometric functions & its identities to solve given problems • To develop the ability of comparison continuity and differentiability. To solve the problems of differentiation for different method. | | | |
| Expected Learning Outcomes | <p>The student will be able to:</p> <ul style="list-style-type: none"> • Make graphical representation of inverse trigonometric functions. • Apply the concept of inverse Trigonometric functions and its identities. • Recall the substitutions of inverse trigonometric functions in differentiation. • Recognize various rules to show the simplest form of inverse trigonometric. • Relate the trigonometric and inverse trigonometric functions with calculus. | | | |
| Teaching Aid/Resource | E-content, Deksha, Elements of mathematics including NCERT corner book, Smart class module. Pdf of relations and functions. | | | |
| Lab Activity | To verify the identity $\sin^2 \theta + \cos^2 \theta = 1$ through mirror method To verify Rolle's theorem by geometrical method | | | |

COMPUTER SCIENCE

MONTH: MARCH

| Content /Topic | 1 st Week | 2 nd Week | 3 rd Week | 4 th Week |
|---|--|---|--|---|
| <p>Unit 1 : Programming and Computational thinking Chapter : 1. Python Revision Tour 2. Python Revision Tour – II</p> | <p><i>Session commences from second week i.e 8th March 2021</i></p> | <p>Programming and Computational thinking</p> | <p>Chapter 1 : Python Revision Tour</p> <ul style="list-style-type: none"> • Tokens in Python • Barebones of a Python Program • Variables and assignments • Simple input and Output • Data Types • Mutable and Immutable types • Expressions • Statement Flow Control • The if Conditionals • Looping Statements • Jump Statements – break and Continue • More on Loops | <p>Chapter 2 : Python revision Tour -II</p> <ul style="list-style-type: none"> • Strings in Python • Lists in Python • Tuples in Python • Dictionaries in Python • Sorting Techniques |
| <p>Learning Objectives</p> | <p>To enable Students to:</p> <ul style="list-style-type: none"> • Learn the fundamentals of Python programming language. • Understand various sequences (ordered and unordered) and sorting techniques. | | | |
| <p>Learning Outcomes</p> | <p>Students would be able to:</p> <ul style="list-style-type: none"> • Understands various mutable and immutable data types. • Form logics using conditional and iterative statements • Understand and implement various ordered and unordered sequences in the programs. | | | |
| <p>Assessment /Activity</p> | <ul style="list-style-type: none"> • Theory assignments from chapter 1 • Revision test after completion of chapter 2 | | | |
| <p>Teaching Aids/ Resources</p> | <ul style="list-style-type: none"> • Demonstration of selective construct and loops through various presentations and videos using digital/ Smart Board • Demonstration of differences between list and tuples in the classroom using LCD projector | | | |

MONTH: APRIL

| Content /Topic | 1 st Week | 3 rd Week | 3 rd Week | 4 th Week /5 th Week |
|---|--|---|--|---|
| <p>Unit 1 : Programming and Computational thinking</p> <p>Chapter :</p> <p>3. Working with Functions</p> <p>4. Using Python Libraries</p> <p>5. File handling</p> | <p>Chapter 3: Working with Functions</p> <ul style="list-style-type: none"> • Understanding Functions • Defining Functions in Python • Flow of Execution in a Function Call • Passing Parameters • Returning Values from functions | <ul style="list-style-type: none"> • Composition • Scope of Variables • Mutable/Immutable properties of passed data objects <p>Chapter 4: Using Python Libraries</p> <ul style="list-style-type: none"> • What is a Library • Importing Modules in a Python Program | <ul style="list-style-type: none"> • Using Python Standard Library's Functions and Modules • Creating a Python Library <p>Chapter 5 : File Handling</p> <ul style="list-style-type: none"> • Introduction • Data Files • Opening and Closing Files | <ul style="list-style-type: none"> • Reading and Writing Files • Standard Input, Output and Error Streams |
| <p>Learning Objectives</p> | <p>To enable Students to:</p> <ul style="list-style-type: none"> • Learn the Modularity feature of Python programming language using Functions • Understand Permanent Data storage using Files in Python. | | | |
| <p>Learning Outcomes</p> | <p>Students would be able to:</p> <ul style="list-style-type: none"> • Develop logics of the programs using modularity. • Design and code self-made libraries • Use programs to store data permanently through files. | | | |
| <p>Assessment /Activity</p> | <ul style="list-style-type: none"> • Theory assignments from chapter 4 • Revision test after completion of chapter 3 and 5 | | | |
| <p>Teaching Aids/ Resources</p> | <ul style="list-style-type: none"> • Demonstration of functions through various presentations and videos using digital / Smart Board • Demonstration of files in the classroom using LCD projector | | | |

MONTH: JUNE

| Content /Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|---|--|--|---|
| <p>Unit 1 : Programming and Computational thinking</p> <p>Chapter : File Handling contd...</p> <p>6. Recursion 7. Idea of Efficiency</p> | <ul style="list-style-type: none"> • File handling revision and questions • Introduction to Projects <p>Chapter 6 : Recursion</p> <ul style="list-style-type: none"> • Introduction • How Recursion Works • Recursion in Python | <p>PT- I</p> <ul style="list-style-type: none"> • Recursion Vs. Iteration <p>Chapter 7 : Idea of Efficiency</p> <ul style="list-style-type: none"> • Introduction • What is Computational Complexity? | <p>PT-I</p> <ul style="list-style-type: none"> • Estimating Complexity of Algorithms • Revision | <ul style="list-style-type: none"> • Revision of Complete Syllabus • Board Questions Practice • Discussion of Projects |
| Learning Objectives | <p>To enable Students to:</p> <ul style="list-style-type: none"> • Understand the process of Recursive Functions in python. • Identify the difference between Recursion and Iteration. • Learn the concept of efficiency of Algorithms. • Understand the Projects to be made for Boards | | | |
| Learning Outcomes | <p>Students would be able to :</p> <ul style="list-style-type: none"> • Implement recursion in various Algorithms. • Develop efficient codes with faster algorithms and less resources. | | | |
| Assessment / Activity | <p>Theory assignments from each chapter Class test after completion of chapters 6 and 7 Practical assignments on Chapter 6 and 7.</p> | | | |
| Teaching Aids / Resources | <ul style="list-style-type: none"> ➤ Coverage of Recursion using modules ➤ Demonstration of Efficient algorithms in the lab session using LCD projector | | | |

PHYSICAL EDUCATION
MONTH: MARCH

| Content / Topic | 1 st week | 2 nd week | 3 rd week | 4 th week |
|-----------------------------------|--|--|--|----------------------|
| Unit I: Planning in Sports | . Unit I <ul style="list-style-type: none"> • Meaning & Objectives of planning • Various Committees & Its • Tournament – Knock-Out, League or Round Robin & Combination | Unit I <ul style="list-style-type: none"> • Procedure To Draw Fixtures – Knock-Out (Bye & Seeding) & League (Staircase & Cyclic) • Intramural & Extramural - Meaning, Objectives & Its Significance | Unit I Specific-Sports Programme(Sports Day, Health Run, Run For Fun, Run For Specific Cause & Run For Unity) | Practical |
| Learning Objectives | <ul style="list-style-type: none"> • TO KNOW • Meaning and Objectives of Planning • Various Committees and their Responsibilities • Tournament - Knock-Out, League or Round Robin and Combination. • Procedure to Draw Fixture - Knock-Out (Bye and Seeding) and League (Staircase and Cyclic) • Intramural and Extramural-Meaning, Objectives & its Significance. • Specific Sports Programme (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity). | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Write specifying calculation prepare cyclic fixture • Procedure (method) to Calculate byes. • Awareness about sports, Tournaments, significance of positive sports environment • Draw a fixture of knock out basic • Draw the fixture on the basis of League Tournammeet use Cyclic method. • Intramurals and Extramurals : Meaning, Objectives and its significance | | | |
| Teaching Aids | <ul style="list-style-type: none"> • Discussion method, dictation method, reading method, practical method • Group Activity, Case Study, Team Activity | | | |
| Assessment | <ul style="list-style-type: none"> • Reflective questions, Quiz, Exam ,practical methods, practical | | | |

MONTH: APRIL

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week |
|--|--|--|--|---|---|
| Unit X: Training in Sports Unit II: Sports & Nutrition | Unit X <ul style="list-style-type: none"> • Strength – Definition, types & methods of • improving Strength – Isometric, Isotonic & Isokinetic • Endurance - Definition, types & methods to develop Endurance – Continuous Training, Interval Training & Fartlek Training | Unit X <ul style="list-style-type: none"> • Speed – Definition, types & methods to develop Speed – • Acceleration Run & Pace Run Flexibility – Definition, types & methods to improve flexibility <ul style="list-style-type: none"> • Coordinative Abilities – • Definition & types • Circuit Training : Introduction and its Importance | Unit II <ul style="list-style-type: none"> • Nutritive & Non-Nutritive Components of Diet • Balanced Diet & Nutrition: Macro & Micro Nutrients. • Eating for Weight Control – A Healthy Weight, The Pitfalls of Dieting, Unit II | Unit II <ul style="list-style-type: none"> • Components of Diet | Unit II <ul style="list-style-type: none"> • Food Intolerance & Food Myths Class Test |
| Practical work | Make Diet chart of teen age sports person | | | | |
| Learning Objectives | <ul style="list-style-type: none"> • To create awareness for Nutrition in sports | | | | |
| Expected Learning Outcome | <ul style="list-style-type: none"> • Students will be able to get familiar with nutrition, supplement and importance of weight control • Case Study | | | | |
| Teaching Aids | <ul style="list-style-type: none"> • Online, Vidio & Visuals, Handouts • Discussion Method, Dictation Method, Reading Method, PPT | | | | |
| Assessment | <ul style="list-style-type: none"> • Reflective Questions, Quiz | | | | |

MONTH – JUNE

| Content/Topic | 1st Week | 2nd Week | 3rd Week | 4th Week |
|--|---|---|----------------------------|----------------------------|
| <p>Unit V : Children & Women in Sports</p> <p>Unit IX : Psychology and Sports</p> | <p>Unit V</p> <ul style="list-style-type: none"> • Sports participation of women in India <p>Special consideration</p> <ul style="list-style-type: none"> • Female <p>Athletes Traid</p> | <p>Unit IX</p> <ul style="list-style-type: none"> • Personality, its definition & types;-Traits &Types • Motivation, its type & technique • Exercise Adherence ; Reason to Exercise , Benefits of Exercise • Strategies for Enhancing Adherence to exercise. <p>Meaning , Concept and types of Aggressions in Sports</p> | <p>PRACTICE</p> | <p>PRACTICE</p> |
| Learning Objectives | To know the value of sports for children & Women | | | |
| Expected Learning Outcome | Awareness of good postures and postural deformities, benefits of activities for a healthy life. | | | |
| Teaching Aids | <ul style="list-style-type: none"> • Online, Vidio & Visuals, Handouts, Auditory/ Kinsethetic • Discussion | | | |
| Assessment | <ul style="list-style-type: none"> • Reflective questions, Quiz, Class test | | | |