

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS XII**

Subject : ENGLISH Books : FLAMINGO ; VISTAS						
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome	UT/PT/T
April	<p><b>The Last Lesson</b></p> <p><b>Notice</b></p> <p><b>My Mother At Sixty Six</b></p> <p><b>The Third Level</b></p> <p><b>The Lost Spring</b></p>	18	<p><b>The Last Lesson-</b> War and its futility; Importance of learning mother tongue/ indigenous language; Ill effects of procrastination; Education; Patriotism</p> <p><b>Notice-</b> Use of notice, language, format</p> <p><b>My Mother At Sixty Six-</b> Old age and the problems; Responsibility and constraints of offsprings; Volatile and demanding world</p> <p><b>The Third Level-</b> Stress a common problem; Facing adversity and picking up the gauntlet is the only way out;</p>	<p><b>The Last Lesson-</b> Make learners familiar with unfamiliar words/ phrases/ proverbs/ idioms. Teach them to analyze data and interpret them. Make them creative and language proficient.</p> <p><b>Notice-</b> Teach the Dos and Don'ts of notice. Format and permissible language of notice. Writes informal letters to friends, relatives using appropriate vocabulary</p> <p><b>My Mother At Sixty Six-</b> Introduce different genres of poems. Discuss poetic devices and the impact it creates. Develop emotional connect with the elders at home. Explain no one is immortal.</p>	<p><b>The Last Lesson-</b> Infers implicit meanings of unfamiliar vocabulary words, phrases etc</p> <p>Develops tools, questionnaires, interview questions for collecting data or to execute interdisciplinary projects stating the purpose, plan, resources, method, findings; draws maps, diagrams, charts, tables for analysing information and preparing reports</p> <p><b>The Last Lesson and Notice Writing-</b>Writes notices, posters, speech etc. on bullying, ragging and cybercrime; develops multilingual charts, posters on healthy food etc. for school canteen, farewell parties etc.</p> <p><b>My Mother At Sixty Six-</b> Recites poems, identifies</p>	<p><b>UT 1</b></p> <p>The Last Lesson, My mother at Sixty Six, Notice, Comprehension passage</p>

April		18	<p><b>The Lost Spring-</b> Poverty is a great challenge; Progress of a nation depends on population control; Need for education; Politicians and their roles</p>	<p><b>The Third Level-</b> Make learners familiar with unfamiliar words/ phrases/ proverbs/ idioms. Teach learners to find solution to the underlying problem expressed in the chapter.</p> <p><b>The Lost Spring-</b> Teach learners to find solution to the underlying problem expressed in the chapter. Help in drawing comparisons and contrasts. Teach to write character sketch. Teach to read the narrative silently, comprehend and draw inferences.</p>	<p>literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language Appreciates the impact of literary devices in poetry. Analyses the use of literary devices in a poem.</p> <p><b>The Third Level-</b> Converses about personal experiences clearly and independently. Writes notices, formal and informal letters on related issues.</p> <p><b>The Lost Spring-</b> Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech. Reads narrative nonfiction and draws comparisons. Compares and contrasts two ideas within a text. Makes predictions about characters' actions. Reads narrative nonfiction and makes inferences. Infers cause and effect relationships between the events in the text. Writes reports based on survey conducted e.g., on preparedness of the</p>	
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					school for dealing with fire, earth quake, drinking water arrangements, cleanliness etc. Speaks on the suggestions based on the reports.	
May	<p><b>Letter to the Editor</b></p> <p><b>The Tiger King</b></p>	10	<p><b>Letter to the Editor</b>-Use of such letters, language, format.</p> <p><b>The Tiger King</b>- Discussion on wild life; need for conservation; Authenticity of prophecies and predictions-superstition; Corruption imposed by powerful people on the innocent ones/subjects.</p>	<p><b>Letter to the Editor</b>- Teach that these letters are written for issues which pertain to the society, or nation as a whole. Highlight the difference between national daily and local daily. Use of formal language is a must. Format of such letters is important. Dividing it into three paragraphs is a rule.</p> <p><b>The Tiger King</b>- Teach learners the underlying problem expressed in the chapter. Help in drawing comparisons and contrasts. Teach to write character sketch. Teach to read the narrative silently, comprehend and draw inferences.</p>	<p><b>Letter to the Editor</b>- Writes letters based on topics given and relate them with real life experiences. Writes proper observation and suggestion. Writes with the correct format. , language, format</p> <p><b>The Tiger King</b>- Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.</p> <p>Infers character traits based on their actions and feelings. Predicts an alternative plot for the story. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)</p>	

June	<b>Deep Water Report Writing Keeping Quiet</b>	10	<p><b>Deep Water-</b> Discussion on phobias; types of phobias; ways of overcoming phobia, role of family and friends in removing phobia; words on phobias</p> <p><b>Report Writing-</b>Format, language, rules, different types of reports, use of correct tense in report writing</p> <p><b>Keeping Quiet-</b> Discussion on meanings and importance of introspection and retrospection</p>	<p><b>Deep Water-</b> Teach to write character sketch.</p> <p>Teach to read the narrative silently, comprehend and draw inferences.</p> <p>To train them to speak about their fear and ask them to overcome strategically.</p> <p><b>Report Writing-</b> To teach the format of report writing. Use of past tense is a must. Use of correct person makes it grammatically error free. Use of formal language and formal vocabulary.</p> <p><b>Keeping Quiet-</b> Discuss poetic devices and the impact it creates. Discuss – a sestet, an octet, a limerick, a ballad etc Teach pronunciation and punctuation.</p>	<p><b>Deep Water-</b> Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.</p> <p>Converses about personal experiences clearly and independently.</p> <p>Writes a paragraph on personal experience of fear.</p> <p><b>Report Writing-</b> Writes reports with proper tenses and format. Uses correct grammar and personal pronouns. Uses formal language and phrases in expressing.</p> <p><b>Keeping Quiet-</b> Reads poetry and summarizes it. Composes a short poem independently. Uses tone and voice modulation appropriately Appreciates the impact of literary devices in poetry. Infers the poet’s message</p>	

July	<p><b>Formal and Informal Invitations and Replies</b></p> <p><b>Journey to the End Of the Earth</b></p> <p><b>Article Writing</b></p>	22	<p><b>Formal and Informal Invitations and Replies</b> Format, language, rules. Elaborate on the difference between Card format and Letter format of invitations and replies. use of correct tense in drafting invitations and replies.</p> <p><b>Journey to the End Of the Earth</b> Discussion on climate change, SDGs, initiatives taken at national and international levels Role of individuals in up keeping of environment and eco system.</p> <p><b>Article Writing-</b> Format, content, language and expression</p> <p><b>The Enemy-</b> Discuss dilemma and the way out. Discuss ethics and integrity. Discuss war and its aftermath.</p>	<p><b>Formal and Informal Invitations and Replies-</b> To teach proper format and rules of drafting invites and replies. Inform about the use of tense and personal pronoun. <b>Experiential and AIL Learning</b> To prepare an invitation card for the Annual Function.</p> <p><b>Journey to the End Of the Earth</b></p> <p><b>Article Writing-</b>To teach the format of writing articles. Caption and byline are important elements. Use of right tense. Use of phrasal verbs, idioms and proverbs.</p> <p><b>The Enemy-</b> To make the students realise the</p>	<p><b>Formal and Informal Invitations and Replies-</b> Writes correctly drafted invitations and replies. Drafts as per the requirement of the question. Uses correct tense , pronoun and format. <b>Journey to the End Of the Earth</b></p> <p><b>Article Writing</b> Writes on relevant themes. Makes wise use of vocabulary. Supplies suitable caption and byline.</p> <p><b>The Enemy-</b> Reads and understands literature depicting, natural calamities, pandemics etc .in terms of medical, geographical contexts, terminology etc.</p>	<p>UT2 Lost Spring, Deep water . The Third Level, Letter to the editor</p>
July	<p><b>The Enemy</b></p> <p><b>The Indigo</b></p>	22				

	<p><b>The Rattrap</b></p>		<p>Discuss the importance of peace and brotherhood.</p> <p><b>The Indigo-</b> Draw relation between history and the chapter. Talk about SDG 10- Reduced Inequalities. Importance of critical understanding in taking decisions.</p> <p><b>The Rattrap-</b> Discuss the beginning-fairy tale. Theme of loneliness. Presence of essential goodness in man. Power of positivity. Effect of kindness and understanding.</p>	<p>essential worth of human life and universal brotherhood.</p> <p>To transfer knowledge of special terminology used in diverse fields.</p> <p>Critically analyze war and its aftermath.</p> <p><b>The Indigo-</b> To understand the importance of a good leader and team work.</p> <p>Teach to read the narrative silently, comprehend and draw inferences.</p> <p>Uses vocabulary words with similar meanings</p> <p><b>The Rattrap-</b> To teach the characters and enable them to read like critics. Symbolic use of 'Rattrap'. Help them empathize. Teach them to become trustworthy.</p>	<p>Uses various types of vocabulary. Writes creatively about facts</p> <p><b>The Indigo-</b> Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.</p> <p>Converses about personal experiences clearly and independently.</p> <p><b>The Rattrap</b> Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing.</p> <p>Uses vocabulary words with similar meaning</p>	
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August	<p><b>On the Face of It</b> <b>A Roadside Stand</b></p> <p><b>Memories Of Childhood-The Cutting Of My Hair and We Too Are Human Beings</b></p>	22	<p><b>On the Face of It –</b></p> <p>Highlight the issue of disability, acid attacks.</p> <p>Trauma suffered by the sufferers.</p> <p>Role of family and society.</p> <p>Discuss transgenders and their plight.</p> <p>Importance of being decisive.</p> <p><b>A Roadside Stand</b></p> <p>To understand the contrast between the rich and miserable villagers.</p> <p>To question the distribution of resources and opportunities in society</p>	<p><b>On the Face of It</b></p> <p>Teach to read the narrative silently, comprehend and draw inferences.</p> <p>Uses vocabulary words with similar meanings</p> <p><b>Experiential Learning</b></p> <p>To act as characters of the story.</p> <p><b>A Roadside Stand</b></p> <p>Teach to read the narrative silently, comprehend and draw inferences.</p> <p>Uses vocabulary words with similar meanings</p>	<p><b>On the Face of It</b></p> <p>Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing.</p> <p>Reads narrative nonfiction and draws comparisons</p> <p>Develops a script for a short play.</p> <p>Participates in plays in different roles</p> <p><b>A Roadside Stand</b></p> <p>Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.</p> <p>Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction)</p> <p><b>Memories Of Childhood-The Cutting Of My Hair and We Too Are Human Beings</b></p>	

			<p><b>Memories Of Childhood-The Cutting Of My Hair and We Too Are Human Beings</b> Evils of discrimination. Against the constitution of India. Discussion on the movie Article 15. The then society and its beliefs.</p>	<p><b>Memories Of Childhood-The Cutting Of My Hair and We Too Are Human Beings</b> Teach to read the narrative silently, comprehend and draw inferences. Uses vocabulary words with similar meanings</p>	<p>Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing. Reads narrative and draws comparison between the two characters in the story. <b>Aunt Jennifer’s Tigers</b> Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction)</p>	
September	<b>Job Application</b>	15	<p><b>Subject Enrichment:</b> Conducting ASL for the First Term. <b>Job Application-</b> Format, structure, content, language</p>	<p><b>Job Application-</b> To make learner understand how to draft job application. To teach the two parts of job application. To highlight the important parts of biodata.</p>	<p><b>Job Application</b> Writes job applications with comprehension. Includes relevant details of a job application. Uses correct format and formal language.</p>	
October	<b>Aunt Jennifer’s Tigers</b>	13	<p><b>Subject Enrichment:</b> Conducting ASL for the First Term</p>	<p><b>Aunt Jennifer’s Tigers</b> To teach students to empathize with the victims of male</p>	<p><b>Aunt Jennifer’s Tigers</b> Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate</p>	

			<p><b>Aunt Jennifer's Tigers</b></p> <p>Visualize the constraint of married life experienced by a woman.</p> <p>Evaluate the situation and find solutions to domestic violence</p>	<p>chauvinism.</p> <p>Make them understand that man and women are equal.</p> <p>Strengthen them to Raise voice against domestic violence</p>	<p>body language.</p> <p>Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction)</p>	
November		10	<p><b><u>Subject Enrichment:</u></b></p> <p>Conducting ASL for the Boards</p>			
December		12	Revision			
January			Pre Board Examination			
February						

March						
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**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**SESSION - 2024-2025**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS XII**

**Subject: Accountancy**  
**Book: NCRT and T. S. Grewal**

MONTH	CHAPTER	No. of Periods	LEARNING OBJECTIVES	TOPICS	LEARNING OUTCOMES
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<p><b>APRIL</b></p>	<p>CH-01 PARTNERSHIP- FUNDAMENTAL</p> <p>CH-02 PARTNERSHIP ADDMISSION</p> <p><b>SDG-17</b> (Partnership for the goals)</p>	<p>24</p>	<ul style="list-style-type: none"> <li>➤ To make them understand about Partnership Firm</li> <li>➤ To teach them Provision of the Indian Partnership Act 1932.</li> <li>➤ Enhance their knowledge about accounting rules of Partnership.</li> <li>➤ Encourage learners try to solve numerical questions</li> <li>➤ Learn and prepare correct format.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1-Accounting for Partnership Firms- (a) Fundamental of Partnership Features, Partnership Deed- Accounting Rules. Preparation of P/L</li> <li>• Week 2-Fundamental of Partnership- Calculation of Interest on Drawings- Through different cases</li> <li>• Week 3-Fundamental of Partnership Past Adjustments and Guarantee of Profit.</li> <li>• Week 4-Accounting for Partnership Firms- (b) Admission of a Partner- Change in profit sharing ratio. Goodwill Nature, Methods of Valuation and Accounting Treatment</li> </ul> <p>ACTIVITY- 1 <b><u>Experiential Learning:</u></b> <b>Skills:</b> How to form Partnership Firm (EXPERIENTIAL LEARNING)</p> <p>ACTIVITY -2 <b>Skills:</b> An accountancy student can settle disputes among partners</p>	<ol style="list-style-type: none"> <li>1.Students are able to know the concept of Partnership.</li> <li>2. Students can classify between Fixed Capital and Fluctuating Capital Method.</li> <li>3. Students can classify between Profit and Loss Account Profit and Loss Appropriation A/c.</li> <li>4. They can explain accounting rules in the absence of Partnership Deed.</li> <li>5. Students can calculate Interest on Drawings through all methods.</li> <li>6. Students can prepare Loss Appropriation A/c and Partners Capital Accounts.</li> <li>7. Students can explain the basic concepts of Partnership.</li> </ol>
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<p><b>MAY</b></p>	<p>CH- PARTNERSHIP ADDMISSION</p>	<p>14</p>	<ul style="list-style-type: none"> <li>➤ To make them understand about Goodwill.</li> <li>➤ To teach them factors affecting the Goodwill.</li> <li>➤ Develop understanding and skill of passing journal entries of goodwill through different cases</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1- Admission of a Partner- Revaluation A/c- Revaluation of assets and reassessment of liabilities reserves accumulated profit</li> <li>• Week 2- Admission of a Partner- Preparation of Revaluation A/c and Partners Capital Account</li> </ul>	<ol style="list-style-type: none"> <li>1. Students can explain about goodwill.</li> <li>2. Students will able to explain nature and valuation of goodwill.</li> <li>3. Students can calculate goodwill through different methods.</li> <li>4. They can differentiate between average profit method and super profit method of goodwill.</li> <li>5. Students can pass journal entries of goodwill through different cases.</li> <li>6. Students can find out hidden goodwill</li> <li>7. Students understating and skill will develop for treatment of goodwill in all cases.</li> </ol>
<p><b>JUNE</b></p>	<p>CH- PARTNERSHIP ADDMISSION</p> <p>CH- COMPANY ACCOUNT</p> <p><b>SDG-01,10,</b> (No poverty, Reduced inequalities)</p>	<p>14</p>	<p>To make them understand about New and Sacrificing Ratio. Enhance their knowledge about calculation of New and Sacrificing Ratio</p> <p>To teach them about share and share capital.</p> <p>To make them understand about comparison of equity and preference shares.</p> <p>To teach them how investment in shares make capitalisation.</p>	<ul style="list-style-type: none"> <li>• Week3- Admission of a Partner- Preparation of Revaluation A/c and Balance Sheet with Capital Adjustment</li> <li>• Week 4- Company account - Introduction, concept of shares and Co's Act.</li> </ul> <p>ACTIVITY 1: How can a person can admit as a partner.</p> <p><b><u>Subject Enrichment:</u></b></p> <p>ACTIVITY --2</p> <p><b><u>Art Integrated:</u></b></p>	<ol style="list-style-type: none"> <li>1. Students can explain about New and Sacrificing Ratio</li> <li>2. Students will able to explain concept of hidden goodwill.</li> <li>3. Students can pass journal entries of goodwill through different cases.</li> <li>4. They can differentiate between new and sacrificing ratio.</li> <li>5. Students can find out hidden goodwill.</li> <li>6. They can compare normal and hidden goodwill.</li> <li>7. Students understating and skill will develop for treatment</li> </ol>

				<b>Skills:</b> Increase in capitalisation Creative Thinking ACTIVITY-3 <b>Subject Enrichment:</b>	of goodwill in all cases.
<b>JULY</b>	CH- COMPANY ACCOUNT  <b>SDG- 8,9</b> (Decent work and economic growth) (Industry innovation and infrastructure)	32	<ul style="list-style-type: none"> <li>➤ To make them understand about Private Placement of shares and Employees Stock Option Plan.</li> <li>➤ Develop their understanding regarding share capital transactions.</li> <li>➤ To teach them about forfeiture of shares.</li> <li>➤ Develop the understanding of accounting treatment of forfeiture and re-issue of shares.</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1- Company account- Accounting treatment of shares.</li> <li>• Week 2- Company Account- Accounting treatment of shares- At premium.</li> <li>• Week 3- Company account- Accounting treatment of shares- forfeiture</li> <li>• Week 4- Company account- Accounting treatment for shares- pro- rata allotment.</li> </ul> <b>Group discussion-</b> <ul style="list-style-type: none"> <li>• ACTIVITY-1: Search different leading companies capitalisation. A4 sheet. (EXPERIENTIAL LEARNING)</li> </ul>	1. Students can explain about Share and Share Capital. 2. Students will able to explain about types of Company and Shares. 3. They can compare between Equity Share Capital and Preference Share Capital. 4. Students can recognise the types of company 5. They can explain about Reserve Capital and Capital Reserve.
<b>AUGUST</b>	CH- COMPANY ACCOUNT	30	To teach them about preparation of share capital's cash book. Describe the presentation of share capital in the balance sheet of the company as per Companies Act 2013. To make them understand about debentures.	<ul style="list-style-type: none"> <li>• Week 1- Preparation of cash book and presentation of share capital in balance sheet</li> <li>• Week 2- Debentures – meaning, types of debentures</li> <li>• Week 3- Issue of</li> </ul>	. Students can explain about forfeiture of shares. . Students will able to explain when shares can be forfeited by Company.  . They can compare between compare between capital

	<b>SDG- 8</b> (Decent Work and Economic Growth)		Explain the accounting treatment of different categories of transactions related to issue of debentures.	<p>debentures- at par, at a discount and at a premium</p> <ul style="list-style-type: none"> <li>• Week 4- Issue of debentures consideration other than cash</li> </ul> <p>ACTIVITY – 1 Which type of company can issue shares.</p>	<p>reserve and reserve capital.</p> <p>. Students can find out the amount of forfeiture and capital reserve.</p> <p>. Students will able to prepare numerical questions for forfeiture and re-issue of Shares.</p> <p>. They can pass journal entries for forfeiture and re-issue of Shares..</p>
<b>SEPTEMBER</b>	<p>CH- Retirement and Death of a partner</p> <p><b>SDG-17</b> (Partnership for the goals)</p>	16	<ul style="list-style-type: none"> <li>➤ Explain the effect of retirement/death of a partner in profit sharing ratio,</li> <li>➤ To make them understand about adjustment of accumulated profits/losses and reserves</li> <li>➤ Enhance their knowledge about gaining ratio</li> <li>➤ To teach them about payment of deceased partner.</li> <li>➤ To make them understand for calculation of deceased partner's share till the time of his death</li> </ul> <p>To teach them preparation of deceased partner's and executor's account.</p>	<p>Effect of retirement/death of a partner in profit sharing ratio, treatment of goodwill</p> <p>ACTIVITY- 1 <b>Experiential Learning:</b> <b>Skills:</b> Making prompt payment to executors of deceased partner.</p> <p>ACTIVITY -2</p> <p><b>Skills:</b> Students can settle executors claim through preparation of executors' account</p>	<ol style="list-style-type: none"> <li>1. Students can calculate deceased partner's share of profit and share of goodwill till the time of his death.</li> <li>2. Students will able to prepare deceased partners' capital at the time of retirement of a partner.</li> <li>3. Students can prepare Executor's Account.</li> <li>4. They can prepare Executor's Loan Account with interest till final payment made.</li> </ol>
<b>OCTOBER</b>	CH- Retirement of a Partner and	18	<ul style="list-style-type: none"> <li>➤ To teach them situations under which a partnership firm can be dissolved</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1</li> <li>• Week 2: Retirement of a</li> </ul>	<ol style="list-style-type: none"> <li>1. Students can explain about dissolution of partnership firm.</li> <li>2. Students will able to compare</li> </ol>

	Dissolution of Partnership <b>SDG-17</b> (Partnership for the goals)		<ul style="list-style-type: none"> <li>➤ Understand the situations under which a partnership firm can be dissolved</li> <li>➤ Develop the understanding of preparation of realisation account and other related accounts</li> </ul>	Partner – Preparation of Revaluation Account <ul style="list-style-type: none"> <li>• Week 3: Preparation of partners Capital Account after retirement of a partner and Balance Sheet</li> <li>• Week 4; Dissolution of Partnership</li> </ul>	between dissolution of partnership and dissolution of partnership firm. 3. Students can explain when a firm can be dissolved. 4. They can settle books of accounts at the time of dissolution of partnership firm. 5. They can compare Firm's Debts and Private Debts. 6. Students will able to explain Realisation Account and they can prepare also.
<b>NOVEMBER</b>	CH- FINANCIAL STATEMENT ANALYSIS <b>SDG- 8,9</b> (Decent work and economic growth) (Industry innovation and infrastructure)	24	<ul style="list-style-type: none"> <li>➤ Develop the understanding of major headings and sub headings</li> <li>➤ To teach them concept of financial analysis</li> <li>➤ Make them understand significance of different types of ratios</li> <li>➤ Develop the understanding of preparation of cash flow statement</li> </ul>	<b>ART INTEGRATED: SEBI VISIT</b> Capital Adjustments after retirement. Settlement of liabilities. <b>Subject Enrichment:</b> Week 1: Financial Statement of a Company- Meaning, Nature, Users and importance of financial statement. Companies Balance Sheet. Tools for Financial Statements Analysis: Comparative Statements and Common Size Statements. Week 2- Accounting Ratios: Meaning, Objectives, Advantages, classification and computation of all types. - Accounting Ratios: Calculations. Cash Flow	1. Students can explain about Cash Flow Statement. 2. They can explain about Operating, Investing and Financing Activities. 3. They can compare between Operating, Investing and Financing Activities. 4. Students can find the amount net profit before tax and extraordinary items. 5. They can find out operating profit before changes in working capital.

				Statement: Meaning and Objectives. Format and Preparation of numerical questions. Cash Flow Statement: Classification of Activities and preparation with adjustment	
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**SESSION-2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS XII**

MONTH	CHAPTER	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES
APRIL	CH-NATURE AND SIGNIFANCE OF MANAGEMENT (P.B), PLANNING  SDG- 4 and 9) QUALITY EDUCATION, INDUSTRY, INNOVATION AND INFRASTRUCTURE (NEHA)	24	<ul style="list-style-type: none"> <li>• Week 1: Principles and Functions of Management: - (1) Nature and Significance of Management- Concept, Objectives and Importance. /Planning Concept, Importance and Limitations. (Neha</li> <li>• Week 2: Management as a Science, as an Art and as a Profession.</li> <li>• Week 3: Nature and Significance of Management- Levels of Management and Functions. Coordination-concept and importance. / Planning (Neha M.) Planning Process. Types of Plans</li> <li>• Week 4: Principles of Management concept and Significance. Fayol’s Principles. / Planning (Neha M.) Planning - Types of</li> </ul>	<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>➤ To make them understand about–</li> <li>➤ management</li> <li>➤ To teach them about objectives and importance of management.</li> <li>➤ Comparison of Effectiveness and Efficiency.</li> <li>➤ Enhance their knowledge about management with their features.</li> <li>➤ Encourage learners to find the uses of management!</li> <li>➤ Learn and research difference companies’ management.</li> </ul>	<ol style="list-style-type: none"> <li>1.Students are able to know the concept of management.</li> <li>2. Students can differentiate between Effectiveness and Efficiency.</li> <li>3. Students can explain importance of management.</li> <li>4. They can how management is a pervasive.</li> <li>5. Students can explain three dimensions of management.</li> <li>6. Develop creativity among students by researching different company’s management system. Students are able to know the levels of management.</li> <li>7. Students can compare functions of three levels of management.</li> <li>8. Students can explain what are the roles play by three levels of management helps in achieving organisational goal.</li> <li>9. They can know the interrelationship between three levels of management.</li> <li>10. Students can explain the five functions of management.</li> </ol>

			<p>Plans.</p> <p>ACTIVITY- 1 In A4 sheet, Levels of management will be written according to hierarchy followed in school. (ART INTEGRATED)</p> <p><b>Experiential Learning:</b></p> <p><b>Skills:</b></p> <p>ACTIVITY -2</p> <p><b>Skills:</b></p>		
<b>MAY</b>	CH-PRINCIPLES OF MANAGEMENT (P.B), ORGANISING (NEHA)	14	<ul style="list-style-type: none"> <li>• Week 1: Principles of Management- Taylor’s Scientific Management- Principles of Scientific Management/ ORGANISING (NEHA)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Learning Objectives:</b></li> <li>➤ To make them understand about–</li> <li>➤ management</li> <li>➤ To teach them about objectives and importance of management.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students are able to know the principles of management.</li> <li>2. Students can explain the importance of principles of management.</li> <li>3. Students can explain that how management principle developed.</li> <li>4. They can know about Fayol’s- known as Father of Management</li> <li>5. Students can explain the contribution of Fayol’s in management.</li> <li>6. Students can explain Principle of Division of Work and Authority and Responsibility.</li> </ol>
<b>JUNE</b>	SDG- (17 and 11) PARTNERSHIP FOR GOALS, SUSTAINABLE CITIES AND COMMUNITIES	14	<ul style="list-style-type: none"> <li>• Week 2: Principles of Management-</li> </ul> <p>Week 3: Taylor’s Scientific Techniques of Management</p> <p>Week 4: Business Environment- Impact of Government Policy changes on business- LPG/ Organizing- (Neha M.) Delegation and Decentralisation- Concept and</p>	<ul style="list-style-type: none"> <li>➤ Enhance their knowledge about management with their features.</li> <li>➤ Encourage learners the objectives of management</li> <li>➤ Learn and research that management achieved their objectives.</li> </ul>	

			importance.		
<b>JULY</b>	CH- Business Environment (P.B), Organising (NEHA)  <b>SDG-</b> (11 and 10) Sustainable cities and communities Reduced inequalities	32	<ul style="list-style-type: none"> <li>• Week 1: BUSINEES ENVIRONMENT- dimensions- Economic, social, political, economical, legal etc.</li> <li>• Week 2: BUSINESS ENVIRONMENT- Impact of Government Policy changes on business- LPG/ Organising- Delegation and decentralisation- concept and importance.</li> <li>• Week 3: Organising: Formal and Informa Organisation.</li> <li>• Week 4: Organising: Formal and Informa Organisation</li> <li>• ACTIVITY :</li> </ul> <p><b>Group discussion-</b></p> <p><b><u>Subject Enrichment:</u></b></p> <p>ACTIVITY --2</p> <p><b><u>Art Integrated:</u></b></p> <p><b>Skills:</b> Creative Thinking</p> <p>ACTIVITY-3</p> <p><b><u>Subject Enrichment:</u></b></p>	<p><b>Learning objectives :</b></p> <ul style="list-style-type: none"> <li>➤ To teach them concept of business environment</li> <li>➤ To make them understand significance of business environment</li> <li>➤ Enhance their knowledge about dimension of business environment</li> <li>➤ Learn and research about LPG</li> </ul> <p>To teach them about demonitisation</p>	<ol style="list-style-type: none"> <li>1. Students are able to explain about Business Environment.</li> <li>2. Students can explain the internal and external forces of Business Environment.</li> <li>3. They can explain the natures and features of Business Environment.</li> <li>4. Students can explain about importance of Business Environment.</li> <li>5. Students can explain how Business Environment provide threats as well as opportunities for the businessman.</li> <li>6. Students are able to explain about dimensions of business environment.</li> <li>7. Students can explain aspects of political, technological and legal environment.</li> <li>8. They can explain the impact of political, technological and legal environment on Business Enterprise.</li> <li>9. Students can explain about demonetisation.</li> <li>10. They can explain about impact of demonetisation on business enterprises.</li> </ol>
<b>AUGUST</b>	CH- MARKETING MANAGEMENT	30	<ul style="list-style-type: none"> <li>• Week 1: Marketing Management-concept</li> </ul>	<p><b>Learning objectives :</b></p>	<ol style="list-style-type: none"> <li>1. Students are able to explain about objectives of financial</li> </ol>

	<p>FINANCIAL MANAGEMENT</p> <p><b>SDG- 8 and 12</b> (Decent work and economic growth) (Responsible consumption and production)</p>		<p>and functions.</p> <ul style="list-style-type: none"> <li>• Week 2: Marketing Management- Elements- 4 P's.: (a) Product Mix</li> <li>• Week 3: Place mix, price mix and physical distribution mix</li> <li>• Week 4: Advertising, personal selling, sales promotion and public relations</li> </ul> <p>ACTIVITY - 1 <b>Subject Enrichment:</b></p>	<ul style="list-style-type: none"> <li>➤ To teach them concept of marketing</li> <li>➤ To make them understand marketing philosophies</li> <li>➤ To make them understand concept of marketing means</li> </ul> <p>To teach them about 4 P's</p>	<p>planning.</p> <ol style="list-style-type: none"> <li>2. Students can explain that without financial planning company cannot be success.</li> <li>3. They can explain about importance of financial planning</li> <li>4. Students can explain that financial planning is the life blood for any company.</li> <li>5. Students are able to explain about Fixed and Working Capital.</li> <li>6. Students can explain about Fixed assets and Current assets.</li> <li>7. They can explain about factors affecting for Fixed and Working Capital.</li> <li>8. Students can explain which fund raise for which type of assets.</li> </ol>
<p><b>SEPTEMBER</b></p>	<p>CH- STAFFING, FINANCIAL MANAGEMENT</p> <p><b>SDG: 01</b>(no poverty)</p>	<p>16</p>	<ul style="list-style-type: none"> <li>• Week 1</li> <li>• Week 2</li> <li>• Week 3</li> <li>• Week 4: Concept of staffing and its importance / Concept of financial management and objective</li> </ul> <p><b>Skills:</b></p>	<ul style="list-style-type: none"> <li>➤ To make them understand the concept and significance of staffing</li> <li>➤ To teach them about role of HRM</li> <li>➤ To teach them the sources of recruitment</li> <li>➤ Enhance their knowledge about finance</li> </ul>	
<p><b>OCTOBER</b></p>	<p>CH- STAFFING, FINANCIAL MANAGEMENT</p> <p>FINANCIAL</p>	<p>18</p>	<ul style="list-style-type: none"> <li>• Week 1:</li> <li>• Week 2: Staffing concept and importance/ financial management concept and objective</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make them understand about the importance of training</li> <li>➤ To teach them about – on the job training and off the job training</li> </ul>	<ol style="list-style-type: none"> <li>1. Students are able to explain about Financial Market.</li> <li>2. Students can explain about Money Market.</li> <li>3. They can explain about instruments of Money Market.</li> </ol>

	<p>MARKET</p> <p><b>SDG:</b> 08(Decent work and economic growth)</p>		<ul style="list-style-type: none"> <li>• Week 3: Selection process, training and development concept / Financial decisions</li> <li>• Week 4 : Methods of training / Financial planning and capitalist structure , fixed and working capital</li> </ul>	<ul style="list-style-type: none"> <li>➤ To teach them about fixed and working capital</li> </ul> <p>To make them understand about requirements of fixed and working capital</p>	<p>4. Students can explain how a company can meet their short-term financial needs through money market</p> <p>5. Students are able to explain about Primary Market and Secondary Market.</p> <p>6. Students can explain how a company can issues security in capital market.</p> <p>7. They can explain how a company can fulfil their long-term financial needs through capital market.</p> <p>8. Students can explain about instruments of capital market.</p> <p>9. They can compare Primary Market and Secondary Market.</p> <p>10. They can also compare money market and capital market.</p>
<p><b>NOVEMBER</b></p>	<p>CH- CONTROLLING AND CONSUMER PROTECTION</p> <p>FINANCIAL MARKET</p> <p><b>SDG:</b>10 and11(reduced inequalities ) ( sustainable cities</p>	<p>12</p>	<ul style="list-style-type: none"> <li>• Week 1: Controlling – concept and importance / Concept of financial and money market- instruments Relationship between planning and controlling – steps / Capital market</li> <li>• Week 2: Consumer protection- concept and importance / Stock exchange,</li> </ul>	<ul style="list-style-type: none"> <li>➤ To make them understand the concept and significance of controlling</li> <li>➤ To enhance their knowledge about process of controlling</li> <li>➤ To teach them about money and capital market</li> <li>➤ To make them understand about Consumer Protection Act, 2019</li> </ul>	

	and communities)		<p>Consumer Protection Act , 2019 / SEBI – Objective and functions</p> <p><b>ACTIVITY1-</b> Stock exchange (broker house visit) <b>(Experiential Learning)</b></p> <p>ACTIVITY --2</p> <p><b><u>Art Integrated:</u></b></p> <p><b>Skills:</b> Creative Thinking</p> <p>ACTIVITY-3</p> <p><b><u>Subject Enrichment:</u></b></p>	<ul style="list-style-type: none"> <li>➤ To make them understand who can file a complaint and against whom</li> <li>➤ To teach them how to examine the remedies available to the consumers under Consumer Protection Act, 2019</li> <li>➤ How financial market helps in growth of an economy</li> </ul> <p>To teach them about training procedure in stock exchange</p>	
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**ANNUAL PLAN (2024-2025)**

CLASS: XII SUBJECT: ECONOMICS (030)				BOOKS : NCERT , SANDEEP GARG		
MONTH	CHAPTERS	NO. OF PERIODS	TOPIC	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	MACRO-NATIONAL INCOME AND RELATED AGGREGATES	23	<ul style="list-style-type: none"> <li>● An introduction- scope and significance of macroeconomics, basic concepts, classification of goods, concept and component of consumption and expenditure.</li> <li>● Concepts and components of investment, stock and flow, four sectors of economy, circular flow of income, domestic and national concept of income, concept of national income.</li> <li>● Gross and Net concepts, market price and factor costs.</li> <li>● Aggregates related to national income, nominal and real GDP and welfare, Methods of calculating national income- value added, income and expenditure method.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify basic concepts as flow of money between household and firms.</li> <li><input type="checkbox"/> Compare between definitions and components of GNI and GDP and recognise them as measures of national income.</li> <li><input type="checkbox"/> Locate different between nominal and real GDP.</li> <li><input type="checkbox"/> Recognise various methods of calculating of national income- value added, income and expenditure method.</li> <li><input type="checkbox"/> Differentiate between national income, saving, consumption and investment.</li> <li><input type="checkbox"/> Learners will be able to measure income by adding the pre-tax income generated by the individuals and companies in the economy.</li> <li><input type="checkbox"/> Learners will also be helped in formulating policies for economic development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise basic concepts as flow of money between household and firms.</li> <li><input type="checkbox"/> Analyse between definitions and components of GNI and GDP and recognise them as measures of national income.</li> <li><input type="checkbox"/> Able to differentiate between nominal and real GDP.</li> <li><input type="checkbox"/> Able to solve by implementing the formulas calculating of national income- value added income and expenditure method.</li> <li><input type="checkbox"/> Comparison between national income, saving, consumption and investment.</li> <li><input type="checkbox"/> Able to calculate income by adding the pre-tax income generated by the individuals and companies in the</li> </ul>	CH- 3 (NATIONAL INCOME & RELATED AGREGATE), CH- 4 (MEASURE MENT OF NATIONAL INCOME)- (MACROECONOMICS)

					<p>economy.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learners will be able to formulate policies for economic development.</li> </ul>	
<b>MAY</b>	<b>CH- MONEY AND BANKING</b>	<b>08</b>	<ul style="list-style-type: none"> <li>● Meaning and evolution of money, forms of money.</li> <li>● Supply of money, measurement of money supply.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner will be provided with an introduction of money and its evolution through explanation of barter exchange.</li> <li><input type="checkbox"/> Identify various theories of money supply and money demand.</li> <li><input type="checkbox"/> Identify the working of monetary policy.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner will recognise the meaning of money and its evolution through explanation of barter exchange.</li> <li><input type="checkbox"/> Recognise various theories of money supply and money demand.</li> <li><input type="checkbox"/> Implement the working of monetary policy.</li> </ul>	
<b>JUNE</b>	<b>BANKING cont...</b>		<ul style="list-style-type: none"> <li>● Introduction, types of banks, money creation by the commercial bank, and control of money supply / credit supply by central bank in India.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the meaning and functions of central and commercial banks.</li> <li><input type="checkbox"/> Identify the facilities provided by commercial banks.</li> <li><input type="checkbox"/> Identify the money creation by commercial bank.</li> <li><input type="checkbox"/> Recognise the measures to control money supply.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise the meaning and functions of central and commercial banks.</li> <li><input type="checkbox"/> Recognise the facility provided by commercial banks.</li> <li><input type="checkbox"/> Analyse the money creation by commercial bank.</li> <li><input type="checkbox"/> Recognise the measures to control money supply.</li> </ul>	
	<b>CH- INDIAN ECONOMY ON THE EVE OF INDEPENDENCE</b>	<b>18</b>	<ul style="list-style-type: none"> <li>● Indian economy on the eve of independence, low level of economic development under the colonial rule, Agriculture sector, foreign trade, demographic condition, infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse the state of Indian economy on the eve of independence.</li> <li><input type="checkbox"/> Discuss the factors that led to the under development and stagnation of the Indian economy.</li> <li><input type="checkbox"/> Recognise the common goals of five year Plans.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare the state of Indian economy on the eve of independence.</li> <li><input type="checkbox"/> Relate the factors that led to the under development and stagnation of the</li> <li><input type="checkbox"/> Recognise the common goals of five year Plans.</li> </ul>	

	<b>CH- INDIAN ECONOMY (1950-1991)</b>		<ul style="list-style-type: none"> <li>● Introduction, goals of Five years Plans, Agriculture, industry and trade, trade policy, import substitution.</li> </ul>	<input type="checkbox"/> Indian economy recognise the common goals of five year Plans.	<input type="checkbox"/> Learners are able to relate the five- years plan with the developmental strategies of our country.	
<b>JULY</b>	<b>CH- INDIAN ECONOMIC DEVELOPMENT – LIBERALISATION, PRIVATISATION AND GLOBALISATION : AN APPRAISAL</b>	<b>10</b>	<ul style="list-style-type: none"> <li>● Indian economy during reforms- an assessment, conclusion, introduction, background, liberalisation, privatisation and globalisation.</li> </ul>	<input type="checkbox"/> Identify the background of the reforms policies introduced in India in 1991. <input type="checkbox"/> Identify the mechanism through which reforms were introduced. <input type="checkbox"/> Comprehend the process of globalisation and its implications for India.	<input type="checkbox"/> Able to relate the background of the reforms policies introduced in India in 1991. <input type="checkbox"/> Recognise the mechanism through which reforms were introduced. <input type="checkbox"/> Relate the process of globalisation and its implications for India.	<b>UT-2</b>  <b>(CH- 1 :Indian economy on the eve of independence, ch-2 : Indian economy 1950-1990)</b>  <b>Macro:</b>  <b>Ch-4 : Money</b>
	<b>CH- POVERTY</b>	<b>05</b>	<ul style="list-style-type: none"> <li>● Introduction, various attributes of poverty, comprehends the diverse dimensions relating to the concept of poverty, way of estimation of poverty, assess existing poverty alleviation programmes.</li> </ul>	<input type="checkbox"/> Identify the meaning of poverty. <input type="checkbox"/> Recognise that poverty is a multi- dimensional concept. <input type="checkbox"/> Analyse the condition of people in rural and urban areas. <input type="checkbox"/> Trace out the reason for the condition in rural and urban sector. <input type="checkbox"/> Identify the vulnerable group and interstate disparities.	<input type="checkbox"/> Recognise the meaning of poverty. <input type="checkbox"/> Able to relate that poverty is a multi- dimensional concept. <input type="checkbox"/> Visualize the condition of people in rural and urban areas. <input type="checkbox"/> Check out the reason for the condition in rural and urban sector. <input type="checkbox"/> Recognise the	

					vulnerable group and interstate disparities.	
	<b>CH- HUMAN CAPITAL FORMATIO N</b>	<b>07</b>	<ul style="list-style-type: none"> <li>Some essential concept, problems of deficient demand problem of excess demand, measures to correct excess and deficient demand.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the concepts of human resources, human capital formation and human development.</li> <li>Recognise the link between investments in human capital.</li> <li>Identify the need for government spending on education and health.</li> <li>Compare the state of India's educational attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the concepts of human resources, human capital formation and human development.</li> <li>Relate the link between investments in human capital.</li> <li>Acquire the need for government spending on education and health.</li> <li>Enumerate the state of India's educational attainment.</li> </ul>	
<b>AUGUST</b>	<b>CH- PROBLEM OF DEFICIENT DEMAND AND EXCESS DEMAND</b>	<b>08</b>	<ul style="list-style-type: none"> <li>Some essential concept, problems of deficient demand problem of excess demand, measures to correct excess and deficient demand.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the concept and situation of excess and deficient demand.</li> <li>Compare the differences between excess and deficient demand.</li> <li>Recognise the methods to correct excess demand and deficient demand.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the concept and situation of excess and deficient demand.</li> <li>Evaluate the differences between excess and deficient demand.</li> <li>Able to solve through methods to correct excess demand and deficient demand.</li> </ul>	
	<b>CH- GOVERNME NT BUDGET</b>	<b>17</b>	<ul style="list-style-type: none"> <li>Concept of government budget, objectives, structure/ components of budget, budget receipts- revenue and capital receipts, budget expenditure- revenue and capital expenditure, budget deficit.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the various way o reallocations of resources.</li> <li>Identify the tax concessions and subsidies.</li> <li>Reducing inequalities of income and wealth.</li> <li>Compare the difference between revenue and capital receipts.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the various way o reallocations of resources.</li> <li>Able to compute the tax concessions and subsidies.</li> <li>Reducing inequalities of income and wealth.</li> <li>Analyse the difference</li> </ul>	<b>PTM</b>

				<input type="checkbox"/> Recognise the revenue deficits, fiscal deficits and primary deficit.	between revenue and capital receipts.	
	<b>CH- BALANCE OF PAYMENTS</b>	<b>07</b>	<ul style="list-style-type: none"> <li>● Introduction and meaning of balance of payment (BPO), components/ structure of BOP account: current, capital and official reserve account, equilibrium and disequilibrium in BOP- BOP deficit.</li> </ul>	<input type="checkbox"/> Identify the levels of international economic activity. <input type="checkbox"/> Examine the economic relationships underlying the two basic sub- components of BOP.	<input type="checkbox"/> Recognise the levels of international economic activity. <input type="checkbox"/> Evaluate the economic relationships underlying the two basic sub- components of BOP.	
<b>SEPTEMBER</b>		<b>14</b>	<ul style="list-style-type: none"> <li>● Revision of the CH- 3, 4 , 5 ,6 (MACRO) and CH- 1,2,</li> </ul>	<input type="checkbox"/> Learners will recall the knowledge gain by revising the chapter's taught.	<input type="checkbox"/> Learners were able to answer the questions given to them	<b>TERM I EXAM</b>  <b>CH- 1 TO 9 (MACROECONOMICS)</b>  <b>CH- 1 TO 6 (IED)</b>
<b>OCTOBER</b>	<b>CH- RURAL DEVELOPMENT</b>	<b>07</b>	<ul style="list-style-type: none"> <li>● Introduction – rural development, credit and marketing in rural areas, agriculture market system, diversification into productive activities, organic system.</li> <li>● Puja Vacation.</li> <li>●</li> </ul>	<input type="checkbox"/> Recognise the state of rural areas in our country. <input type="checkbox"/> Identify the sectors need to be developed for rural development. <input type="checkbox"/> To develop the farm, home, public service and village community.	<input type="checkbox"/> Recognise the state of rural areas in our country. <input type="checkbox"/> Compare the sectors need to be developed for rural development. <input type="checkbox"/> Compute the farm, home, public service and village community.	
	<b>CH- EMPLOYMENT</b>	<b>05</b>	<ul style="list-style-type: none"> <li>● Employment growth, in formalisation and other related issues, worker and employment,</li> </ul>	<input type="checkbox"/> Identify few basic concepts relating to employment such as economic activity. <input type="checkbox"/> Identify the nature of	<input type="checkbox"/> Recognise few basic concepts relating to employment such as economic activity.	

			<p>participation of people in employment, self employed and hired worker, employment in firm, factories and offices, growth and change in structure of employment, in formalisation of Indian work force, unemployment government generations, conclusion.</p>	<p>participants of men and women in various economic activities.</p>	<p><input type="checkbox"/> Able to know the nature of participants of men and women in various economic activities.</p>	
	<b>CH-INFRASTRUCTURE</b>	<b>05</b>	<ul style="list-style-type: none"> <li>● Main challenges India faces in the areas of social and economic infrastructure, Role of infrastructure in economic development, Role of energy as a critical component of infrastructure, Problems and prospects of the energy and health sectors, Health infrastructure of India.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the contribution of economic development of a country.</li> <li><input type="checkbox"/> Identify the productivity of factors of production and improving the quality of life of its people.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise the contribution of economic development of a country.</li> <li><input type="checkbox"/> Able to know the productivity of factors of production and improving the quality of life of its people.</li> </ul>	
<b>NOVEMBER</b>	<b>CH-ENVIRONMENT AND SUSTAINABLE DEVELOPMENT</b>	<b>10</b>	<ul style="list-style-type: none"> <li>● Introduction, environment definition and functions, state of India's environment, sustainable development, strategies for sustainable development, conclusion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the techniques to restrain the use of natural resources to ensure their availability for future generations.</li> <li><input type="checkbox"/> Identify the importance of protecting the environment from getting exploited.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise the techniques to restrain the use of natural resources to ensure their availability for future generations.</li> <li><input type="checkbox"/> Recognise the importance of protecting the environment from</li> </ul>	

					getting exploited.	
	<b>CH- DEVELOPM ENT EXPERIENC ES OF INDIA: A COMPARIS ON WITH NEIGHBOU RS</b>	<b>12</b>	<ul style="list-style-type: none"> <li>● Introduction, developmental path- a snap shot view, demographic indicator, gross domestic product and sectors, indicators of human development, development strategies- An Appraisal, Conclusion.</li> <li>● Revision of unit- 1,2 (Macro)</li> <li>● Revision of unit- 3, 4, 5(Macro)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to figure out the trends in various economic and human development indicators of India and its neighbours.</li> <li><input type="checkbox"/> Assess the strategies of their governance of the countries.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to judge the trends in various economic and human development indicators of India and its neighbours.</li> <li><input type="checkbox"/> Able to assess and judge the strategies of their governance of the countries.</li> </ul>	
<b>DECEMBE R</b>		<b>20</b>	<ul style="list-style-type: none"> <li>● Revision of unit- 6,7(IED)</li> <li>● Revision of unit- 7, 8 (IED)</li> <li>● Revision of unit- 6, 7 (Macro).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to identify the formula used for solving the questions.</li> <li><input type="checkbox"/> Able to identify the way of framing the theoretical answer.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to solve the questions using the appropriate formula.</li> <li><input type="checkbox"/> Able to write the theoretical answer.</li> </ul>	<b>PTM</b>

**SURENDRANATH CENTENARY SCHOOL, RANCHI  
ANNUAL PEDAGOGICAL PLAN (2024-2025)**

CLASS: XII SUBJECT: INFORMATICS PRACTICES (065)			BOOKS : INFORMATICS PRACTICES by NCERT INFORMATICS PRACTICES by Sumita Arora			
MONTH	CHAPTER/TOPIC	No. of Periods	TOPICS	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT/T1
APRIL	<b>Introduction to Python libraries- Pandas, Matplotlib.</b>  SDG(4)	10 (TH) 15 (PR)	<b>1. Data structures in Pandas</b> - Series and data frames. <b>2. Series: Creation of series from List.</b> Dictionary, scalar value; mathematical operations; series attributes, head and tail functions; <b>3. Selection, indexing</b> and slicing of Series elements <b>4. Attributes of Series:</b> Index, Columns, Size, Shape, dtype, Values etc. <b>Suggested Practical:</b> 1. Create a panda's series	1. Explain, Use and implementation of Python Pandas 2. Extracting, slicing data from Series 3. Implementation of attributes of Series	Students will be able to Create Series and apply various operations.	

			<p>from a dictionary of values and a ndarray</p> <p>2. Given a Series, print all the elements that are above the 75th percentile.</p>			
<b>MAY</b>	<b>DataFrames in Pandas</b>	20 (TH) 30 (PR)	<p>1. Creation of data frames from dictionary of series, list of dictionaries, text/CSV files, display, and iteration.</p> <p>2. Operations on rows and columns: add ( insert /append) , select, delete (drop column and row)</p>	<p>1. Explain, Use and implementation of Python Pandas.</p> <p>2. Extracting, slicing data from DataFrame.</p> <p>3. Implementation of attributes of DataFrame.</p>	Students will be able to Create Data frames and apply various operations.	
<b>JUNE</b>	<b>DataFrames in Pandas Continued...</b>		<p>1. Rename, Head and Tail functions, indexing using labels, Boolean indexing. Attributes of Dataframe: Index, Columns, Size, Shape, dtype, Values etc.</p> <p><b>Suggested Practical:</b></p> <p>3. Create a Data Frame quarterly sales where each row contains the item category, item name, and expenditure. Group the rows by the category and</p>	<p>1. Explain and use of functions in DataFrame.</p>	Students will be able to Create Series, Data frames and apply various operations.	<b>UT I Series and DataFrame basics.</b>

			<p>print the total expenditure per category.</p> <p>4. Create a data frame for examination result and display row labels, column labels data types of each column and the dimensions</p> <p>5. Filter out rows based on different criteria such as duplicate rows.</p> <p>6. Importing and exporting data between pandas and CSV file</p>			
<b>JULY</b>	<p><b>Data Visualization using Matplotlib</b></p> <p><b>SDG(4)</b></p>	<p>10 (TH)</p> <p>15 (PR)</p>	<p>1. <b>Data Visualization</b> : Purpose of plotting, drawing and saving of plots using Matplotlib</p> <p>2. <b>Drawing Line charts</b>, Bar graph, Scatter Chart etc.</p> <p>3. <b>Drawing Histogram</b>, Frequency Polygon, PIE chart, Boxplot etc.</p> <p>4. <b>Customizing plots</b>;; adding label, title, and legend in plots.</p> <p><b>Suggested Practical:</b></p> <p>1. Given the school result data, analyses the performance of the students on different parameters, e.g subject wise or class wise.</p> <p>2. For the Data frames created above, analyze, and plot appropriate charts with title and legend.</p> <p>3. Take data of your interest</p>	<p>1. Explain and use of matplotlib and their predefined function for drawing different charts and graphs</p>	<p>Students will be able to Visualize data using relevant graphs.</p>	

			from an open source (e.g. data.gov.in), aggregate and summarize it. Then plot it using different plotting functions of the Matplotlib library.			
<b>AUGUST</b>	<b>Societal Impacts</b>	14 (TH)	<ol style="list-style-type: none"> <li>Digital footprint, net and communication etiquettes</li> <li>Data protection, intellectual property rights (IPR), plagiarism, licensing and copyright,</li> <li>Free and open source software (FOSS), LAMP, WAMP, Firewall, OSS, Browsers.</li> <li>E-waste: hazards and management. Awareness about health concerns related to the usage of technology.</li> </ol> <p><b>ACTIVITY - 1</b> PPT for E-waste: hazards and management.</p>	<ol style="list-style-type: none"> <li>Explanation of general net etiquettes</li> <li>Discussion of FOSS, LAMP, WAMP etc</li> <li>E-waste hazards and their management</li> </ol>	Students will be able to Understand the impact of technology on society including gender and disability issues.	<b>UT II Data Visualizati on</b>
<b>SEPTEMBER</b>	<b>Revision</b>	<b>Doubts Clearance on important topics specially related with program implementation</b>				<b>TERM I EXAM</b>
<b>OCTOBER</b>	<b>Database Query using SQL</b>	20 (TH) 25 (PR)	<ol style="list-style-type: none"> <li>Revision of topics covered in <b>Class XI</b></li> <li><b>Math functions:</b> POWER (), ROUND (), MOD ().</li> <li><b>Aggregate Functions:</b> MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT (*).</li> <li><b>Text functions:</b> UCASE ()/UPPER (), LCASE ()/LOWER</li> </ol>	<ol style="list-style-type: none"> <li>Explain and use of MySQL built-in functions</li> <li>Implementation of functions in the table data</li> </ol>	Students will be able to Design SQL queries using Aggregate functions. Import/Export data between SQL database and Pandas.	

			<p>(), MID ()/SUBSTRING ()/SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM ().</p> <p>5. <b>Date Functions:</b> NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (), DAYNAME ().</p> <p>Querying and manipulating data using Group by, Having, Order by.</p> <p><b>Suggested Practical:</b></p> <ol style="list-style-type: none"> <li>1. Create a student table with the student id, name, and marks as attributes where the student id is the primary key.</li> <li>2. Insert the details of a new student in the above table.</li> <li>3. Delete the details of a student in the above table.</li> <li>4. Use the select command to get the details of the students with marks more than 80.</li> <li>5. Find the min, max, sum, and average of the marks in a student marks table.</li> <li>6. Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.</li> <li>7. Write a SQL query to order the (student ID, marks) table in descending order of the marks.</li> </ol>			
<b>NOVEMBE</b>	<b>Introduction to</b>	15 (TH)	<b>1. Introduction to networks,</b>	1. Explain and demonstration of	Students will be able to	<b>TERM-II</b>

<b>R</b>	<b>Computer Networks</b>		<p>Types of network: LAN, MAN, WAN. Network Devices: modem, hub, switch, repeater, router, gateway</p> <p>Network Topologies: Star, Bus, Tree, Mesh.</p> <p>2. <b>Introduction to Internet</b>, URL, WWW, and its applications- Web, email, Chat, VoIP.</p> <p>3. <b>Website:</b> Introduction, difference between a website and webpage, static vs dynamic web page, web server and hosting of a website.</p> <p>4. <b>Web Browsers:</b> Introduction, commonly used browsers, browser settings, add-ons and plug-ins, cookies.</p> <p><b>ACTIVITY - 1</b> Students will be asked to prepare List of device, Network and Topologies used in School Campus.</p>	<p>network based device and their uses</p> <p>2. Explanation of website, webpage, webhosting, server, types of pages</p>	<p>Learn terminology related to networking and internet. Identify internet security issues and configure browser settings.</p>	<b>Database using SQL and Computer Network</b>
<b>DECEMBER</b>	<b>TERM-II</b>		<b>Database using SQL and Computer Network</b>			
<b>JANUARY</b>	<b>PREBOARD</b>		<b>Complete Syllabus</b>			

**SURENDRANATH CENTENARY SCHOOL**  
**SESSION – 2024-25**  
**ANNUAL PEDAGOGICAL PLAN**  
**CLASS XII**

Subject-APPLIED MATHEMATICS					
Book-APPLIED MATHEMATICS-RD SHARMA					
Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	ALGEBRA Matrices & Determinants	20	Types of matrices Equality of matrices Addition of matrices Operations of matrices Singular matrix Determinants Inverse of a matrix Simultaneous linear equations	<ul style="list-style-type: none"> <li>• The entries, rows and columns of matrices</li> <li>• Present a set of data in a matrix form Examples of transpose of matrix</li> <li>• A square matrix as a sum of symmetric and skew symmetric matrix</li> <li>• Observe that diagonal elements of skew symmetric</li> </ul>	<ul style="list-style-type: none"> <li>• Define matrix</li> <li>• Identify different kinds of matrices Find the size order of matrices</li> <li>• Determine equality of two matrices</li> <li>• Write transpose of given matrix</li> <li>• Define symmetric and skew symmetric matrix</li> <li>• Perform operations like addition &amp; subtraction on matrices of same order</li> </ul>

	CALCULAS Higher Order Derivatives	5	Second order derivatives Parametric and implicit functions and their derivatives	<ul style="list-style-type: none"> <li>• matrices are always zero</li> <li>• Addition and Subtraction of matrices</li> <li>• Multiplication of matrices (It can be shown to the students that Matrix multiplication is similar to multiplication of two polynomials) <ul style="list-style-type: none"> <li>• Multiplication of a matrix with a real number</li> </ul> </li> <li>• Singular matrix, Non-singular matrix</li> <li>• <math> AB  =  A   B </math> <ul style="list-style-type: none"> <li>• Simple problems to find determinant value</li> <li>• Inverse of a matrix using: cofactors .</li> </ul> </li> </ul> <p>Solution of system of simultaneous equations upto three variables only (non-homogeneous equations)</p> <p><b>Critical Thinking</b></p> <p>Practical-Use of Spreadsheet to solve daily life problems using matrix multiplication.</p> <p>Simple problems based on higher order derivatives</p> <ul style="list-style-type: none"> <li>• Differentiation of parametric functions and implicit functions (upto 2<sup>nd</sup> order)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform multiplication of two matrices of appropriate order</li> <li>• Perform multiplication of a scalar with matrix</li> <li>• Find determinant of a square matrix</li> <li>• Use elementary properties of determinants.</li> </ul> <p>Solve the system of simultaneous equations using</p> <ul style="list-style-type: none"> <li>• Cramer's Rule</li> <li>• Inverse of coefficient matrix</li> <li>• Formulate real life problems into a system of simultaneous equations</li> </ul> <p>Determine second and higher order derivatives</p> <p>Understand differentiation of parametric functions and implicit functions</p>
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June '24	<p style="text-align: center;"><b>SDG 4</b> Quality education</p> <p style="text-align: center;"><b>PROBABILITY DISTRIBUTION</b></p>	<p style="text-align: center;">5</p> <p style="text-align: center;">25</p>	<p>Increasing /Decreasing Functions</p> <p>Maxima and Minima</p> <p>Probability Distribution Mathematical Expectation</p> <p>Variance</p> <p>Binomial Distribution</p> <p>Poisson Distribution</p> <p>Normal Distribution</p>	<p>Simple problems related to increasing and decreasing behaviour of a function in the given interval</p> <p>A point <math>x = c</math> is called the critical point of <math>f</math> iff is defined at <math>c</math> and <math>f'(c) = 0</math> or <math>f</math> is not differentiable at <math>c</math></p> <p>☑ To find local maxima and local minima by:</p> <p>i) First Derivative Test</p> <p>ii) Second Derivative Test</p> <p>☑ Contextualized real life problems</p> <p>Group Discussion- How to find critical points of the functions.</p> <p>Definition and example of discrete and continuous random variable and their distribution</p> <p>The expected value of discrete random variable as summation of product of discrete random variable by the probability of its occurrence</p> <p>Questions based on variance and standard deviation.</p> <ul style="list-style-type: none"> <li>• Characteristics of the binomial distribution</li> <li>• Binomial formula: <math>P(r) = nCr p^r q^{n-r}</math> Where <math>n</math> = number of trials      <math>P</math> = probability of success , <math>q</math> = probability of failure</li> </ul> <p>Characteristics of Poisson Probability distribution</p>	<ul style="list-style-type: none"> <li>• Understand the concept of Random Variables and its Probability Distributions Find probability distribution of discrete random variable</li> <li>Apply arithmetic mean of frequency distribution to find the expected value of a random variable</li> <li>Calculate the Variance and S.D. of a random variable.</li> <li>Identify the Bernoulli Trials and apply Binomial Distribution</li> <li>• Evaluate Mean, Variance and S.D of a binomial distribution</li> <li>Understand the Conditions of Poisson Distribution <ul style="list-style-type: none"> <li>• Evaluate the Mean and Variance of Poisson distribution</li> </ul> </li> <li>• Understand normal distribution is a Continuous distribution</li> <li>• Evaluate value of Standard normal variate Area relationship between Mean and Standard deviation</li> </ul>
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	<b>SDG 10</b> Reduced inequalities			<ul style="list-style-type: none"> <li>Poisson formula:  <math display="block">P(x) = \frac{\lambda^x}{x!} \cdot e^{-\lambda}</math> </li> </ul> <p>Mean = Variance = <math>\lambda</math></p> <p>Characteristics of a normal probability distribution</p> <p><b>PROJECT</b>-Prepare a questionnaire to collect information about money spent by your friends in a month on activities like travelling, movies, recharging of the mobiles, etc. and draw interesting conclusions</p>	
July '24	NUMBERS, QUANTIFICATION	15	<p>Modulo Arithmetic</p> <p>Congruence Modulo</p> <p>Alligation and Mixture</p> <p>Boats and Streams (upstream and downstream)</p> <p>Pipes and Cisterns</p> <p>Races and Games</p> <p>Numerical Inequalities</p>	<ul style="list-style-type: none"> <li>Definition and meaning <ul style="list-style-type: none"> <li>Introduction to modulo operator</li> </ul> </li> <li>Modular addition and subtraction</li> </ul> <ul style="list-style-type: none"> <li>Definition and meaning</li> <li>Solution using congruence modulo</li> </ul> <p>Equivalence class</p> <ul style="list-style-type: none"> <li>Meaning and Application of rule of alligation</li> </ul> <p>Mean price of a mixture</p> <p>Problems based on speed of stream and the speed of boat in still water</p> <ul style="list-style-type: none"> <li>Calculation of the portion of the tank filled or drained by the pipe(s) in unit time</li> </ul> <p>Calculation of the time taken/ distance covered / speed of each player</p>	<ul style="list-style-type: none"> <li>Define modulus of an integer</li> <li>Apply arithmetic operations using modular arithmetic rules</li> </ul> <ul style="list-style-type: none"> <li>Define congruence modulo</li> <li>Apply the definition in various problems</li> </ul> <ul style="list-style-type: none"> <li>Understand the rule of alligation to produce a mixture at a given price <ul style="list-style-type: none"> <li>Determine the mean price of a mixture, Apply rule of allegation</li> </ul> </li> <li>Distinguish between upstream and downstream</li> </ul> <p>Determine the time taken by two or more pipes to fill or empty the tank</p> <p>Compare the performance of two players w.r.t. time, distance</p> <ul style="list-style-type: none"> <li>Describe the basic concepts of</li> </ul>

<p style="text-align: center;">LINEAR PROGRAMMING</p> <p style="text-align: center;"><b>SDG 9</b> Industry, Innovation and Infrastructure Quality education</p> <p style="text-align: center;">INDEX NUMBERS AND TIME BASED DATA</p>	<p style="text-align: center;">10</p> <p style="text-align: center;">5</p>	<p>Mathematical formulation of Linear Programming Problem</p> <p>Different types of Linear Programming Problems.</p> <p>Graphical method of solution for problems in two variables</p> <p>Uses of index numbers. Types of index numbers</p>	<ul style="list-style-type: none"> <li>• Comparison between two statements/situations which can be compared numerically</li> </ul> <p>Application of the techniques of numerical solution</p> <ul style="list-style-type: none"> <li>• <b>PROJECT</b>-Prime numbers and divisibility rules.</li> <li>• Advantages and disadvantages of Linear Method</li> </ul> <p>Need for framing linear programming problem</p> <ul style="list-style-type: none"> <li>• Definition of Decision Variable, Constraints, Objective function, Optimization and Non Negative conditions</li> </ul> <p><b>LIFE SKILL</b>-Case Study based questions to be practised as assignment</p> <p>Use of t-table</p> <ul style="list-style-type: none"> <li>• Secular trend</li> <li>• Seasonal variation</li> <li>• Cyclical variation</li> </ul> <p>Irregular variation</p> <ul style="list-style-type: none"> <li>• Fitting a straight line trend and estimating the value</li> </ul>	<p>numerical inequalities</p> <p>Understand and write numerical inequalities</p> <p>Familiarize with terms related to Linear Programming Problem</p> <p>Formulate Linear Programming Problem</p> <ul style="list-style-type: none"> <li>• Identify and formulate different types of LPP</li> </ul> <p>Draw the Graph for a system of linear inequalities involving two variables and to find its solution graphically.</p> <p>Set the problem in terms of decision variables, identify the objective function, identify the set of problem constraints, express the problem in terms of inequations</p> <p>Formulate various types of LPP's like Manufacturing Problem, Diet Problem, Transportation Problem, etc.</p> <p>Corner Point Method for the Optimal solution of LPP</p> <ul style="list-style-type: none"> <li>• Iso-cost/ Iso-profit Method</li> <li>• Distinguish between different components of time series</li> <li>• Solve practical problems based on</li> </ul>
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				<ul style="list-style-type: none"> <li>• The tendency of the variable to increase or decrease over a long period of time</li> <li>• Moving Average method</li> <li>Method of Least Squares</li> </ul>	<p>statistical data and Interpret the result</p> <ul style="list-style-type: none"> <li>• Understand the long term tendency</li> </ul> <p>Demonstrate the techniques of finding trend by different methods</p>
August '24	FINANCIAL MATHEMATICS	20	<p>Perpetuity, Sinking Funds</p> <p>Calculation of EMI</p> <p>Calculation of Returns, Nominal Rate of Return Compound Annual Growth Rate</p> <p>Linear method of Depreciation</p>	<p>Meaning of Perpetuity and Sinking Fund</p> <ul style="list-style-type: none"> <li>• Real life examples of sinking fund</li> <li>• Advantages of Sinking Fund</li> </ul> <p>Sinking Fund vs. Savings account</p> <p>Methods to calculate EMI:</p> <p>(i) Flat-Rate Method</p> <p>(ii) Reducing balance Method</p> <p>Method ☐ Real life examples to calculate EMI of various types of loans, purchase of assets, etc.</p> <ul style="list-style-type: none"> <li>• Formula for calculation of Rate of Return, Nominal Rate of Return Formula for Compound Annual Growth Rate</li> </ul> <p>Meaning and formula for Linear Method of Depreciation</p> <ul style="list-style-type: none"> <li>• Advantages and disadvantages of Linear Method.</li> </ul>	<p>Explain the concept of perpetuity and sinking fund</p> <ul style="list-style-type: none"> <li>• Calculate perpetuity</li> </ul> <p>Differentiate between sinking fund and saving account</p> <ul style="list-style-type: none"> <li>• Explain the concept of EMI</li> </ul> <p>Calculate EMI using various methods</p> <ul style="list-style-type: none"> <li>• Explain the concept of rate of return and nominal rate of return</li> <li>• Calculate rate of return and nominal rate of return</li> <li>• Understand the concept of Compound Annual Growth Rate</li> <li>• Differentiate between Compound Annual Growth Rate and Annual Growth Rate</li> </ul> <p>Calculate Compound Annual Growth Rate</p> <ul style="list-style-type: none"> <li>• Define the concept of linear method of Depreciation</li> </ul> <p>Interpret cost, residual value and useful life of an asset from the given information</p>

September '24	<p>CALCULUS Integration</p> <p><b>SDG 8</b> Decent work &amp; Economic growth</p> <p>Definite Integrals as area under the curve</p>	15	<p>Primitive or antiderivative</p> <p>Methods of integration Fundamental theorem of integral calculus. Area as a definite integral.</p>	<ul style="list-style-type: none"> <li>Integration as a reverse process of differentiation</li> </ul> <p>Vocabulary and Notations related to Integration</p> <p>Simple integrals based on each method (nontrigonometric function)</p> <p>Evaluation of definite integrals using properties</p> <p><b>PRACTICAL</b> Using spreadsheet, collect the data on weather, price, inflation, and pollution analyse the data the data and make meaningful inferences.</p>	<p>Understand and determine indefinite integrals of simple functions as anti-derivative</p> <p>Evaluate indefinite integrals of simple algebraic functions by method of:</p> <ol style="list-style-type: none"> <li>substitution</li> <li>partial fraction</li> <li>by parts</li> </ol> <ul style="list-style-type: none"> <li>Define definite integral as area under the curve</li> <li>Understand fundamental theorem of Integral calculus and apply it to evaluate the definite integral</li> </ul> <p>Apply properties of definite integrals to solve the problems</p>
October '24			<p>Application of Integration</p> <p>Determining Maximum profit.</p>	<p>Problems based on finding</p> <ul style="list-style-type: none"> <li>Total cost when Marginal Cost is given</li> <li>Total Revenue when Marginal Revenue is given</li> <li>Equilibrium price and equilibrium quantity and hence consumer and producer surplus</li> </ul>	<ul style="list-style-type: none"> <li>Identify the region representing C.S. and P.S. graphically</li> <li>Apply the definite integral to find consumer surplus-producer surplus</li> </ul>

	<p>Differential Equations</p> <p>Application of Differential Equations</p> <p><b>SDG 11</b> Sustainable cities and Communities</p>	15	<p>Solution of differential equations.</p> <p>Application of differential equations</p>	<ul style="list-style-type: none"> <li>• Definition, order, degree and examples</li> </ul> <p>Formation of differential equation by eliminating arbitrary constants Solution of simple differential equations (direct integration only)</p> <p>Growth and Decay Model in Biological sciences, Economics and business, etc.</p> <p><b>PRACTICAL-</b> Collect data from newspapers on traffic, sports, activities and market trends and use excel to study future trends.</p>	<ul style="list-style-type: none"> <li>• Find the order and degree of a differential equation</li> <li>• Formulate differential equation</li> <li>• Verify the solution of differential equation Solve simple differential equation</li> <li>• Define Growth and Decay Model Apply the differential equation to solve Growth and Decay Models</li> </ul>
November '24	INFERENCEAL STATISTIC	10	<p>Population and Sample</p> <p>Parameter and statistics</p> <p>t-Test (one sample t-test and two independent group)</p>	<ul style="list-style-type: none"> <li>• Population data from census, economic surveys and other contexts from practical life</li> <li>• Examples of drawing more than one sample set from the same population</li> <li>• Examples of representative and non-representative sample</li> <li>• Unbiased and biased sampling</li> <li>• Problems based on random sampling using simple random sampling and systematic random sampling</li> </ul> <p>Conceptual understanding of Parameter and Statistics</p> <ul style="list-style-type: none"> <li>• Examples of Parameter and Statistic limited to Mean and Standard deviation only</li> <li>• Examples to highlight limitations of generalizing results from sample to population</li> </ul>	<ul style="list-style-type: none"> <li>• Define Population and Sample</li> <li>• Differentiate between population and sample</li> <li>• Differentiate between a representative and non-representative sample</li> <li>• Define Parameter with reference to Population</li> <li>• Define Statistics with reference to Sample</li> <li>• Explain the relation between Parameter and Statistic</li> <li>• Explain the limitation of Statistic to generalize the estimation for population</li> <li>• State Central Limit Theorem</li> <li>• Define a hypothesis</li> </ul>

			Application of t- distribution	<ul style="list-style-type: none"> <li>• Only conceptual understanding of Statistical Significance/Statistical Inferences</li> <li>• Only conceptual understanding of Sampling Distribution through simulation and graphs</li> </ul> <p>Examples and non-examples of Null and Alternate hypothesis (only nondirectional alternate hypothesis)</p> <p><b>PRACTICAL</b> Using spreadsheet, stock market data sheet on excel.</p>	<ul style="list-style-type: none"> <li>• Differentiate between Null and Alternate hypothesis</li> <li>• Define and calculate degree of freedom</li> <li>• Test Null hypothesis and make inferences using t-test statistics</li> </ul> <ul style="list-style-type: none"> <li>• Framing of Null and Alternate hypothesis</li> <li>• Testing a Null Hypothesis to make Statistical Inferences for small sample.</li> </ul>
December '24					
January '25					

February '25					
March '25					

SURENDAR NATH CENTENARY SCHOOL, RANCHI						
ANNUAL PLAN (2024-2025)						
Term_ 1						
Class :XII			BOOKS V.D. Sharma			
SUBJECT Physical Education (o48)			Physical Health Education			
			LAB MANUAL (Blue Print)			
Month	Chapters	No.of Periods	TOPICS	Learning Objective	Learning Out Come	UT/PT/ T-1
April	Management of Sporting Events SDG-8 Decent Work and orgnise idea .	20	1. Various committees and their Responsibilities 2. Advantages of knock out tournaments. Knock out, Combination, League cum knock- out Tournaments. 3. Procedure to draw Fixtures: Knock out, 4. Intramural and Extramural,	1. To make them understand about various committees and their Responsibilities 2. To make them understand about Tournaments- Knock- out, league or Round Robin and combination. 3. To make them understand about	1. Students will be able to demonstrate the ability to apply on under stand of ethics of the professional arena. 2. Students will be able to demonstrate	Portion of 1st UT, Chapter 1. DATE, 29.4.24 5th sub Chapter 1,2 and 3. DATE 08.07.24 6th Sub.

			<p>Meaning, <u>objective and their significance</u></p> <p>Activity -1</p> <p>Experiential Learning</p> <p>Skills to teach students how to conduct tournament.</p>	<p>Procedure to Draw</p> <p>Fixtures:</p> <p>4. To make them understand about intramural and Extramural: objectives and their Significance.</p>	<p>ability to think critically, to creatively problem solve and utilize analysis</p> <p>3. Students will be able to demonstrate the ability to articulate the global scope of sport and recognize diversity issues in sport.</p>	
May	Sports and nutrition.	10	<p>1. Balance diet and Nutrition Macro and Micro Nutrition.</p> <p>2. Nutritive and Non-Nutritive components of diet.</p> <p>3. Eating to control Healthy body weight the</p>	<p>1. To make them understand about balanced diet and nutrition: Macro and Micro Nutrients.</p> <p>2. To make them understand about Nutritive and Non-</p>	<p>1. Students will be able to interpret and apply nutrition concepts to evaluate and improve the nutritional</p>	

			<p>pitfalls of dieting.</p> <p>4. Methods to control Healthy body weight the pitfalls of dieting.</p> <p>Activity -1</p> <p>Subject Enrichment:</p> <p>Activity-2</p> <p>Art Integrated Skills</p> <p>Creative Thinking.</p>	<p>nutritive components of Diet.</p>	<p>health of communities.</p> <p>2. Students will be able to improve the nutritional health of individual with medical conditions.</p>	
Jun	Sports and Nutrition	10		<p>3. To make them understand about Eating for Weight control-a Healthy weight, the pitfalls of dieting</p>	<p>3. Students will be able to apply management principles to evaluate human physical and fiscal resources in organization.</p>	
July	Yoga and Lifestyle SDG-3 Good Health	22	<p>1. Asanas as preventive measures Obesity, Procedure, Benefits and</p>	<p>1. To make them understand about Obesity: Procedure,</p>	<p>1. Students will be able to intestate</p>	

	and well being		<p>contraindications for</p> <p>Vajrasana,</p> <p>PadaHastasana,</p> <p>UrdhvaHastasana,</p> <p>Trikonasana.</p> <p>2.DiabrtesBhujangasana,</p> <p>Paschimoftanasana,</p> <p>Pawanmuuktasana,</p> <p>Ardhmatseyendrasana.</p> <p>3. Asthma, For Sukhasana,</p> <p>Chakrasana,</p> <p>Gomukhasan,</p> <p>Parvatasana,</p> <p>Ghujangasana.</p> <p>Paschimottanasana,</p> <p>4. Hupertension, for</p> <p>tadasana, Vajrasana,</p> <p>Paeanmuktasana,</p> <p>Ardhachakrasana,</p> <p>Bhujagansan.</p> <p>Activity -1</p> <p>Subject Enrichment</p> <p>*</p> <p>*</p>	<p>Benefits and</p> <p>Contraindication for</p> <p>Vajrasana,</p> <p>PadaHastasana,</p> <p>UrdhvaHastasana,</p> <p>Trikonasana,</p> <p>Ardhmatseyendrasana.</p> <p>2. To make them</p> <p>understand about</p> <p>Diabets: Procedure,</p> <p>Benefits and</p> <p>Contraindications for</p> <p>Bhujangasana,</p> <p>Pachimottanasana,</p> <p>Pawanmuktasana,</p> <p>Ardhmatseyendrasana.</p> <p>3. To make them</p> <p>understand about</p> <p>Asthma: Procedurre,</p> <p>Benefits and</p> <p>Contraindications for</p> <p>Sukhasana, Chakrasana,</p> <p>Gomukhasana,</p> <p>Parvatasana,</p>	<p>Ayareda to the</p> <p>existin health</p> <p>cure system for</p> <p>promotion</p> <p>prevention and</p> <p>control of non</p> <p>communicable</p> <p>disease.</p> <p>2. Students will</p> <p>be able to</p> <p>reduse during</p> <p>dependency in</p> <p>chromic cases</p> <p>thruhAyurveda</p> <p>yoga Practices</p> <p>and lifestyle</p> <p>changes.</p> <p>3. To carry out</p> <p>capacity building</p> <p>of human</p> <p>resources.</p>	
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			* * Group Discussion Discussion with students topic wise.	Bhujangasana, Paschimottanasana, Matsyasana.		
Aug	Physical Education and Sports for (CWSN)	20	1. Types of Disability. Their Causes and Nature, Disability, Intellectual disability. 2. Types of disorder, their causes and nature (ADHD, SPD, ASD, ODD, OCD) 3. Advantages of physical activities for children with special needs. 4. Strategies to make physical activities accessible for children. Activity -1	1. To make them understand about Concept of Disability and Disorder. 2. To make them understand about Types of disability, their Causes and Nature ( Cognitive Disability, Intellectual Disability,	1. Knowledge about the role of Paralympics for promoting adaptive sports. 2. Modified of individualized programme that Ceters to the special needs of disabled students.	Portion of 2nd UT Chapter ,,4,5 .6 and 7. DATE 02.09.24. 5th sub. Date 11.11.24 6th sub Them 1 Chapter, 1,2,3,4,and 5 Date 17.09.24
Sep	Children and Women in Sports	14	1. Motor Development and Factors Affectin, Common Postural	1. To make them understand about Motor Development and Factors	1. Gain knowledge in general	

			<p>Deformities.</p> <p>2. Exercise guidelines at different stages of growth and development, corrective measures for postural, deformities.</p> <p>3. Sports Participation of women in India. Special consideration Dys-function.</p> <p>4. Female Athlete triad (Osteoporosis, Amenorrhoea and Eating Disorders)</p> <p>Activity -1</p> <p><b><u>Subject Enrich</u></b></p>	<p>Affecting it.</p> <p>2. To make them understand about Exercise Guidelines at Different Stages of Growth and Development.</p> <p>3. Common Postural Deformities- Knock-Knees, Flatroot, Round shoulders, Lordosis, Kyphosis, Bow Legs and Scoliosis</p>	<p>metabolic principles, primarily fuel sources for the working muscle during exercise.</p> <p>2. Knowledge of Hydration guidelines for safety and performance and know how to evaluate and monitor hydration status</p> <p>3. Understand the role of nutrition in recovery from injuries.</p>	
Oct	Test & Measurement & Physiobly.	16	<p>1. Fitness test BMI computing Basal metabolic Rate (BMR)</p> <p>2. Rikli&amp; Jones. Senior</p>	<p>1. To make them understand about Motor Fitness Test</p> <p>2. To make them</p>	<p>1. Students will learn how to take Friends test SAI Khelo Indian</p>	

			<p>citizen fitness test.</p> <p>3. Physiological factors determining components fo physical fitness sports injuring</p> <p>4. Effects of exercise on muscular, cardio respiratory system.</p>	<p>understand about</p> <p>General Motor Fitness: Barrow Three-item General Motor Ability (Standing Broad Jump, Zig-Zag Run, Medicine Ball Put- For Boys: 03 kg and for Girls: 01kg)</p> <p>3. To make them understand about Measurement of Cardiovascular Fitness: Harvard Step Test/Rockport Test</p>	<p>Fitness test in school.</p> <p>2. Students will learn how to computing Basal metabolic rate (BMR)</p> <p>3. Students will learn how to take BMI. Flamingo Balance, Plate taping test.</p>	
Nov	Biomechanics & Sports. Psychology & Sports. & Training in Sports.	20	<p>1. Newton's law of motion &amp; its application in sports. Equilibrium Dynamic &amp; static centre of gravity Fraction &amp; sports projectile in sports.</p> <p>2. Jung classification &amp; Big five theory. Phychological Attributes in sports.</p>	<p>1. To make them understand about Meaning and Importance of Biomechanics in Sports.</p> <p>2. To make them understand about Tyes of Movements (Flesxion, Extension, Abduction and Adduction)</p> <p>3. To make them</p>	<p>1 The Students will be able to describe the core principles of exercise physiology and related exercise.</p> <p>2. The students will identily the principle of</p>	<p>Trem 2 Chapter 6,7,8,9 and 10</p> <p>Date 25.11.24</p>

			<p>Self Esteem, mental, self talk goal setting, types of Aggression in sports.</p> <p>3. Concept of talent identification and talent development in sports.</p> <p>Introduction of sports training cycle- Micro meso, Macro cycle</p> <p>Types &amp; Method to develop-strength, Endurance and speed.</p> <p>Types &amp; Method to develop flexibility and coordinative ability.</p>	<p>understand about chemical</p> <p>Newton's Laws of Motion and Their Application in Sports.</p> <p>4 To make them understand about Personality, its Definition and Types- Trait and Type (Sheldon's and Jung's Classification and Big Five Theory)</p> <p>5. To make them understand about Motivation, its Types and Techniques.</p> <p>6. To make them understand about Exercise Adherence, Reasons to Exercise, Benefits of Exercise.</p>	<p>exercise physiology, as well as describe the patho physiology of disease and their associated risk factors.</p> <p>3. Students will learn how to use the Newton's law of motion &amp; application in sports.</p> <p>4. Students will learn how to use the Dynamic &amp; static and centre of gravity and its application in sports.</p> <p>5. Provide facility and</p>	
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					<p>preceptor mentorship to produce graduates who are future leader's and outstanding clinicians.</p> <p>6. Contribute to the athletic training profession through the scholarship and leadership of the facility, staff and students.</p>	
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**SURENDRANATH CENTENARY SCHOOL**

**SESSION – 2024-25**

**ANNUAL PEDAGOGICAL PLAN**

**CLASS - XII**

Subject -Painting

Book - An Introduction to Indian Art, Part-2 (NCERT)

Month	Chapter	No. of pr.	Topics	Learning Objective	Learning Outcome
April '24	Unit-I CH-1, 2,3	2	<ul style="list-style-type: none"> <li>● The Miniature Painting Tradition</li> <li>● The Rajsthani, Pahari Schools Painting</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction, Origin and Development of miniature paintings</li> <li>● Six Limbs of Indian Painting</li> <li>● Pala and Western schools of miniature paintings.</li> <li>● Rajasthani school, Pahari school of miniature paintings</li> <li>● Sub school and Artist and their Paintings, techniques of Paintings</li> </ul>	<ul style="list-style-type: none"> <li>● Students can grow knowledge about miniature painting</li> <li>● Analyze the main topic (Miniature Painting, Origin and Development)</li> </ul> <p>* Able to elaborate the questions answers easily.</p>
May '24	Ch-4, 5	2	<ul style="list-style-type: none"> <li>● The Mughal Schools Painting</li> <li>● The Deccan Schools Painting</li> </ul>	<ul style="list-style-type: none"> <li>● Mughal school of miniature paintings</li> <li>● Deccan Schools of miniature paintings</li> <li>● Sub school and Artist and their Paintings, techniques of Paintings.</li> </ul>	<ul style="list-style-type: none"> <li>● Enhance skill about mughal miniature Painting, Deccan school</li> <li>● Discover facts about sub school Artist, colour technique of miniature Painting</li> </ul>

					etc.
June '24	CH-6	2	<ul style="list-style-type: none"> <li>The Benngal school</li> </ul>	<ul style="list-style-type: none"> <li>The Bengal school and cultural Nationalism</li> <li>Company painting:</li> <li>Bengal School origin and development</li> </ul>	<ul style="list-style-type: none"> <li>Gain more information about Artists and their work</li> <li>Appreciate Paintings of artists and their colour techniques.</li> </ul>
July '24	CH-6	2	<ul style="list-style-type: none"> <li>Painting and Artist their discriptions</li> </ul>	<ul style="list-style-type: none"> <li>The Evolution of Indian National Flag</li> <li>Contribution of Indian Artists in National freedom struggle</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of National Flag</li> <li>Contribution of Artist in freedom movement.</li> </ul>
August '24	Painting practical		<ul style="list-style-type: none"> <li>Week 1 Nature composition drawing</li> <li>Week 2 Nature composition pastel colour</li> <li>Week 3 draw flowers composition</li> <li>Week4 Learn about use of pastel colour</li> </ul>	<ul style="list-style-type: none"> <li>Learn nature study with pencil drawing shading</li> <li>*Illustrate Fruits basket, Flower study with water colour</li> <li>Use of pastel colour in still life composition.</li> </ul>	<p>ACTIVITY- 1</p> <p><b><u>Experiential Learning: Learners will learn about nature through outdoor work</u></b></p> <p><b>Skills:</b>theyanalyze about shape drawing and colour shades</p> <p>ACTIVITY -2 Learners will do out door art work in school campus</p> <p><b>Skills:</b>Learners will learn about</p>

					<p>use of water colour</p> <ul style="list-style-type: none"> <li>● They will analyze about colours' shades</li> </ul>
September '24	CH-7		<ul style="list-style-type: none"> <li>● The Modern Indian Art</li> <li>● Major Modern Trends</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction to Mordernism and Contemporary art in India</li> <li>● Abstraction– Anew Trend</li> <li>● The Progressive Artists group of Mumbai the multifaceted Indian Art.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze about Indian modern painting</li> <li>● Gain knowledge about the new trends in contemporary progressive Art.</li> </ul>
October '24	CH-8		<ul style="list-style-type: none"> <li>● Modern Painting</li> <li>● Graphic Art</li> <li>● Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>● Benod BehariMukharjee– The Lives of Medieval Saints, M. F. Hussain- Mother Teresa, Amrita Shergil- Haldi Grinder, K. G. Subramanyan-Fairy Tales from Purvapalli</li> <li>● Krishna Reddy- Whirlpool, Children – SomnathHore, Devi- jyoti Bhatt, Of wall - AnupamSud, Rural south Indian man and woman- LakshmaGoud</li> <li>● Triumph of Labour-Devi Prasad</li> </ul>	<ul style="list-style-type: none"> <li>● Enhance information of Bengal schools progressive Artist's work.</li> <li>● Their contribution in modern India(Painting, sculpture, Graphic Art.)</li> </ul>

				Roychowdhury, Sañthal Family- Ram Kinker, Cries Unheard- Amarnath Sahgal, Ganesha- P. V. Jankiram, Vanshri- Mrinalini Mukharjee	
November '24	Painting practical		<ul style="list-style-type: none"> <li>● Land scape Drawing</li> <li>● Land scape in water colour</li> <li>● Learn Madhubani Painting</li> </ul>	<ul style="list-style-type: none"> <li>● Learn use of water colour in land scape work (monochrome)</li> <li>● Making Land scape in multi colour.</li> <li>● Create folk art of India</li> </ul>	<p>out door work in school campus</p> <p><b>Skills:</b> Learners will elaborate the use of water colour</p> <ul style="list-style-type: none"> <li>● They appreciate the Indian heritage drawing and shading</li> <li>● They will learn Madhubani Painting</li> </ul>
December '24					
January '25					
February '25					
March '25					

**SURENDRANATH CENTENARY SCHOOL, RANCHI**  
**ANNUAL PLAN (2024-2025)**

CLASS: XII				BOOKS : NCERT		
SUBJECT: ENTREPRENEURSHIP (066)						
MONTH	CHAPTERS	NO. OF PERIODS	TOPIC	LEARNING OBJECTIVES	LEARNING OUTCOMES	UT/PT /T1
<b>APRIL</b>	<b>Entrepreneurial Opportunity</b>	<b>23</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sensing Entrepreneurial Opportunities</li> <li><input type="checkbox"/> Environment Scanning</li> <li><input type="checkbox"/> Problem Identification</li> <li><input type="checkbox"/> Idea fields</li> <li><input type="checkbox"/> Spotting Trends</li> <li><input type="checkbox"/> Creativity and Innovation</li> <li><input type="checkbox"/> Selecting the Right Opportunity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the concept and elements of business opportunity</li> <li><input type="checkbox"/> Discuss the process of sensing opportunities</li> <li><input type="checkbox"/> Recognize the need to scan the environment</li> <li><input type="checkbox"/> Enlist the various forces affecting business environment</li> <li><input type="checkbox"/> Identify the different idea field</li> <li><input type="checkbox"/> Recognize the concept of opportunity and market assessment</li> <li><input type="checkbox"/> Appreciate the ways in which trends can be spotted</li> <li><input type="checkbox"/> Understand the process of creativity and innovation</li> <li><input type="checkbox"/> Transform ideas into business opportunities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehend the concept and elements of business opportunity</li> <li><input type="checkbox"/> Discuss the process of sensing opportunities</li> <li><input type="checkbox"/> Understand the need to scan the environment</li> <li><input type="checkbox"/> Enlist the various forces affecting business environment</li> <li><input type="checkbox"/> Identify the different idea field</li> <li><input type="checkbox"/> Understand the concept of opportunity and market assessment</li> <li><input type="checkbox"/> Appreciate the ways in which trends can be spotted</li> <li><input type="checkbox"/> Understand the process of creativity and innovation</li> <li><input type="checkbox"/> Transform ideas into business opportunities</li> </ul>	
<b>MAY</b>	<b>Entrepreneurial Planning</b>	<b>08</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Forms of business organization- Sole proprietorship, Partnership, Company</li> <li><input type="checkbox"/> Business Plan:</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the meaning of the various forms of business organization</li> <li><input type="checkbox"/> Recognize the characteristics of the various forms of business organization</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recall the meaning of the various forms of business organization</li> <li><input type="checkbox"/> Understand the characteristics of the various forms of business organization</li> </ul>	

			<p>concept, format.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Components: Organisational plan; Operational plan; Production plan; Financial plan; Marketing plan; Human Resource plan</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the difference between a Public and Private Company</li> <li><input type="checkbox"/> Appreciate the reasons for a private company being more desirable</li> <li><input type="checkbox"/> Identify the concept and importance of a Business Plan</li> <li><input type="checkbox"/> Describe the various components of Business plan</li> <li><input type="checkbox"/> Differentiate among the various components of Business plan</li> <li><input type="checkbox"/> Develop a Business Plan</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the difference between a Public and Private Company</li> <li><input type="checkbox"/> Appreciate the reasons for a private company being more desirable</li> <li><input type="checkbox"/> Appreciate the concept and importance of a Business Plan</li> <li><input type="checkbox"/> Describe the various components of Business plan</li> <li><input type="checkbox"/> Differentiate among the various components of Business plan</li> <li><input type="checkbox"/> Develop a Business Plan</li> </ul>	
<b>JUNE</b>	<b>Enterprise Marketing</b>	<b>20</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Marketing and Sales Strategy</li> <li><input type="checkbox"/> Branding, Logo, Tagline</li> <li><input type="checkbox"/> Promotion Strategy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the various marketing strategies used in a business</li> <li><input type="checkbox"/> Identify Marketing Mix.</li> <li><input type="checkbox"/> Recognize the concept of Branding, Packaging and Labelling</li> <li><input type="checkbox"/> Enumerate the various methods of Pricing</li> <li><input type="checkbox"/> Analyse the various factors affecting the channels of distribution</li> <li><input type="checkbox"/> Identify the concept and types of sales strategy</li> <li><input type="checkbox"/> Discuss different tools of promotion</li> <li><input type="checkbox"/> Appreciate the objectives and different modes of Advertising</li> <li><input type="checkbox"/> Identify the concept of personal selling, sales promotion, public relations</li> <li><input type="checkbox"/> Analyze the various techniques of sales promotion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the various marketing strategies used in a business</li> <li><input type="checkbox"/> Explain Marketing Mix.</li> <li><input type="checkbox"/> Understand the concept of Branding, Packaging and Labelling</li> <li><input type="checkbox"/> Describe the various methods of Pricing</li> <li><input type="checkbox"/> Discuss the various factors affecting the channels of distribution</li> <li><input type="checkbox"/> Understand the concept and types of sales strategy</li> <li><input type="checkbox"/> Discuss different tools of promotion</li> <li><input type="checkbox"/> Appreciate the objectives and different modes of Advertising</li> <li><input type="checkbox"/> Understand the concept of personal selling, sales promotion, public relations</li> <li><input type="checkbox"/> Discuss the various techniques of sales promotion</li> </ul>	

<b>JULY</b>	<b>Enterprise Growth Strategies</b>	<b>20</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Franchising: Concept and types</li> <li><input type="checkbox"/> Franchising: Advantages and limitations to franchisor and franchisee.</li> <li><input type="checkbox"/> Mergers and Acquisition: Concept, reasons and types.</li> <li><input type="checkbox"/> Reasons for mergers and acquisitions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the concept of growth &amp; development of an enterprise</li> <li><input type="checkbox"/> Identify the concept, types, advantages and limitations of franchising</li> <li><input type="checkbox"/> Appreciate growth of business through mergers and acquisitions</li> <li><input type="checkbox"/> Enumerate the different types of mergers and acquisitions</li> <li><input type="checkbox"/> Analyze the reasons for mergers and acquisitions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the concept of growth &amp; development of an enterprise</li> <li><input type="checkbox"/> Discuss the concept, types, advantages and limitations of franchising</li> <li><input type="checkbox"/> Appreciate growth of business through mergers and acquisitions</li> <li><input type="checkbox"/> Discuss the different types of mergers and acquisitions</li> <li><input type="checkbox"/> Discuss the reasons for mergers and acquisitions</li> </ul>	<b>UT-1</b>  <b>Ch -1 and 2</b>  <b>(Entrepreneurial Opportunity and Entrepreneurial Planning)</b>
<b>AUGUST</b>	<b>Business Arithmetic</b>	<b>20</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Unit of Sale, Unit Cost for multiple products or services</li> <li><input type="checkbox"/> Break even Analysis for multiple products or services</li> <li><input type="checkbox"/> Computation of Working Capital</li> <li><input type="checkbox"/> Inventory Control and EOQ</li> <li><input type="checkbox"/> Return on Investment (ROI) and Return on Equity (ROE)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the concept of Unit Cost and Unit Price</li> <li><input type="checkbox"/> Recognize Break-even point for multiple products and services.</li> <li><input type="checkbox"/> Identify the concept of Inventory Control</li> <li><input type="checkbox"/> Compute the working capital of a business.</li> <li><input type="checkbox"/> Calculate Return on Investment; Return on Equity and Economic Order Quantity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the concept of Unit Cost and Unit Price</li> <li><input type="checkbox"/> Calculate Break-even point for multiple products and services.</li> <li><input type="checkbox"/> Understand the concept of Inventory Control</li> <li><input type="checkbox"/> Compute the working capital of a business.</li> <li><input type="checkbox"/> Calculate Return on Investment; Return on Equity and Economic Order Quantity</li> </ul>	<b>UT-2</b>  <b>Ch-3 and 4</b>  <b>(Enterprise Marketing and Entrepreneurial Growth Strategies)</b>

<b>SEPTEMBER</b>	<b>Resource Mobilization (Conti....)</b>	<b>20</b>	<input type="checkbox"/> Capital Market: Concept <input type="checkbox"/> Primary market: Concept, methods of issue	<input type="checkbox"/> Identify the need of finance in Business <input type="checkbox"/> Recognize the various sources of funds required for a firm	<input type="checkbox"/> Understand the need of finance in Business <input type="checkbox"/> Discuss the various sources of funds required for a firm	
<b>OCTOBER</b>		<b>12</b>	<input type="checkbox"/> Angel Investor: Features <input type="checkbox"/> Venture Capital: Features, funding <input type="checkbox"/> Puja vacation.	<input type="checkbox"/> Identify the ways of raising funds in primary market <input type="checkbox"/> Appreciate the Angel Investors and Venture Capitalists as a source of business finance.	<input type="checkbox"/> Understand the ways of raising funds in primary market <input type="checkbox"/> Appreciate the Angel Investors and Venture Capitalists as a source of business finance.	
<b>NOVEMBER</b>	<b>Revision</b>	<b>22</b>	<ul style="list-style-type: none"> <li>● Revision</li> </ul>	<input type="checkbox"/> (ch-1, 2) <input type="checkbox"/> (ch-3,4) <input type="checkbox"/> (ch-5,6)	<input type="checkbox"/> Students were able to recall and remember. <input type="checkbox"/> Able to answer all questions.	