RAMJAS PUBLIC SCHOOL (DAY BOARDING)
ANNUAL CURRICULUM PLAN (2025-26)
SUBJECT: ENGLISH CLASS: XI TERM 1 (APRIL – SEPTEMBER)

Date/ Month	FA/SA	Name of the lesson/ Topic/ Content	Textbook	Learning Objectives	Methodology	Skills to be developed/ learning outcomes
April	SA1	**PROSE/ FICTION** THE PORTRAIT OF A LADY (Khushwant Singh)	HORNBILL	**GENERAL OBJECTIVES** To enable learners to appreciate a literary genre (prose) and the writer's style of writing. To make the learners appreciate the story in terms of its plot, setting and characterization. To develop new vocabulary. To enable specific and global comprehension of the text read including the themes conveyed by the text. To enable learners to reason, recall, extrapolate, illustrate, justify etc. on the basis of the text. **SPECIFIC OBJECTIVES** *To enable learners to appreciate the childhood years spent the author spent with his grandmother and gain insight*	A discussion on the author's life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. **ACTIVITY-** Learners will be involved in an open discussion on - Have you known someone like the author's grandmother? Do you feel the same sense of loss regarding someone you have loved and lost? Learners will also be shown video modules related to the lesson to enhance/ aid comprehension.	**GENERAL SKILLS** Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. Relating literature to real life.

				into various phases of their relationship. *To enable them to understand that generation gap is not an unsurpassable gulf and is characterized by the fact that a wave of nostalgia overpowers us when we think of the simple and serene days of our childhood spent with parents and grandparents. We might grow up and apart, but the morals and principles instilled in us by the older generation refuse to die.* *To enable them to recognize how with the modern contemporary lifestyle relationships fade as all get busy with their own lives. The older generation suffers the most as they need time and attention.* *To appreciate this autobiographical piece and admire grandmother's strength of character and resilience.*	Brainstorming of the end-of-lesson comprehension questions.	**S PECI FIC S K ILLS** Ability to analyse how circumstances can change our lifestyle and look into your own lives to see if we may be paying less attention to some people and think of ways to rectify it. Appreciation of the sacrifices of and the support given by the grandparents in a family. Showing care and concern for animals. Accepting and managing situations in life with patience and tolerance. Respecting relations in the family.
May	SA1	**PROS E/ FICT ION** WE'RE NOT AFRAID TO DIE IF WE ARE TOGETHER	HORNBILL	**GENERAL OB JECTI VES** – Same as mentioned earlier. **S PECI FIC OB JECTIV ES**	Class discussion on the author's life and work.	**GENERAL S K ILLS** Same as mentioned above for prose lessons.

		(Gordon Cook and Allan East)		*To enable the learners to appreciate a first-person account of the narrator, Gordon Cook.* *To also enable them to appreciate the extreme courage and skills exhibited by Gordon Cook, his family and crewmen in a war with water and waves, for survival.* *To make them understand how one should react when one is in a hazardous situation and how one should not lose hope under any circumstance.* *To also make them understand that being optimistic is the key to tackling all the hurdles and paving the way to success. Optimism helps to endure "the direst stress".* *To enable them to understand the parts of a ship and different terms/words related to a voyage.* *To enable them to understand the difference in the reaction of adults and children when faced with danger.*	Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. Brainstorming of the end of lesson comprehension questions. **ACTIVITY** – Exchange of ideas on universal experiences; and human behaviour related to risk-taking and adventure. Learners will also be shown video modules related to the lesson to enhance/ aid comprehension.	Realization that courage and determination can overcome all the challenges. Understanding that presence of mind along with the practical knowledge is important to take instant decisions. Knowing that adventures impart great lessons of life and explore the beauty hidden in nature. Understanding that misfortunes are bound to be converted into happiness if one has firm belief in God and himself. Inculcating a sharing and caring attitude and displaying responsibility towards others. Imbibing that perseverance and patience, trust, self reliance and self confidence, positivity, team work as essential life skills.

July	SA1	**POETRY –** THE PHOTOGRAPH (Shirley Toulson)	HORNBILL	**GENERAL OBJECTIVES** - To enable learners to appreciate the literary genre of poetry and appreciate the poet's style of writing. To make the learners comprehend the literal as well as the figurative meaning of the poem. To enable the learners to understand the literary devices/figures of speech used in the poem. To develop an understanding of the themes conveyed by the poem. To enable learners to reason, recall, extrapolate, illustrate, justify etc on the basis of the text read. To enable learners to relate literature to real life. **SPECIFIC OBJECTIVES** *To enable learners to appreciate how transient and mortal human life is.* *To enable them to understand how the poem reflects the pain of separation and the fact that people, after death, are vividly present in the memories of their loved ones.*	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. **ACTIVITY** – Narration of experiences/ incidents by the learners when they felt depressed or hopeless. Have they had similar moments where they experienced a change in their mood that day by some event or in the presence of nature? Learners will also be shown video modules related to the lesson to enhance/ aid comprehension	**GENERAL SKILLS** Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet's point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives. Reading for understanding - both global and specific. Being able to relate literature to real life and draw a learning or inspiration from it. Expressing effectively, sharing ideas and developing an appropriate style of writing. **SPECIFIC SKILLS** Understanding the importance of human relationships, understanding child psychology, understanding the attachment with family members. Understanding the nostalgia associated with experiences of the past and understanding that both moments of life have been

				To enable them to understand that time and tide wait for none. Change is a harsh and bitter reality of life. Death is the inevitable end for all.		permanently etched in the poet's mind with a feeling of eternal loss. Understanding that death has overpowered the innocence of those moments and the pleasure they treasured.
July	SA1	**PROS E/ FICT ION** DISCOVERING TUT: THE SAGA CONTINUES (A R Williams)	HORNBILL	**GENERAL OB JECTI VES** – Same as mentioned earlier. **S PECI FIC OB JECTIV ES** *To enable learners to appreciate a descriptive essay and the narration of the experience of researchers while exploring King Tut's coffin and the process of forensic reconstruction of the reasons for his untimely death.* *To enable them to comprehend this account of struggles, the research team faced while unraveling the mystery of the death of a teenage ruler, King Tut.* *To make them understand the change in the methods of archaeology from a few decades back to the present era of modern technology.*	A discussion on the author's life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. A power point presentation will be shown to aid comprehension. **ACTIVITY-** Discuss the following in groups of two pairs, each pair in a group taking opposite points of view. 1. Scientific intervention is necessary to unearth buried mysteries. 2. Advanced technology gives us conclusive evidence of past events. 3. Traditions, rituals and funerary practices must be respected.	**GENERAL S K ILLS** Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. **S PECI FIC S K ILLS**

				To make them understand the collaborative efforts of all the team members involved in this project. *To also enable them to understand the concept of life after death, and the thought that you could carry all your belongings to the new afterlife hereafter.* *To make learners know about Egyptian belief of mummification.*	4. Knowledge about the past is useful to complete our knowledge of the world we live in.	Understanding that scientific intervention helps to unearth buried mysteries. Understanding that advanced technology gives us fair evidence of past events. Respecting traditions, rituals and funerary practices of different regions. Understanding that knowledge about the past is useful to complete our knowledge of the world we live in.
July	SA1	**POETRY** VOICE OF THE RAIN (Walt Whitman)	HORNBILL	**GENERAL OBJECTIVES** – Same as mentioned earlier. **SPECIFIC OBJECTIVES** *To enable learners to -* *- appreciate the eternal role that the rain plays in nurturing, quenching and purifying the various elements of Earth.* *- understand the cyclic movement of rain.* *-understand the parallelism drawn between the rain and a song.* *-appreciate the role of plants in getting rain.* *- identify the two voices in the poem.*	Warm up Questions i) What is water cycle? How is the cycle getting disturbed? ii) What is the similarity between rain and music? Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative.	**GENERAL SKILLS** Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet's point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives.

				- understand rain as the life-giving force on the earth *- nurture the plants by taking care of the environment* *- understand the importance of saving resources* *- understand the need for sustainable development* *-discuss methods for safeguarding the environment.*	Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding.	Reading for understanding - both global and specific. Being able to relate literature to real life and draw a learning or inspiration from it. Expressing effectively, sharing ideas and developing an appropriate style of writing. **S PECI FIC S K ILLS** Inculcating values like care and concern to save the environment. Developing imaginative and analytical skills. Realizing the importance of saving natural resources.
July	SA1	**PROS E/ FICT ION -** SUMMER OF THE BEAUTIFUL WHITE HORSE (William Saroyan)	SNAPSHOTS	**GENERAL OB JECTI VES** – Same as mentioned earlier. **S PECI FIC OB JECTIV ES** To enable the students to - i) read and understand in between the lines. ii) to appreciate the humour in the story. iii) understand one should stick to societal norms and values of our family.	A discussion on the author's life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. **ACTIVITY** - Locate Armenia and Assyria on the atlas and prepare a write-up on the Garoghlanian tribes. You may write about	**GENERAL S K ILLS** Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific.

				iv) care and love for animals. v) say no to wrong practices. vi) deal with the temperament of different family members to create a bond. vii) accept situations and face them with a lot of courage and find solutions to problems in life. viii) make decisions in most adverse conditions. ix)inculcate the values of respecting one's belief, honesty, confession, truth, faith, and sharing responsibility. x) show honesty and undo wrongdoings. xi) understand stealing is a crime xii) find solutions to the unforeseen circumstances	people, their names, traits, geographical and economic features as suggested in the story.	Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. **S PECI FIC S K ILLS** Being able to enjoy the humour in the story. Inculcating values like honesty, trust, responsibility etc. Understanding why it is important to restore cultural values. Making decisions. Developing a family bond.
July	SA1	**GRAMM AR TOPIC** – TENSES		To enable learners to • *distinguish between the twelve tense forms* • *identify incorrect and correct tenses in a text.* • *explain common verb tense errors* • *demonstrate command of the conventions of standard*	The previous knowledge of the learners will be assessed through oral questioning. A handout will be given to the learners giving the kinds, structure and usage of the various tense forms. Each category of tenses will be taken up separately for discussion in terms of its structure and usage.	Learners will be able to – Understand the function of tenses and their usage for accuracy in language (both spoken and written) by the processes of noticing, identifying and applying them in use and arriving at the rules. Comprehension and understanding of concepts, critical thinking.

				English grammar and their usage while speaking or writing.	Reinforcement of the rules will be done through exercises given in the worksheets shared with the learners.	
July	SA1	**WRITING S K ILLS TOPIC -** POSTERS		*To enable learners to understand that posters are effective and efficient ways to communicate to a wide audience, stimulating thought, evoking emotion and stirring action.* *To enable learners to write in a style and layout appropriate for writing posters.* *To enable them to plan, organize and present ideas appropriately.* *To help learners develop proficiency and confidence in written communication*	Preparation and distribution of handouts with format/ layout and value points to be kept in mind while framing a poster. Discussion of the format and value points. Discussion and writing of a model answer in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task.	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.
July	SA1	**POETRY –** CHILDHOOD (Marcus Natten)	HORNBILL	**GENERAL OB JECTI VES** – Same as mentioned earlier. **S PECI FIC OB JECTIV ES**	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the	**GENERAL S K ILLS** Reading poetry with correct rhyme and rhythm.

				To enable learners to – *-understand the reality that childhood innocence will ultimately get lost.* *- think when and at what point of time that innocence leaves us.* *- understand how the loss of childhood innocence leads to the gaining of individuality, rationalism and hypocrisy associated with adulthood.* *– to accept differences, understand people, become sensible, and value childhood and freedom.* *-develop individuality*	poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. ACTIVITY – Learners will share their childhood experiences (How innocent they were) ii) How they define 'maturity'? Can they exactly say at what age they became mature? iii) Discuss: Is attainment of maturity a sigh of loss of innocence	Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet's point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives. Reading for understanding - both global and specific. Being able to relate literature to real life and draw a learning or inspiration from it. Expressing effectively, sharing ideas and developing an appropriate style of writing. **S PECI FIC S K ILLS** Ability to differentiate between innocence and maturity. Respect for different people and individuals. Self analysis and understanding what growing up/ maturity entails.
July	SA1	**POETRY –** FATHER TO SON (Elizabeth Jennings)	HORNBILL	**GENERAL OB JECTI VES** – Same as mentioned earlier. **S PECI FIC OB JECTIV ES**	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the	**GENERAL S K ILLS** Same as mentioned above. **S PECI FIC S K ILLS**

				To enable learners to - *i) inculcate the values of accepting differences, understanding people, respecting elders, peace and happiness, resolving conflicts, sincerity and perseverance, valuing relations and self-realization.* *ii) develop social skills.* *iii) manage relations.* *iv) handle criticism.* *v) take initiative for making up loss/ resolve conflicts.* *vi) understand that generation gap cannot be allowed to break down communication and break relationships.*	poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. Discussion of end of the poem comprehension questions and exercises.	Value relationships. Confess and resolve conflicts. Learn social norms. Respect elders and their views. Understand generation gap and not allow it to create a communication gap/ chasm in relationships. Learn importance of conflict resolution.
Aug	SA1	**PROS E/ FICT ION –** THE ADDRESS (Margo Minco)	SNAPSHOT	**GENERAL OB JECTI VES** – Same as mentioned earlier. **S PECI FIC OB JECTIV ES** *To enable learners to -* *- become sensitive to the chaos which follows war.*	A discussion on the author's life and work. Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes.	**GENERAL S K ILLS** Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, incidents in order to give an opinion with reasoning.

				- understand what it does to humans and their behaviour. *- become sensitive to the pain, grief and mental torture that survivors of war have to go through.* *- understand the importance of letting things go. Holding onto the past can be an extremely painful exercise.* *- understand that both past and future are illusions, and all we have with us is the present.* *- understand the emotions of trust, hope and betrayal.*	Discussion of end of the lesson comprehension questions and exercises. ACTIVITY – A class discussion on the kinds of physical, mental and emotional problems faced by refugees and survivors of war.	Reading for understanding/ comprehension both global and specific. Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. **S PECI FIC S K ILLS** An understanding of the ill effects of war. An understanding of the human emotions of trust, hope and betrayal in a post-war scenario and the importance of letting go of the past.
Aug	SA1	**PROS E/ FICT ION –** MOTHER'S DAY (J B Priestley)	SNAPSHOT	**GENERAL OB JECTI VES** – Same as mentioned earlier. **S PECI FIC OB JECTIV ES** *To enable learners to –* - *appreciate the status of women in their households.* *– focus on how a housewife works hard with love and devotion for her*	A discussion on the author's life and work. Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes.	**GENERAL S K ILLS -** Same as mentioned above. Know that mothers have equal rights to enjoy their lives and deserve acknowledgement and appreciation. Strengthen the family bonding with sharing and solving problems. Develop analytical skills, thinking skills, decision making, management skills, logical

				family and her household. Household work is also work that deserves as much respect. *– celebrate motherhood and understand that a mother simply does not exist to make our lives easier. We need to be responsible for her happiness and well-being as well.*	Discussion of end of the lesson comprehension questions and exercises. ACTIVITY – Class discussion on - i) Is drama a good medium for conveying a social message? ii) A mother works from morning till night catering to the needs of everyone. Do we ever realise that she too is a human being and needs rest? Share your views about the role of mother in your life	skills. Identify and understand the central/main point and supporting details along with the phrases used in the lesson. Imbibe values like care and concern, empathy, compassion, respect for elders, belongingness and tolerance
Aug	SA1	**PROSE/ FICTION –** BIRTH (A J Cronin)	HORNBILL	**GENERAL OBJECTIVES** – To enable the students to i) read effectively with proper voice modulation. ii) comprehend the lesson iii) enhance their vocabulary. iv) analyse the situations and characters. v) express themselves effectively in the written form. vi) communicate their ideas with conviction. vii) appreciate the theme and the	A discussion on the author's life and work. Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. Discussion of the end of the lesson comprehension questions and exercises. ACTIVITY – A class discussion on medical procedures such as organ transplant and	**GENERAL SKILLS** Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Developing writing skills by integrating literature with language.

				viii) use appropriate vocabulary and expressions. **S PECI FIC OB JECTIV ES** *To enable learners* *- to understand the importance of practical experience in every field including the medical field.* *– appreciate the life and duty of a doctor.* *– appreciate a doctor's efforts to restore hope, life and his / her determination.* *– appreciate a doctor's selfless service to mankind.* *– understand the value of time and incidents of life.*	organ regeneration that are used to save human life.	Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. **S PECI FIC S K ILLS** The students will be able to - i) understand the sense of duty. ii) appreciate and accept the selfless service to mankind. iii) realise and create a balance between the knowledge gained and practical approach. iv) interpret that the story hinges on the theme- never say die attitude and the precious gift of life which only God can grant and a doctor can retrieve and restore.
Aug/ Sept	SA1	**WRITING S K ILL TOPIC –** NOTE MAKING & SUMMARIZING SKILLS	_____	To enable students to students to – - pick out essential ideas in a text and also find important details that support those ideas. Be selective and identify key ideas. - focus on keywords and phrases of an assigned text that are worth remembering.	Preparation and distribution of handouts with format/ layout and value points to be kept in mind while preparing notes and making a summary. Discussion of the format and value points.	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic.

				- transform the entire set of information into a manageable size. - include the key points in the notes and the summary to make it more readable and help them in a better understanding and revision of a concept. - enhance their learning and recall skills. - also enhance their skills of reducing, reflecting, and reviewing any given information. - concentrate, understand, and remember the information you see or read. - stay active and engaged during reading and revision. - understand what they are learning and clarify their thinking. - integrating the central ideas in a meaningful way from any theory or conceptual write-up to create its summary.	Discussion and writing of a model answer in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task.	Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Enhancing concentration, learning and recall skills.
Aug/ Sept	SA1	**WRITING S K ILL TOPIC –** CLASSIFIED ADVERTISEMENTS	_____	To enable students to students to - develop critical thinking skills - identify different types of ads - learn how to create their own ads - understand how advertising works in general	ACTIVITY - The teacher will ask students to name all of the different kinds of advertising they can think of such as those on - radio, TV, internet, newspapers, magazines, signs, mailings, telephone books, product licensing, brochures, coupons, flyers, clothing logos, etc.	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic.

				- write for communicative needs with appropriate vocabulary and in the desired format.	A class discussion about advertising will take place where students will be made aware that advertising is a big business and that often, the advertisements that they see on TV or newspaper cost more to produce than the shows they sponsor. The teacher will tell students that businesses advertise to create awareness of their product or service so that they can increase sales. And tell them that advertising can be expensive – but that the expense is worthwhile if it increases a company's profit. Preparation and distribution of handouts with format/ layout and value points to be kept in mind while a classified advertisement. Discussion of the format and value points of different kinds of classified advertisements. Discussion and writing of a model answer for each type of advertisement in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task.	Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Enhancing concentration, learning and recall skills.

Aug/ Sep	SA1	**<u>WRITING S K ILL TOPIC</u>** – DEBATE WRITING	----------	**<u>GENERAL OBJECTIVES -</u>** Build a case accompanied by arguments as support. Train students to find arguments based on strong and accurate data. To enable them to write in a manner that influences the attitudes and opinions of others so that they agree and agree with the proposed arguments. Display, enhance, and develop written and hence, verbal communication. Generate effective critical thinking into primary issues in the given topic. Contrast the available points of view on a subject, in a serious, argued and frontal way, so that those who read the debate speech or attend the debate can receive pertinent information and can make their own opinion. Provide written practice in developing sound and logical arguments.	Preparation and distribution of handouts with format/ layout and value points to be kept in mind while preparing a debate speech. Discussion of the format and value points of mentioned in the handout. Discussion and writing of a model answer for a debate topic – both for and against - in class to make the learners understand the format and the related value points. Brainstorming of practice questions regard to enable learners to write them as class task/home task. Learners will be asked to keep the following points in mind while writing practice speeches. *Collect information related to the topic both in favour and against it.* *Read newspapers, research the internet.* *Discuss the topic with peer group or seniors.* *Collect authentic data and try to add the points which are beyond rebuttal.* *Use simple and short sentences in your speech.* *Address the audience appropriately.* *Use questions, phrases and quotes to make the speech rhetorical.*	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically a topic. Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence. Enhancing concentration, learning and recall skills. Knowledge acquisition and understanding of multiple issues.

				Give students an opportunity to practice speaking in front of an audience and thinking on their feet. Show initiative and leadership. Expand students' minds and increase their understanding of multiple sides of important issues.		

RAMJAS PUBLIC SCHOOL (DAY BOARDING)
ANNUAL CURRICULUM PLAN (2023-24)
SUBJECT: ENGLISH CLASS: XI TERM 2 (OCTOBER – SEPTEMBER)

Date/ Month	FA/SA	Name of the lesson/ Topic/ Content	Textbook	Learning Objectives	Methodology	Skills to be developed/ learning outcomes
Oct	SA2	**PROSE/ FICTION –** THE ADVENTURE (Jayant Narlikar)	Hornbill	**GENERAL OBJECTIVES** – Same as mentioned earlier. **SPECIFIC OBJECTIVES** *To enable learners to –* *-understand that the subconscious mind can create/ take us to a parallel world.* *- understand that the parallel world can be as real as the present world.* *- imagine historical events as different in a parallel world and their different outcomes/ repercussions.* *- A single event may change the course of the history of a nation.* *- Reality is what is directly experienced through the senses.* *- The methods of inquiry of history, science and philosophy are similar.*	A discussion on the author's life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of its plot, characters and themes. Discussion/ brainstorming of textual questions and exercises. ACTIVITY – Students will look up the Internet or an encyclopaedia for information on the following theories. (i) Quantum theory (ii) Theory of relativity (iii) Big Bang theory (iv) Theory of evolution and engage in a class discussion.	**GENERAL SKILLS** Reading with correct word stress, sentence stress and intonation. Reading literary texts for enjoyment /pleasure and comparing, interpreting, and appreciating characters, themes, plots, and incidents in order to give an opinion with reasoning. Reading for understanding/ comprehension both global and specific. Anticipation and prediction Developing writing skills by integrating literature with language. Writing for self-expression. Building vocabulary, deducing the meaning of unfamiliar lexical items in a given context. Developing thought, and critical analysis. Relating literature to real life. **SPECIFIC SKILLS**

Oct	SA2	**PROSE/ FICTION –** THE SILK ROAD (Nick Middleton)	Hornbill	**GENERAL OBJECTIVES** – Same as mentioned earlier. **SPECIFIC OBJECTIVES** *To enable learners to understand –* *- the genre of travelogue writing.* *- the challenges and hardships faced in the Silk Road regions.* *- challenges faced during travel in the region.* *- what altitude sickness is and how it manifests itself.* *- the author's speculation on Tibetan Buddhism as a prerequisite for survival at that great altitude.* - *the author's adventurous experiences while scaling the hilly terrain.*	A discussion on the author's life and work Reading with correct stresses and intonation. Discussion of new and difficult words in terms of their meaning and pronunciation. Understanding the lesson in terms of the Silk Route and the author's experiences travelling it. Discussion/ brainstorming of textual questions and exercises.	Realize that reality is what is directly experienced through the senses. **GENERAL SKILLS** Same as mentioned above. **SPECIFIC SKILLS** Understanding of the challenges faced by those living in the Silk Road region and those travelling through it. Sensitivity towards other religious beliefs. Understand why people willingly undergo the travails of difficult journeys.
Oct	SA2	**WRITING SKILL TOPIC –** SPEECH WRITING	-----	*To enable learners to write in a style and format appropriate for writing speeches.* *To enable them to plan, organize and present ideas coherently, logically and concisely.* *To help/advise them to use CODER while attempting writing tasks.* *To make them acquire the skill of introducing, developing and concluding a topic.*	Preparation and distribution of handouts with format and value points to be kept in mind while framing speeches. Discussion of the format and value points. Discussion and writing of a model answer in class to make the learners	Composition skills. Creative and analytical thinking. Planning, collecting, organizing, editing, revising and presenting ideas coherently and logically by introducing, developing and concluding a topic.

					understand the format and the related value points. Brainstorming of practice questions regarding the content a speech to enable learners to write them as class task/home task.	Presenting ideas in grammatically correct English with fluency, accuracy and a logical sequence.
Nov	SA2	**<u>GRAMMAR TOPIC</u>** CLAUSES	--------	*To help learners to recall/ revise* *- the kinds of sentences – simple, complex and compound.* *- the difference between a subject and a predicate.* *To enable them to understand* *- the difference between a phrase and a clause.* *- the different parts of a clause – Principal, Subordinate and Coordinate.* *- the different kinds of subordinate clauses – adjective, adverbial and noun clauses* *To enable learners to* *- identify a clause.* *- distinguish between a dependent and an independent clause.* *- determine whether a clause is a noun, adjective or adverb clause.*	The teacher will help students to revise and recall the difference between a subject and a predicate with the help of examples. The different types of sentences will be discussed with supporting examples. Learners will be explained how to identify and define a clause. Students will learn how to distinguish between an independent and a dependent clause based on the rules for each. They will also learn some subordinating conjunctions that will help them remember when a clause is dependent. Students will also learn about the noun clause, adjective clause, and adverb clause. The teacher will define and explain each type and provide examples for analysis.	Learners will be able to – Understand the function of clauses and their usage for accuracy in language (both spoken and written) by the processes of noticing, identifying and applying them in use and arriving at the rules. Comprehension and understanding of concepts, critical thinking.

Nov	SA2	**POETRY –** THE LABURNAM TOP (Ted Hughes)	Hornbill	**GENERAL OB JECTI VES** – To enable learners to appreciate the literary genre of poetry and appreciate the poet's style of writing. To make the learners comprehend the literal as well as the figurative meaning of the poem. To enable the learners to understand the literary devices/figures of speech used in the poem. To develop an understanding of the themes conveyed by the poem. To enable learners to reason, recall, extrapolate, illustrate, justify etc on the basis of the text read. To enable learners to relate literature to real life. **S PECI FIC OB JECTIV ES** *To enable learners to*	Practice worksheets will include questions that ask learners to identify the dependent and independent clauses and also ask them to identify or complete the sentences with noun, adverb or adjective clauses. Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem. The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. Discussion of the end of the poem comprehension questions and exercises.	**GENERAL S K ILLS** Reading poetry with correct rhyme and rhythm. Appreciating nuances and shades of literary meanings. Talking about literary devices like symbols, metaphors, alliterations, comparisons, allusions, poet's point of view, etc. in order to demonstrate an understanding of their significance in literature and narratives. Reading for understanding - both global and specific. Being able to relate literature to real life and draw a learning or inspiration from it. Expressing effectively, sharing ideas and developing an appropriate style of writing. **S PECI FIC S K ILLS** Appreciation and admiration of nature and

				- *appreciate the beauty of nature.* - *appreciate the solitude of the tree.* - *appreciate the relationship between all the living beings in the environment, and the need to peacefully coexist as can be seen in the poem.* - *understand that there is an interaction between every living creature, which might not be seen or heard by us, but it exists.* - *appreciate the uninterrupted flow of life in nature irrespective of ebbs and flows in our daily lives.* - *mutual coexistence among nature and its beings.*		benefits that exists between all living creatures in nature.
Nov	SA2	**POETRY –** TALE OF MELON CITY (Vikram Seth)	Snapshot	**GENERAL OBJECTIVES** – Same as mentioned above. **SPECIFIC OBJECTIVES** *To enable learners to* *- understand the port's mockery of any government system/ monarchy.* *– understand that the poem represents any nation whose policies are framed on the basis of superstitions and old age beliefs.* – *understand the poet's criticism of the dark side of human nature. People living in Melon City*	Listening to a recording of the poem/model reading by the teacher to highlight the word stresses, the rhyme and the rhythm in the poem. Loud reading by learners to reinforce the same. Stanza-wise discussion to understand the poem in terms of both its meanings – literal and figurative. Identification and discussion of figures of speech used in the poem.	**GENERAL SKILLS** Same as mentioned above. **SPECIFIC SKILLS** Being able to inculcate values like social connect, trust, co-operation, confidence, faith, respect and integrity, ability to fight against all odds. Analysing situations carefully and taking appropriate decisions. Appropriate use of power and skills. Developing comprehension skill, analytical skill, language skills, thinking skill,

				do not have regard for human life, they do not hold themselves responsible for their actions. Instead of accepting flaws and finding solutions, society chooses an easy way that is putting the blame on others. *– understand the poem as an ironic representation of the symbolic folly of ignorance and corrupted power.* – *- understand that when people are ignorant about moral standards, ethics or rationality, they end up crowning an idiot, an impertinent fellow as their ruler.* *– understand the poet's general disdain for the concept of monarchy.* *– understand Seth's criticism of ineffectual problem-solving by governments or monarchies.* *- realise that peace and liberty are the two strong factors for a state to flourish.* *- able to understand that the rulers of the state should be judicious and sensitive to the needs of the people.*	The themes conveyed by the poem will be highlighted and discussed. YouTube modules on the poem will be shown to aid learner understanding. Discussion of the end of the poem comprehension questions and exercises.	imagination and creativity, analysis, interpretation and social responsibility.

ANNUAL CURRICULAM PLAN_2025-26

MATHEMATICS: CLASS XI

Date	**Topic /Lesson**	**Learning Objectives**	**Teaching Strategies/Methodology**	**Projects/Activity**	**Learning Outcomes**	**Assessment Tools**
21/04/25	**Sets:** Sets and their representations, Empty set, Finite	Learn sets and their representations, Empty sets,	Lecture -cum - demonstration using	1.Find the number of subsets of a given set and verify that if a set has n number of	Understand sets and their types	Worksheets
To 30/04/25	and Infinite sets, Equal sets, Subsets, Subsets of real	finite, Infinite sets, Equal sets, Subsets, Subsets of real	an interactive board	elements, then the total number of subsets is 2^n.	Think Critically about sets	MCQs
	numbers especially intervals. Universal set. Venn diagrams	numbers especially intervals. Universal set. Venn diagrams			Reason Logically about sets	Class Tests
	Union and Intersection of sets. Difference of sets.	Union and Intersection of sets. Difference of sets.		2.Represent set theoretic operations using Venn diagrams.	Analyse sets using Venn diagram	Verbal tests
	complement of a set. Properties of complement.	complement of a set. Properties of complement.				Unit tests
01/05/25	**Relations and Functions:** Ordered pairs. Cartesian	Learn Ordered pairs. Cartesian	Lecture -cum - demonstration using	3. Distinguish between a Relation and a Function.	Evaluate relations and functions	
To 16/05/25	product of sets. Number of elements in the Cartesian	product of sets. Number of elements in the Cartesian	an interactive board			
	product of two finite sets. Cartesian product of the sets	product of two finite sets. Cartesian product of the sets				
	of with itself (R x R x R). Definition of relation,	of with itself (R x R x R). Definition of relation,			Apply relations and functions	
	pictorial diagrams, domain, co-domain and range of a	pictorial diagrams, domain, co-domain and range of a				
	relation. Pictorial representation of a function, domain,	relation. Pictorial representation of a function, domain,			Create function from a given relation	
	co-domain and range of a function. Real valued functions,	co-domain and range of a function. Real valued functions,				
	domain and range of these functions, with their graphs.	domain and range of these functions, with their graphs.				
	Sum, difference, product and quotient of functions.	Sum, difference, product and quotient of functions.				

01/7/25	**<u>Trigonometric Functions:</u>** Positive and negative	Learn Positive and negative	Lecture -cum - demonstration using		Understand trigonometry and	Worksheets
To 31/7/25	angles. Measuring angles in radians and in degrees and	angles. Measuring angles in radians and in degrees and	an interactive board	4.Prepare a model to illustrate the values of sine function and cosine	both degree and radian measures	MCQs
	conversion from one measure to another. Definition of	conversion from one measure to another. Definition of		Functions for different angles which are multiples of $\frac{\pi}{2}$ and π	Think critically about T-ratios	Class Tests
	trigonometric functions with the help of unit circle. Truth	trigonometric functions with the help of unit circle. Truth			Analyse T-ratios and sum /difference,	Verbal tests
	of the identities for all x. Signs of trigonometric functions.	of the identities for all x. Signs of trigonometric functions.			Product of compound angles	Unit tests
	Domain and range of trigonometric functions and their	Domain and range of trigonometric functions and their			Evaluate domain and range of T-ratos	
	graphs. Expressing sin(x ± y) and cos(x ± y)in terms of sin(x),	graphs. Expressing sin(x ± y) and cos(x ± y)in terms of sinx, siny,				
	Sin(y), .cos(x) & cos(y) and their simple application	cosx and cosy and their simple application				
	UT-1: Sets, Relations and Functions,	Students' Evaluation				Pen-Paper Tests
	Trigonometric Functions					
01/08/25	**<u>Complex Numbers and Quadratic Equations :</u>** Need for	Know need for complex numbers	Lecture -cum - demonstration using	5. Interpret geometrically the meaning of $i = \sqrt{-1}$ and its integral powers.	Understand complex quantity	Worksheets
To 31/08/25	complex numbers. Algebraic properties of complex	Know algebraic properties of complex	an interactive board		Analyse and evaluate complex numbers.	MCQs
	numbers. Argand plane.	numbers. Argand plane.				Class Tests
	<u>Linear Inequalities:</u> Linear inequalities. Algebraic solutions	Learn linear inequalities. Algebraic solutions			Reason logically about linear inequalities	Verbal tests
	of linear inequalities in one variable and their	of linear inequalities in one variable and their			Evaluate linear inequalities	Unit tests
	representation on the number line	representation on the number line				

	Permutations and Combinations: Fundamental principle of	Learn fundamental principle of			Understand P and C	
	counting. Factorial n (n!) Permutations and Combinations,	counting. Factorial n (n!) Permutations and Combinations,			Think critically about P and C	
	derivation of Formulae for P(n, r)and C(n ,r) and their	derivation of Formulae for P(n, r)and C(n ,r) and their			Evaluate P and C	
	connections, simple applications.	connections, simple applications.				
	Binomial Theorem: Statement and proof of the binomial	Learn the binomial		6.Construct a Pascal's Triangle and to write binomial expansion for a given positive	Understand binomial theorem	
	theorem for positive integral indices. Pascal's triangle,	theorem for positive integral indices. Pascal's triangle,		Integral exponent.	Think critically about binomial theorem	
	simple application.	simple application.			Evaluate problems based on binomial.	
01/09/25	**TERM -1: SETS, Relations and Functions, Trigonometric**					Pen-Paper Test
To 30/09/25	**Functions, Complex Numbers and Quadratic Equations,**	Students' evaluation				
	Linear Inequalities, Permutations and Combinations, B. theorem					
01/10/25	**Sequence and Series:** Sequence and series. Arithmetic	Learn sequence and series. Arithmetic	Lecture -cum - demonstration using		Understand Sequences and Series	Worksheets
To 31/10/25	Mean (A.M.). Geometric Progression (G.P.), general term of	Mean (A.M.). Geometric Progression (G.P.), general term of	an interactive board		Analyse and evaluate A.M and G.M	MCQs
	G.P., sum of n terms of a G.P, infinite G.P. and its sum,	G.P., sum of n terms of a G.P, infinite G.P. and its sum,			Reason logically about Sequences and Series.	Class Tests
	geometric mean (G.M.), relation between A.M. and G.M.	geometric mean (G.M.), relation between A.M. and G.M.				Verbal tests

	Straight Lines: Brief recall of two- dimensional geometry	Recall two-dimensional geometry from earlier			Understand straight lines in terms of slope	Unit tests
	from earlier classes. Slope of a line and angle between	classes and know slope of a line and angle between			Analyse and evaluate various forms	
	two lines. Various forms of equations of a line: parallel	two lines. Various forms of equations of a line: parallel			Create straight line equations	
	to axis, point - slope, slope intercept, two -points form	to axis, point - slope, slope intercept, two -points form			Think logically about point line distance	
	intercept form, distance of a point from a line.	intercept form, distance of a point from a line.				
01/11/25	**Conic Sections:** Sections of a cone: circle , ellipse,	Learn sections of a cone: circle , ellipse,	Lecture -cum - demonstration using	7.Alternative method of constructing a parabola.	Understand conic sections	Worksheets
To 30/11/25	parabola, hyperbola. Standard equations and simple	parabola, hyperbola. Standard equations and simple	an interactive board		Think critically about conic sections.	MCQs
	properties of parabola, ellipse and hyperbola. Standard	properties of parabola, ellipse and hyperbola. Standard			Analyse and evaluate conic sections	Class Tests
	equation of circle.	equation of circle.				Verbal tests
	Introduction to Three-dimensional Geometry: Coordinate	Learn Coordinate			Understand 3D and Octants	Unit tests
	axes and coordinate planes in three dimensions.	axes and coordinate planes in three dimensions.			Analyse and evaluate distance in 3D	
	Coordinate of a point. Distance between two points	Coordinate of a point. Distance between two points				
01/12/25	**UT-2: Sequence and Series, Straight Lines**	Students' evaluation				Pen-Paper Tests
To 31/12/25	**Limits and Derivatives:** Derivative introduced as rate of	Students learn and know derivative introduced as rate of	Lecture -cum - demonstration using	8.Find analytically $\lim_{x\to c} f(x) = \frac{x^2-c^2}{x-c}$	Understand limits and derivative	
	change both of distance function and geometrically.	change both of distance function and geometrically.	an interactive board		.	MCQs
	Intuitive idea of limit. Limits of polynomials , rational,	Intuitive idea of limit. Limits of polynomials , rational,			Think critically about limits and derivatives	Class Tests
	trigonometric, exponential and logarithmic functions.	trigonometric, exponential and logarithmic functions.				Verbal tests

	Definition of derivative relate to scope of tangent of the	Definition of derivative relate to scope of tangent of the				Unit tests
	curve, derivative of sum, difference, product and quotient	curve, derivative of sum, difference, product and quotient			Analyse and evaluate limits and derivatives	
	of functions. Derivative of polynomial and trigonometric	of functions. Derivative of polynomial and trigonometric				
	functions	functions				
	Statistics: Measure of dispersion: Range, M.D.	Learn measure of dispersion: Range, M.D(mean), M.D(median)			Understand measure of dispersion.	
	Variance and Standard deviation of ungrouped/ grouped data	Variance and Standard deviation of ungrouped/grouped data			Analyse and evaluate measure of dispersion	
	Probability: Events, Occurrence of events, 'not', 'and' and	Learn events, Occurrence of events, 'not', 'and' and		9.Write the sample space, when a die is rolled once, twice and more times.	Understand events and their occurrence	
	or' events, exhaustive events, mutually exclusive events,	or' events, exhaustive events, mutually exclusive events,			Think critically about axiomatic probability	
	Axiomatic (set theoretic) probability, connections with	Axiomatic (set theoretic) probability, connections with		10.Write the sample space, when a coin is tossed once, two times, three times, four times	Analyse and evaluate problems on probability	
	other theories of earlier classes. Probability of an event,	other theories of earlier classes. Probability of an event,				
	probability of 'not', 'and' and 'or' events	probability of 'not', 'and' and 'or' events				
01/01/26 To 31/12/25	**Mock Examination: Complete Syllabus**	Students' evaluation				Pen-Paper Test
	Annual Examination: Complete Syllabus	Students' evaluation				Pen-Paper Test

ANNUAL CURRICULUM PLAN (2025-2026)

SUBJECT: ECONOMICS CLASS: XI

S.No.	UT/ TERM	Task	Marks	Learning Objectives	Methodology	Learning Outcome	Assessment Tools
1	UT 1	Introduction to statistics- What is Economics? Meaning, scope functions and importance of statistics in economics. Collection of data Organisation of data Introduction to microeconomics Microeconomics and Macroeconomics – Difference, Meaning of an economy, Central problems of an economy: what, how and for whom to produce, Concepts of production possibility frontier and opportunity cost. Consumer's Equilibrium- Cardinal Utility Analysis Meaning of utility, marginal utility, law of diminishing marginal utility, conditions of consumer's equilibrium using marginal utility analysis	30	To enable the learners to: 1) Understand the concepts of Statistics, Economics and basic terms related to it. 2) Understand the scope of statistics. 3) State the functions of statistics. 4) Explain the importance of statistics in economics and its uses. 5) State the limitations of statistics. 6) Understand the sources of data. 7) Differentiate between primary data and secondary data. 8) Explain the methods of collecting primary data. 9) Differentiate between census and sample survey. 10) State and explain sampling methods. 11) Comprehend the meaning of organisation of data. 12) Develop understanding of concepts of variable, frequency and frequency distributions. 13) Differentiate between microeconomics and	Lecture Method Use of schedules and diagrams Flip Learning	The learners will be able to: 1) State the definition of Economics given by various economists. 2) List the functions of statistics. 3) Elucidate the importance of statistics in the field of economics. 4) State the limitations of statistics. 5) Classify the sources of data as internal or external. 6) Compare primary and secondary data. 7) describe various methods of collecting primary data. 8) Differentiate between census and sample survey. 9) Describe various sampling methods. 10) Apply the understanding of concepts for construction of frequency distributions. 11) Give examples of microeconomic and macroeconomic studies.	Assignment based on the concepts taught. Unit Test

				macroeconomics using examples. 14) Know the causes for economic problem of choice. 15) Define and understand concepts of P.P.C, opportunity cost and marginal rate of transformation. 16) Differentiate between total and marginal utility. 17) Understand the conditions of consumer's equilibrium using utility approach.		12) Analyse the causes for economic problem of choice. 13) Define a PPC. 14) Interpret the meaning of increasing marginal opportunity cost. 15) Discuss the shape of a PPC. 16) Illustrate the impact of different economic situations on a PPC. 17) Apply the conditions of consumer's equilibrium using utility approach.	
2	TERM I	Consumer's Equilibrium-Indifference Curve Analysis The consumer's budget-budget set and budget line, indifference curve, indifference map, marginal rate of substitution, conditions of consumer's equilibrium using I.C. analysis Concepts of demand and Price elasticity of demand Presentation of data Demand and Price elasticity of demand Measures of central tendency-Mean, Median and Mode.	80	To enable the learners to: 1) Define and differentiate between budget set and budget line. 2) Analyse the effects of income and price changes on the budget line. 3) Define indifference curve and indifference map. 4) Understand and apply the conditions of consumer's equilibrium using MRS and MRE. 5) Understand the concepts of demand. 6) Describe the factors affecting the demand for a commodity. 7) State the law of demand. 8) Differentiate between change in quantity demanded and change in demand. 9) Learn to calculate price elasticity of demand.	Lecture Method Discussion Method Problem Solving Method Flip Learning Use of schedules and diagrams	The learners will be able to: 1) Differentiate between budget set and budget line. 2) Illustrate the effects of income and price changes on the budget line. 3) Define indifference curve and indifference map. 4) Apply the conditions of consumer's equilibrium using MRS and MRE. 5) Explain the factors affecting the demand for a commodity. 6) Discuss the reasons for operation of law of demand. 7) Calculate price elasticity of demand by percentage method.	Assignment based on the concepts taught. Mid-term Exam

				10) Learn to present data in the form of diagrams. 11) Estimation of arithmetic mean in different types of series using different methods. 12) Estimation of median and mode in different types of series.		8) Present data in the form of and diagrams and pie diagrams. 9) Estimate arithmetic mean, median and mode in different types of series.	
3	UT 2	Producer Behaviour and Supply Production Function: Long run production function and Short run production function, Total product, Average Product and Marginal Product. Returns to a factor. Cost and Revenue: Total Fixed Cost, Total Variable Cost, Average Fixed Cost, Average Variable Cost, Marginal Cost-meaning and their relationship. Total, Average and Marginal Revenue. Producer's Equilibrium-Meaning and its conditions in terms of marginal revenue and marginal cost. Concepts of Supply and Elasticity of supply	30	To enable the learners to: 1) Define the concepts of total, average and marginal product and state the relationship between them. 2) Explain the returns to a factor and state the law of variable proportions. 3) Explain the phases of law of variable proportions and reasons for the operation of the law. 4) Define the concepts of TFC, TVC, AFC, AVC and Marginal cost. 5) State the relationship between average and marginal cost. 6) Determination of producer's equilibrium using MR-MC approach. 7) Understand the meaning of supply of a commodity. 8) State the factors affecting supply of a commodity. 9) Learn to calculate price elasticity of supply.	Lecture Method Use of Interactive Panel Use of schedules and diagrams Problem Solving Technique	The learners will be able to: 1) Express the relationship between total, average and marginal product. 2) Describe the various phases of the law of variable proportions. 3) Explain the behaviour of various cost curves. 4) Illustrate the relationship between average and marginal cost with the help of schedule and diagram. 5) Apply the conditions of producer's equilibrium using MR-MC approach. 6) Explain the factors affecting supply of a commodity. 7) Calculate price elasticity of supply.	Assignment based on the concepts taught. Unit Test
4	MOCK EXAM	Perfect Competition-Price Determination under Perfect Competition with simple applications	80	To enable the learners to: 1) Understand the basis of classifying markets.	Lecture Method Use of schedules and diagrams Flip Learning	The learners will be able to:	Assignment based on the concepts taught. Mock Exam

		Perfect competition: Features, Determination of market equilibrium and effects of shifts in demand and supply. Measures of correlation		2) Know the features of perfectly competitive market and understand their implications in this market. 3) Understand the mechanism of price determination under perfect competition. 4) Analyse the effects of changes in demand and supply on market price. 5) Define positive and negative correlation. 6) Estimation of correlation using Karl Pearson's and rank correlation method.		1) State and explain the features of a perfectly competitive market. 2) Analyse and explain the effects of changes in demand and supply on equilibrium market price. 3) Identify positive and negative correlation between variables. 4) Estimate correlation using Karl Pearson and Spearman rank correlation methods.	
5	ANNUAL EXAM	Introduction to Index Numbers Comprehensive Project Work	80	To enable the learners to: 1) Define index number 2) Identify different types of index numbers. 3) State the uses of index numbers.	Lecture Method Problem Solving Technique Pen and Paper test	The learners will be able to: State the meaning of index numbers. List the uses of index numbers.	Assignment based on the concepts taught. Annual Exam

RAMJAS PUBLIC SCHOOL, ANAND
PARBAT ANNUAL CURRICULUM PLAN
SESSION 2025-26

CLASS: XI

SUBJECT:PHYSICS

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application based)			
APRIL-2025	*Basic mathematical concepts *Units and measurement *Measurements , *systems of units *dimensional formulas * errors in measurements/	*Understandthe various systems of units *What is the utility of different units *Why differentsystems are introduced *Understand the systems of units in Indiaand in other countries. *To understandthe meaning ofdimensional formula *Know the various kindsof errors.	*How the different units of same physical quantities are related. *Applications of units in export import purposes *Types of error can be possible. *How the mathematicaltools are useful in minimizing errors. *Applying the knowledge of units in day to day life.	Lab Activities 1. Determine school building height . 2. Make the allpins float over the surface of water with out error	Students will learn the * the various systems of units *the relation between different units of different systems *find the relation between various physical quantities *calculate the relative and percentage error in measurement.	Students will be assess on the basis of their observation and accuracy skills

MAY- 2025	**kinematics** **Frame of reference, Motion in a straight line: Position-time graph, speed and velocity.** **Elementary concepts of differentiation and integration for describing motion.** **Uniform and non-uniform motion, average speed and instantaneous velocity.** **Uniformly accelerated motion, velocity-time and position-time graphs.** **Relations for uniformly**	***Understand the difference between one dimension, two dimension and three dimensional motion** ***Understand the concept of uniform, non uniform and accelerated motion.** ***Understand the concept of average speed,instantaneous speed .** ***Understand the difference between speedand velocity .**	***Apply the motion in 1D,2D and 3D motion in day to day life e.g. motionof train on straight track(1D),crawling of insect on a wall (2D) and motion of kite in sky(3D).** ***Apply the concept of x-t graph,v-t graph in calculating the velocity ,acceleration and retardation of a train ,vehicle moving with uniform and non uniform speed.** ***Apply the concept instantaneous and**	**Lab Activities** ***Free fall of a ball from top of the building**	***Students will learn to differentiate between one dimension, two dimension and three dimensional motion .** ***the concept of uniform,non uniformand accelerated motion.** ***the concept of average speed, instantaneous speed .** ***the difference between speed andvelocity .** ***uniform circular motion.**	**Students will be assess on the basis of observation and calculations skills**

	accelerated motion (graphical treatment).	motion ,maximum range, heightand time of flight. *State the uniform and non uniform circular motion	average velocity during non uniform motion andin speedometer.		.	
July,25	*Motion in 1 -D *Motion in 2,3 -D *Laws of Motion - force (balanced and unbalanced force) and motion, Newton's laws and its applications, inertia, momentum, Impulse, law of conservation of linear momentum. Connected pullies and elevator problems	*Understand the difference between balanced and unbalanced forces. *Understand the concept of force. *Understand the concept of inertia and itstypes. *Understand the keys of Newton's laws. *Formulate theNewton's second law of motion. *Understand the concept ofmomentum and impulse.	*Apply the inertia of rest and motion like when a person standing in a bus falls backward when bus is start moving suddenly. *analyze the concept of Newton's laws in daily actions like when a fielder pulls his hand backward; while catching a cricket ball *Apply the concept of impulse and momentumin cricket or any game during collision.	Lab Activity *Verification of law of parallelogram *And determination of unknown weight *Determination of coefficient of frictionon horizontal surface *Determination of coefficient of frictionon an inclined plane	*Student will learn concept of force and difference between balanced and unbalanced forces. *They have learned the concept of inertia and its type. *They have learned thekeys of Newton's laws. *They have learned theto formulate the Newton's second lawof motion. *They have learned the concept of momentum and impulse. *They have learned the concept and types of collision. *and Momentum ofbody *They have learned the application of inertia of rest and motion in day to day life *They have learned the application and concept of Newton's laws in daily actions.	*Logical and application skills will be asses by giving numerical questions onOn the basis of observation and calculations skills

AUGUST-25	**Work power and Energy.** **Work done by a constant force and variable force, kinetic energy ,work energy theorem, power.** **Notion of potential energy, potential energy of a spring, conservative forces, conservation of mechanical energy, non conservative forces, elastic and inelastic collisions in one and two dimensions.**	***Understand the concept of Scalar Product, WorkDone By Constant Force And Variable Force** ***Understand concept of kinetic energy** ***,work energytheorem and power.** ***State the workenergy theorem.** ***Understandthe concept potential energy.** ***Understand the concept of conservative and non conservative forces**	***Apply the concept of conservative and non conservative force in terms of smart workingand hard working.** ***For proper output in working the importanceof direction.** ***Apply the concept of work energy theorem inroutine that whatever amount of energy we have accordingly we do the work** ***By using the concept of potential energy we can increases the efficiency of work done**	**Class Room Activities** ***By demonstrating the activity using spring balance and bob the** ***potential energy stored in an object will be explained. And by law of conservation of energy the speed of an object when falling from a certain height will be calculated and using the value of speed kinetic energy will be calculated**	***Students will learn** ***The concept Work done by a constant force and variableforce** ***The application of lawof conservation of energy.** ***To differentiate between elastic andinelastic collision.** ***Different types ofwork done .**	**Logical and application skills will be asses by giving numerical questions onOn the basisof observation and calculations skills**

SEPTEMBER - 2025	**Centre of mass and Rotational Motion and centre of mass of two-particle system, momentum conservation and centre of mass motion, centre of mass of rigid body, centre of mass of uniform rod. Vector product of vectors, moment of force, torque, angular momentum, conservation of angular momentum with some examples. Equilibrium of rigid bodies, comparison of linear and rotational motion, moment of inertia and radius of gyration. Values of moments of inertia for simple geometrical object, statement of**	**. *Understand the concept of centre of mass. *Understand concept of vector productof vectors. *Understand the concept of equilibrium. *Understand the concept of torque, angular momentum. *State the theorem of parallel axes and perpendicularaxes. *To understandthe concept of moment of inertia of different shapes .**	***Application of concept of centre of mass in balancing the temperament opposite circumstances *Using concept of torque how a door can be opened and closed same as the handle of a bicycle can turn the rim *Concept of equilibrium can be used in balancingthe contradictions in life.**	**Using C.D. and ring moment ofinertia and centre of mass will be demonstrated**	**Students will be able to learn *The concept centreof mass motion, centre of mass of rigid body *The comparison oflinear and rotational motion *The concept of *moment of inertia *the concept of moment of inertia. *The concept oftorque and applications of torque---**	**Students will be assess on the basis of observation and calculations skills**

	parallel and perpendicular axes theorem and their applications.					
OCTOBER 2025	**Gravitation Kepler's laws of planetary motion. The universal law of gravitation, Acceleration due to gravity and its variation with altitude and depth, gravitational potential energy, gravitational potential, Escape velocity, critical velocity, orbital velocity of a satellite. Geostationary satellite**	***understand orbital and escape velocity. State the Newton's lawof gravitationand Kepler's law of planetary motion *Understand to differentiate gravity and gravitation. *Understand concept of acceleration due to gravity. *Understand to differentiate gravitational potential and gravitational potential energy. *Understand the concept of centre of mass. *Understandconcept of vector productof vectors. *Understand the concept of equilibrium.**	**. *By the law of gravitation when body thrown up finally falls downtowards the earth *Therefore we have tobe down to earth. *Importance of Kepler's law to understand the orbital velocity andgravitational force . *Concept of gravitational potentialenergy**	***Determination of acceleration due togravity by simple pendulum *Using pendulum ofdifferent masses *,verification of lawsof time period ---**	***Students willlearn *How the launching of satellite is done *Variation in acceleration due o gravity with heightand depth. *Potential and gravitational potential energy. *How the energy of satellite is calculated**	**Students will be assess on the basis of observation and calculations skills ----**

OCTOBER NOVEMBER 2025	**Properties of Matter:** **1.Solids- Elastic behavior ofsolids, stress, strain, elastic limit, Hook's law, Modulus of elasticity, potential energy in a starched wire,poisson;s ratio, thermal stress** **2.Hydrostatics (fluidsat rest); Pressure of liquid, applications of concept of pressure, density, hydrostatic paradox, Pascal's law, Atmospheric pressure, Buoyancy intermolecular forces, important terms related to study of surface**	***Understand the concept Elasticity** ***Understand concept of Pressure of liquid, intermolecular forces** ***State the Pascal'slaw and Hook's law, Stoke's law, Bernoulli's theorem.** ***Understand the concept surface tensionof liquid, surface energy** ***Define angle of contact , critical velocity, Specific heat capacity, water equivalent, latent heat, principal specific heats of gas.**	***Apply Hook's law in day to day life as a limit of flexibility in behavior according to the situation** ***Apply the Pascal's law to reduce the pressure in lifeby distributing it in different ways.** ***Applications principle of floatation in kipping the things stable in day to day life.** ***Apply the concept of viscosity by using lubricants in automobilesand other machinery.** ***Apply the concept of reflecting and absorbingproperties of a substancefood items can keep fresh, using silver foils.**	**Lab Activities** ***Determination of coefficient of viscosity ofglycerin by estimating terminal velocity** ***Determination of Yung's modulus of elasticity by Sear'ls apparatus**	***The concept ElasticityThe application of Pascal's law.** ***The concept of surface tension ofliquid, surface energy** ***The applications Bernoulli's theorem** ***Thermal propertiesof matter, Heat, Temperature,** ***Anomalous expansion of water,expansion of gases,** ***Specific heat capacity, waterequivalent,** ***change of state, latent heat, calorimetric, two principal specificheats of gas** **.**	**Students willbe assess on the basis of observation and calculations skills**

	tension of liquid, surface tension, surface energy, excess pressure, angle of contact, capillarity, ascent formula. **3.Hydrodynamics; viscosity, Poiseuille's formula, Stoke's law, terminal velocity, streamline turbulent and Laminar flow, critical velocity, Reynold's number, equation of continuity, Bernoulli's theorem, Blood pressure.**	***Understand the applications ofPascal's law inHydraulic lifts and breaks,** ***Understand various parts of human bodies carries different blood pressure .** ***Understand why the cooking utensils are provided withwooden handles .**				
DECEMBER 2025,	**Thermodynamics and KTG** **Thermal properties of matter; Heat, Temperature, thermal expansion, types of thermal expansion,**	***Understand the concept thermal equilibrium** ***Understand the terms thermodynamic variables** ***State Zeroth law, first law,second law, of thermodynamics**	***How the concept of heatengine applied in petrol engine and diesel engine.** ***How the efficiency of anengine can be increased.** ***Create the interest in mechanical. And petroleum engineering**	**Lab Activity** **Verification of Newton's law of cooling**	***The meaning of thermodynamics** ***The conceptof isothemal process andadiabatic process.**	**Students will be assess on the basis of observation and calculations skills**

	Anomalous expansion of water, expansion of gases, Specific heat capacity, water equivalent, change of state, latent **Thermal equilibrium, Zeroth law of thermodynamics, thermodynamic state variables and equation of state, indicator diagram or p-v diagram, isothermal change, Adiabatic change, slopes and work done of isothermal and adiabatic changes, isobaric and isochoric changes, first law of thermodynamics, Applications of the first law ,cuclic and non cyclic process, heat engine, carnot engine, principle of refrigerator,**	***Understand the mechanismof carnot engine and heat engine.** ***Understand various process of thermodynamics**				

	second law of thermodynamics. **gases - assumptions, concept of pressure. Kinetic interpretation of temperature; rms speed of gas molecules; degrees of freedom, law of equipartition of energy (statement only) and application to specific heat capacities of gases; concept of mean free path,**					
January,2026	**Oscillations and Waves** **Periodic motion - time period, frequency, displacement as a function of time. Periodic functions. Simple harmonic motion (S.H.M) and its equation; phase; oscillations**	***Understand the concept of Periodic motion** ***Understand the terms time period, frequency, displacement as a function of time** ***Understand the Free, forced and damped oscillations**	***The concept of free and forced oscillations is usedin constructions ofbuildings** ***Concept of timeperiod can be applied while swinging.** ***In different musical instruments**	**Lab activities** ***Conceptofperiodic motion and oscillations with the help of simple pendulum.** ***Formation of stationary waves by sonometer** ***Formation of stationary waves and beats**	**Students wii have learn -** ***the concept of Periodic motion** ***time period, frequency,** ***Free, forced and damped oscillations** ***Wave motion. Transverse and longitudinal waves, speed of wave motion. Displacement relation** ***Principle of superposition of waves,**	**Students will be assess on the basis of observation and calculations skills**

	of a spring– restoring force and force constant; energy in S.H.M. Kinetic and potential energies; simple pendulum– derivation of expression for its time period. Free, forced and damped oscillations (qualitative ideas only), resonance. **Wave motion. Transverse and longitudinal waves, speed of wave motion. Displacement relation for a progressive wave. Principle of superposition of waves, reflection of waves, standing waves in strings and organ pipes, fundamental mode and harmonics, Beats, Doppler effect**	**(qualitative ideas only), resonance *Understand Wave motion. Transverse and longitudinal waves, speed of wave motion.Displacement relation for a progressive wave. Principle of superposition of waves, reflection of waves, standing *Understand Principle of superposition of waves, reflection of waves, standing wavesin strings and organpipes, fundamental mode and harmonics, Beats, Doppler effect**	***concept of superposition of waves can be applied**		**reflection of waves, standing *Understand Principle of superposition of waves, reflection of waves, standing waves in stringsand organ pipes, fundamental mode and harmonics, Beats, Doppler effect**	

RAMJAS PUBLIC SCHOOL (DAY BOARDING)
ANNUAL CURICULUM PLAN (2025-2026)
PSYCHOLOGY
CLASS XI

TOPIC	LEARNING OBJECTIVES	METHODOLOGY	LEARNING OUTCOMES	ASSESSMENT TOOLS
Chapter1 What is Psychology	To develop appreciation about human mind and behaviour in the context of learner's immediate society and environment. To develop in learners an appreciation of the nature of psychological knowledge and its application to various aspects of life. To facilitate students, quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.	- Interactive lecture using case examples and anecdotes. - Group discussion: "Where do we see psychology in action?" - Multimedia: Short video on careers in psychology. - Poster/chart-making: Branches and applications of psychology.	- Students will be able to define psychology and its objectives. - Differentiate between various branches and applications. - Explain psychology's role in other fields.	- Short-answer test - Poster/chart evaluation - Participation in discussions
Chapter 2: Methods of Enquiry in psychology	Explain the goals and nature of psychological enquiry Teach different types of data used by psychologists. Describe some important methods of psychological enquiry. Understand the methods of analysing data, and Explain about the limitations of psychological enquiry and ethical considerations.	- Activity: Conducting a class-based survey with a simple hypothesis. - Create a flowchart showing steps in a psychological study. - Debate on ethical issues in research. - Demonstration of	- Students will compare various research methods. - Design a basic research proposal. - Evaluate the role of ethics in enquiry.	- Project presentation. - Survey report evaluation. - MCQ test on research methods.

		observation and survey techniques.		
Chapter 3 Human Development	- Explain the concept of development across the lifespan. - Describe major physical, cognitive, emotional, and social developments at each life stage. - Teach key theories of development (Piaget, Erikson). - Explain developmental tasks during childhood, adolescence, adulthood, and old age. - Discuss individual differences in development.	- Create a timeline showing stages of development. - Case study comparison between two individuals from different life stages. - Role-play on adolescent conflicts and identity issues. - Chart-making: Milestones across lifespan.	- Students will trace developmental stages. - Compare milestones across age groups. - Interpret developmental patterns using examples.	- Timeline submission. - Developmental case study report. - Class test.
Chapter 4 Sensory, Attentional and perceptual Processes	- Explain the structure and function of sensory organs. - Teach concepts of sensation, perception, and attention. - Discuss factors affecting attention and types of attention. - Introduce Gestalt principles of perception. - Describe illusions and errors in perception.	- Conduct experiments on taste, smell, and attention span. - Use optical illusion cards and images. - Group activity: Apply Gestalt principles to visual tasks. - Watch short video on sensory processing.	- Students will examine sensory functions. - Solve perceptual puzzles. - Analyze factors influencing attention.	- Practical activity record - Quiz on perceptual laws - Worksheet evaluation
Chapter 5 Learning	- Introduce the concept of learning and types (classical, operant, observational). - Teach principles of conditioning and reinforcement. - Explain cognitive learning theories.	- Demonstrate classical and operant conditioning with classroom examples. - Role-play based on reinforcement schedules.	- Students will compare learning types. - Apply reinforcement principles.	- Class test. - Activity reflection journal. - Learning theory worksheet.

	- Discuss factors that influence learning. - Apply learning theories to real-life scenarios.	- Token economy activity. - Watch documentary clip on social learning.	- Create behaviour modification plans.	
Chapter 6 Human Memory	- Explain the processes of memory: encoding, storage, retrieval. - Describe types of memory: sensory, short-term, long-term. - Introduce memory models (Atkinson & Shiffrin). - Explain forgetting and its causes. - Teach strategies to improve memory.	- Conduct memory span tests (digit/word recall). - Mnemonics design competition. - Watch video on memory disorders. - Prepare models of memory processes.	Students will classify memory types. - Use strategies to enhance memory. - Evaluate reasons for forgetting.	Activity-based worksheet - Quiz on memory models - Mnemonic evaluation
Chapter 7 Thinking	- Explain the nature of thinking and its types (convergent, divergent, critical, creative). - Teach processes of problem-solving and decision-making. - Introduce barriers to effective thinking and cognitive errors. - Discuss strategies to enhance thinking.	- Brainstorming session for creative thinking. - Puzzle-solving and logic tasks. - Group discussion: Real-life decision-making challenges. - Mind map on thinking types.	- Students will solve logical problems. - Analyze types of thinking. - Generate creative solutions to challenges.	- Reasoning worksheet - Creativity task rubric - Peer review feedback
Chapter 8 Motivation and Emotion	- Define motivation and types (biological, social). - Teach theories of motivation (Drive theory, Maslow's hierarchy). - Explain the nature of emotions and emotional expression. - Discuss physiological basis of emotions. - Teach emotional regulation strategies.	- Emotion diary activity. - Group activity: Identifying motives behind behaviours. - Visual presentation: Maslow's hierarchy in real life. - Watch video on emotional intelligence.	Students will Identify different types of motives. - Analyze emotional responses. - Evaluate emotional expression and control techniques.	- Diary review. - Visual project grading. - MCQ on theories.

RAMJAS PUBLIC SCHOOL

DAY BOARDING ANAND PARVAT

ANNUAL CURRICULUM PLAN

HISTORY CLASS XI

SESSION- 2025-2026

S.NO	**THEME**	**LEARNING OBJECTIVES**	**METHODOLOGY**	**Learning Outcomes**	**ASSESSMENT TOOLS**	
1. April	Introduction to- World History 1. Writing and City Life Focus: Iraq, 3rd millenniumBCE a) Growth of towns b) Nature of early urban Societies Historians' Debate onuses of writing	The learner will study the artifacts and find out the nature of early urban centres. Analyze the role of temples and kings in the establishment and organization of urban centres. To analyze the uses of writing in various aspects of Mesopotamian life.	Class discussion Explanation from text book Collaborative writing projects	At the completion of this unit the students will be able to--- Elucidate the interwoven social and cultural aspects of this civilization. Analyse the outcomes of a sustained system of writing.	Pen and paper test. Multiple choice questions. Map **Project—** Mesopotamian civilization **Rubrics-** Research-5 Content accuracy—10 Presentation—5 Viva-5	

May	SECTION II : EMPIRES Introduction ..An Empire across ThreeContinents Focus: Roman Empire, 27 BCE to600 CE HOLIDAY HW	The learner will prepare timelines of the history of a majorworld empire Discuss whether slavery was a significant element inthe economy in Roman empire Identify the key periods of expansion and conquest of the Roman empire.	Timeline and PPT Class Discussion Recall of previous chapter. Multi media	At the completion of the unit students will be able to- Explain and relate the dynamics of theRoman Empire in order to understand their polity, economy, society and culture. Discuss the status and rights of women in Roman society. Identify the key events and developments of the late Roman empire.	Pen and paper test Map Oral test Quiz Short answer questions Project	
July	. Nomadic Empires Focus: TheMongol, 13th to 14thcentury The nature of Nomadism Formation of empires. COMPREHENSIVE EXAM	The learner will collect information on nomadic societies and its rulers. Discuss whether stateformation is possible in nomadic societies.	Graphic organizer Discussion on historians views on Nomadic empires. Lecture	At the completion of this unit students will Be able to— Identify the living patterns of a nomadic society. Trace the rise and growthof Genghis Khan in order to understand him as an oceanic ruler.	Pen and paper test. Map Short answer questions Competency based questions.	

August September	SECTION -III: CHANGING TRADITIONS Introduction 4. The Three Orders.Focus: Western Europe 13th-16th century a) Feudal society and economy b) Formation Church and society c) Historians' views on decline of feudalism 5. Changing Cultural Traditions Focus: Europe 14th-17th century a) New ideas and new trends in literature and arts b) Relationship with earlier ideas c) The contribution of West Asia d) Historians' viewpoint on the validity ofthe notion	The students will be able to discuss the natureof the economy and society of this period and the changes within them. The students will be able to- explore the various concepts of Renaissance. Identify the period, its defining characteristics like humanism. Explain what Renaissance is.	Group discussion Debate on the decline of feudalism helps in understanding processes of transition. Visual aids Brain storming Class Discussion Recall of previous chapter The Three Orders Videos	At the completion of this unit students will be able to: Explain the myriad aspects of feudalism with special reference to the first, second, third and fourth order of the society. Will learn about the influence and power of the Church in medieval society. At the completion of this unit students will be able to--- Analyze the causes and effects of Renaissance. Understand the concept of Humanism.	Pen and paper test Map Oral test Quiz Pen and Paper test. Map Multiple choice Short answer questions	

	‘European Renaissance **HALF YEARLY EXAMS**	To see the understanding of concepts.	MCQs Short answer questions Competency based questions. Long anwer questions Map	Students will be able to- Attempt all questions. Show their understanding of the concepts taught.	Pen and paper test.	
October	Confrontation of cultures Focus: America 15th to 18thcentury European voyages of exploration Search for gold, enslavement, raids, extermination.	The students will be able to-- Discuss the implications of the conquestsfor the indigenous people.	Class discussion Use of textbook Multimedia	At the completion of this unit students willbe able to-- Compare, contextualize andcontrast the political, social, economic and cultural history of central American civilizations.	MCQ Map Pen & Paper test	

November	SECTION -IV TOWARDS MODERNISATION Displacing IndigenousPeople Focus: North America and Australia, 18th to 20thcentury	Discussion- Students will be askedto discuss the processes of displacements that accompanied the development of Americas and Australia.	Class Discussion Use of Smart board	The students will be able to compare and contrast the lives and roles of indigenous people of these continents.	Oral test Map Mock exam Annual exam	
December	Paths to Modernization Focus: East Asia, late19th to 20th century Militarization and economic growth inJapan. China and the communist alternative.	Students will work ingroups to discuss the path of economic growth of Japan and China and how the transformation in themodern world takes many different forms. Students will learn about specific historical circumstances and factors that led to the modernization of countries like Japan and China.	Group discussion Debate Think pair share	At the completion of this unit students will be able to Deduce the histories of China and Japan from thephase of imperialism to modernization. Students will be able to analyze the specific modernization processes of Japan,Korea, China and Taiwan.	Pen And Paper Test Annual Exam Mock Exam Essay	

Jan 2026 Feb	**REVISION** **MOCK EXAM-80 marks** **ANNUAL EXAM-80 marks**	Students will be able to do a thorough reading of the whole syllabus.	Worksheets Map practice	Students will be able to understand and clear their doubts.	Pen and paper test. Short questions Multiple choice questions Competency based questions. Map base questions Long answer based questions.	

ANNUAL CURRICULUM PLAN BIOLOGY XI

(2025-26)

Unit / Topic	Learning Objectives	Learning Outcomes	Activities / Practicals	Methodology	Skills to be developed
1. The Living World UT-1(30)	- Understand characteristics of life - Learn classification types - Understand the basic characteristics that define living organisms. - Learn about biodiversity and the need for classification. - Understand taxonomy and taxonomic categories. - Explore binomial nomenclature and the concept of species. - Recognize the role of taxonomical aids (herbarium, museum, zoological parks, etc.).	- Define and distinguish between living and non-living things. - Explain the importance of classification and the basis for grouping organisms. -Describe the hierarchy of taxonomic ranks (species to kingdom). - Apply binomial nomenclature correctly using genus and species. - Identify and explain the use of various taxonomical aids like herbarium, keys, museum, etc. - Appreciate the diversity of life forms and understand the concept of biodiversity.efine living organisms - Classify based on two/five kingdom system	Specimen observation, chart preparation	Pen Paper test which includes questions based on real life situations, numericals, interpreting given data, definitions, value based questions,Multiple choice questions based on key concepts are given to students to assess their learning Paper pen test which includes questions based on real life situations, interpreting given data	Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management Analytical ability Memory retention
2.Biological classification UT-1	- I- Understand the need and importance of classifying living organisms. - Learn the basis and criteria used for classification. - Explore the Five Kingdom classification system. - Distinguish between prokaryotes and eukaryotes. - Understand major groups in each kingdom (Monera, Protista, Fungi,	- After completing this chapter, students will be able to: - Explain why classification is necessary in biology. - Describe the major criteria used to classify organisms. - Outline the Five Kingdom classification system and describe the characteristics of each kingdom. - Differentiate between prokaryotic and eukaryotic organisms.	Model preparation, classification key exercises	Lecture method •Discussion method •Demonstration method	Allows students to generate ideas quickly and spontaneously. Critical thinking Creative thinking Stress management Time management Analytical ability

ANNUAL CURRICULUM PLAN BIOLOGY XI

(2025-26)

Unit / Topic	Learning Objectives	Learning Outcomes	Activities / Practicals	Methodology	Skills to be developed
3.Plant Kingdom UT-1 4. Animal Kingdom Mid Term-70	Plantae, Animalia). - Comprehend the concept of hierarchy in classification.dentify plant and animal groups - Understand classification • Study classification and characteristics of major plant groups. • Understand alternation of generations and distinguishing features across divisions. Learn classification of non-chordates (up to phyla) and chordates (up to class).	- Identify and classify examples of organisms into their respective kingdoms. - Understand evolutionary relationships reflected in classification.differentiate groups of plants and animals. • Identify major plant groups: Algae, Bryophytes, Pteridophytes, Gymnosperms, Angiosperms. • Provide examples and salient features of each group; describe life cycle stages. Students can explain key features and give examples of each phylum/class, and contrast chordates vs non-chordates			Memory re Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
5. Morphology of Flowering Plants 6. Anatomy	Understand parts and modifications of flowering plants (root, stem, leaf, flower, fruit, seed). Study internal organization and	Students can label, sketch and describe plant morphology and modifications, identifying tissue types and functional adaptations Learners should prepare slides/diagrams of T-S of root, stem, leaf and	Flower dissection, slide observation	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills

ANNUAL CURRICULUM PLAN BIOLOGY XI (2025-26)					
Unit / Topic	**Learning Objectives**	**Learning Outcomes**	**Activities / Practicals**	**Methodology**	**Skills to be developed**
	tissue systems in dicots and monocots.	explain tissue function in transport and support			
7. Structural Organisation in Animals	Examine tissue organization and systems (digestive, circulatory, respiratory, nervous, reproductive) in cockroach/frog.	Students can label diagrams of organ systems, summarize tissue functions, and compare	Slide analysis, diagrams of earthworm, frog	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
8. Cell: The Unit of Life 9. Biomolecules	Cover cell theory, prokaryotic and eukaryotic cell structure, organelles, membranes, endomembrane systems. Explore chemical constituents of cells: proteins, lipids, carbohydrates, nucleic acids, enzymes.	Learners can distinguish cell types, describe ultrastructure and roles of cell organelles, and relate structure to function . Students explain molecular structure and functions, enzyme action and properties accurately; differentiate biomolecule classes	Food tests, cell model	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
10. Cell Cycle and Cell Division	Study the cell cycle, mitosis and meiosis and their significance.	Can outline phases, contrast mitosis vs meiosis, interpret their importance in growth, reproduction, variation	Onion root tip slide	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills

ANNUAL CURRICULUM PLAN BIOLOGY XI

(2025-26)

Unit / Topic	Learning Objectives	Learning Outcomes	Activities / Practicals	Methodology	Skills to be developed
					,Reasoning skills
11. Photosynthesis in higher planrs 12. Respiration	Understand photochemical & biosynthetic phases, photophosphorylation, chemiosmotic hypothesis, C3/C4 pathways, photorespiration, influencing factors. Cover cellular respiration: glycolysis, fermentation, TCA cycle, electron transport system, respiratory quotient.	Students draw Z-scheme, explain cyclic/non-cyclic phosphorylation, distinguish C3 vs C4, and correlate environmental factors with photosynthetic rates Learners describe each pathway, compute ATP yield, explain energy relations and respiratory adaptations	Starch test, CO_2 release experiment	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
13. Plant Growth & Development	Study phases of growth, growth regulators (auxin, gibberellin, cytokinin, ethylene, ABA), differentiation, dedifferentiation and redifferentiation.	Students sequence developmental stages, explain functions of hormones in growth and stress, and interpret experiments such as phototropism assays	Hormone charts, digestive system model	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills

ANNUAL CURRICULUM PLAN BIOLOGY XI (2025-26)					
Unit / Topic	**Learning Objectives**	**Learning Outcomes**	**Activities / Practicals**	**Methodology**	**Skills to be developed**
15. Body Fluids and Circulation	-Understand respiratory structures and mechanisms, transport and regulation of respiration, and common disorders.	- Students explain the process of gas exchange, mechanisms of ventilation, oxygen transport, regulation; identify disorders like asthma and emphysema	Breathing rate experiment, lung volume demo	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
16. Excretory Products and Their Elimination	Study blood, lymph composition, heart structure, cardiac cycle, ECG, circulation, and disorders.	Learners outline cardiac cycle, interpret ECG, describe blood groups and coagulation, and discuss hypertension, CAD and heart failure	Pulse rate check, blood type testing (demo)	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills
17. Locomotion and Movement	Explore excretion methods, kidney function, osmoregulation, hormone controls and diseases.	Students depict nephron structure, explain urine formation, hormonal regulation (ADH, renin-angiotensin, ANF), and kidney disorders like nephritis and dialysis	Study different types of muscular tissue through slides.	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills

ANNUAL CURRICULUM PLAN BIOLOGY XI (2025-26)					
Unit / Topic	**Learning Objectives**	**Learning Outcomes**	**Activities / Practicals**	**Methodology**	**Skills to be developed**
18. **Neural Control and Coordination** 19. **Chemical Coordination and Integration**	Examine muscle contraction, skeletal framework, joints, types of movement and related disorders.	Learners describe muscle types, contraction mechanism, skeletal anatomy, joint structure; explain disorders like arthritis and osteoporosis	Study of Human Skeleton	Lecture method •Discussion method •Demonstration method	Comprehending and interpreting information to identify main points listening skills Observation skills ,Reasoning skills

CURRICULUM PLAN (2025-2026)

SUBJECT: CHEMISTRY **CLASS: XI**

Sno.	UT/ TERM	Task	Marks	Learning Objectives	Methodology	Learning Outcomes	Assessment Tools
1	UT-1	1)Some Basic concepts of Chemistry 2)Structure of Atom	30	• To explain various laws of chemical combination; • To describe the terms – mole and molar mass • To determine empirical formula and molecular formula for a compound from the given experimental data; • To perform the stoichiometric calculations • To describe Bohr atomic model • To understand the important features of the quantum mechanical model of atom; • To state the de Broglie relation and Heisenberg uncertainty principle; • To state aufbau principle, Pauli exclusion principle and Hund's rule of maximum multiplicity • To write electronic configuration of atoms	• Lecture Method, • Use of Interactive Panel • Group Discussion • Brain Storming	Students will be able: • To perform stoichiometric calculations based on balanced chemical equations • To calculate limiting reagent ,theoretical yield. • To calculate empirical and molecular formulae from percentage composition. • To apply aufbau principle,Paulis exclusion principle and Hund's rule • To define and interpret the four quantum numbers	• Pen and paper test • Class room discussion • Class work and Home work • Assignments
2	Mid Term Exam	1)Some Basic concepts of Chemistry	70	• To recognise the periodic trends in physical and	• Lecture Method, • Use of Interactive Panel	Students will be able to:	• Pen and paper test

		2)Structure of Atom 3)Classification of elements and periodicity in properties 4)Chemical Bonding 5)Redox Reactions		chemical properties of elements • To explain the relationship between ionization enthalpy and metallic character • To use scientific vocabulary appropriately to communicate ideas related to certain important properties of atoms e.g., atomic/ionic radii, ionization enthalpy,electron gain enthalpy,electronegativity, valence ofelements • To explain the formation of different types of bonds • To describe the VSEPR theory and predict the geometry of simple molecules • To explain the different types of hybridisation involving s, p and d orbitals and draw shapes of simple covalent molecules • To define the terms oxidation, reduction,oxidant(oxidising agent) and reductant (reducing agent) • To balance chemical equations	• Group Discussion Brain Storming	• To observe and explain trends across a period and down the group in ionisation enthalpy electron gain enthalpy and electronegativity • To correlate periodic trends with chemical reactivity • To differentiate between ionic,covalent and coordinate bonds • To determine polarity of molecules and its relation to dipole moment • To describe hybridisation and formation of sigma and pi bonds • To calculate the oxidation number of elements • To apply rules for determining oxidation states in redox reactions • To balance redox reactions using oxidation number method and ion electron method	• Class room discussion • Class work and Home work

				using (i) oxidation number (ii) half reaction method			
3	UT 2	1)Organic Chemistry 2)Hydrocarbons	30	• name the compounds according to IUPAC system of nomenclature and also derive their structures from the given names • understand the concept of organic reaction mechanism; • explain the influence of electronic displacements on structure and reactivity of organic compounds; • name hydrocarbons according to IUPAC system of nomenclature; recognise and write structures of isomers of alkanes, alkenes, alkynes and aromatic hydrocarbons; • learn about various methods of preparation of hydrocarbons; • distinguish between alkanes, alkenes, alkynes and aromatic hydrocarbons on the basis of physical and chemical properties; • draw and differentiate between various conformations of ethane;	• Lecture Method, • Use of Interactive Panel • Group Discussion • Brain Storming	Students will be able : • To use IUPAC rules to write sysytematic names of organic compounds • To undertand isomerism • To understand inductive effect,resonsance hyperconjugation and electromeric effect • To describe the methods of preparation of alkanes,alkenes and alkynes • To explain physical and chemical properties of alkanes,alkenes and alkynes • To explain aromaticity and the structure of benzene	• Pen and paper test • Class room discussion • Class work and Home work • Assignments

				• appreciate the role of hydrocarbons as sources of energy and for other industrial applications; • predict the formation of the addition products of unsymmetrical alkenes and alkynes on the basis of electronic mechanism; • comprehend the structure of benzene, explain aromaticity and understand mechanism of electrophilic substitution reactions of benzene; • predict the directive influence of substituents in monosubstituted benzene ring; • learn about carcinogenicity and toxicity			
4	Mock Exam	1)Some Basic concepts of Chemistry 2)Structure of Atom 3)Classification of elements and periodicity in properties 4)Chemical Bonding 5)Redox Reactions 6)Organic Chemistry 7)Hydrocarbons 8)Equilibrium 9)Thermodynamics	70	• To state the law of equilibrium • To establish a relationship between Kp and Kc • To classify substances as acids or bases according to Arrhenius,Bronsted and Lowry concept, • To classify acids and bases as weak or strong in terms of their ionization constants	• Lecture Method, • Use of Interactive Panel • Group Discussion • Brain Storming	Students will be able : • To state and apply law of mass action • To derive and use expressions for equilibrium constant • To aaply LeChateliers principle to predict the effect of changes in temperature ,concentration etc	• Pen and paper test • Class room discussion • Class work and Home work • Assignments

				• To explain the dependence of degree of ionization on concentration of the electrolyte and that of the common ion; • To describe pH scale for representing hydrogen ion concentration; • To describe ionic product (Kw) and pKw for water		• To understand different theories of acids and bases • To calculate Ph of strong and weak acids/bases •	
5	Annual Exam	)Some Basic concepts of Chemistry 2)Structure of Atom 3)Classification of elements and periodicity in properties 4)Chemical Bonding 5)Redox Reactions 6)Organic Chemistry 7)Hydrocarbons 8)Equilibrium 9)Thermodynamics(10% remaining)	70	• discriminate between close, open and isolated systems; • explain internal energy, work and heat; • state first law of thermodynamics and express it mathematically • state and apply Hess's law of constant heat summation	• Lecture Method, • Use of Interactive Panel • Group Discussion • Brain Storming		• Pen and paper test • Class room discussion • Class work and Home work • Assignments

CURRICULUM PLAN (2025-2026)

SUBJECT: COMPUTER SCIENCE **CLASS: XI**

S.No.	UT/ TERM	Task	Marks	Learning Objectives	Methodology	Skills to be developed
1	**UT I**	**COMPUTER THINKING AND GETTING STARTED WITH PYTHON** **PYTHON PROGRAMMING FUNDAMENTALS**	30	Introduction to Problem-solving, Familiarization with the basics of Python programming Imparting knowledge of data types, Operators, Expressions, statement, type conversion, and input/output: precedence of operators and Errors	LECTURE METHOD, INTERACTIVE METHOD, READING AND ANALYSING THE INFORMATION, ANSWERING CONTEXTUAL QUESTIONS BASED ON REAL LIFE INSTANCES	CRITICAL THINKING, CREATIVE THINKING, TIME MANAGEMENT, MEMORY RETENTION, APPLYING KNOWLEDGE TO CASE STUDIES
2	**TERM 1**	**Syllabus of UT I** + **CONDITIONAL AND LOOPING CONSTRUCTS** **STRINGS IN PYTHON** **LISTS IN PYTHON** **TUPLES AND DICTIONARIES**	Th. 70 Pr. 30 Tot.100	Making students aware with Flow of Control , Conditional statements, Iterative Statement and implementing same for coding in python. Familiarizing students with the concepts of Strings and Lists in python so that they can apply various functions of same in coding.	READING AND ANALYSING THE INFORMATION,LECTURE METHOD, DISCUSSION METHOD, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	ANALYTICAL THINKING,, CRITICAL THINKING, LOGICAL REASONING, CREATIVE THINKING,TIME MANAGEMENT, RETENTION

		(Practical Based on Python)		Familiarizing students with tuples and dictionary in python so that they can apply various functions of same in coding. Introduction of Python modules		
3	**UT II**	**COMPUTER SYSTEM ORGANIZATION** **DATA REPRESENTATION AND BOOLEAN LOGIC**	30	Introduction to basics of computer organisation (CPU, Memory etc) Explaining use of Operating System as a manager to computer. Introduction of Number System (Binary, Octal, Hexa Decimal) Introducing encoding Schemes (ASCII etc.) Introducing Boolean Algebra and important laws.	DISCUSSION METHOD, LECTURE METHOD, READING AND ANALYSING THE INFORMATION, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	ANALYTICAL THINKING, LOGICAL REASONING, CREATIVE THINKING,TIME MANAGEMENT, RETENTION
4	**MOCK**	**SOCIETY, LAWS AND ETHICS** **CYBER SAFETY** **FULL SYLLABUS**	70	Students will be familiar with the common concepts of digital Footprints , Digital Society and Netizen , Data Protection, Cyber Crime , Cyber safety , Malware , E-waste management , Information Technology Act (IT Act) , Technology and society	LECTURE METHOD, READING AND ANALYSING THE INFORMATION, DISCUSSION METHOD, BRAIN-STORMING METHOD, DISCUSSIONS OF THE QUESTIONS FROM SMART BOARD.	TIME MANAGEMENT, ANALYTICAL THINKING,, CRITICAL THINKING, LOGICAL REASONING, CREATIVE THINKING, RETENTION, STRESS MANAGEMENT
5	**TERM 2**	**(Project + Practical based on Python)** **FULL SYLLABUS**	Th. 70 Pr. 30 Tot.100			