

**SYLLABUS (2023-24)**  
**CLASS - XI (COMMERCE)**

| <b>SUBJECT-- ENGLISH CORE(301)</b>  |   |  |
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| <b>BOOKS:</b> Main Textbook: HORNBILL (NCERT) ; Supplementary Reader: SNAPSHOTS (NCERT) |   |  |
| <b>Month (Days)</b>   | <b>Syllabus</b>   | <b>Learning Outcomes</b>   |
| <b>April (19)</b>   | <b>Hornbill</b> U1. The Portrait of a Lady A Photograph<br><b>Snapshots</b> CH1. The Summer of a Beautiful White Horse Note making , Integrated Grammar Practice A.W.S.- Notice writing, Poster   | <ul style="list-style-type: none"> <li>Identifying the main ideas in the text and making inferences based on information.</li> <li>Reading and comprehending extended texts</li> <li>Describing distinct literary characteristics of poetic forms.</li> </ul>  |
| <b>June (8)</b>   | <b>Hornbill</b> U2. We're Not Afraid To Die...if We Can All Be Together<br>A.W.S.-Advertisement(Introduction)   | <ul style="list-style-type: none"> <li>Engaging in independent reflection and enquiry.</li> <li>Analyzing and extrapolating the ideas.</li> </ul>  |
| <b>July (23)</b>  | <b>Hornbill</b> U3. Discovering Tut: the Saga Continues<br>The Laburnum Top<br><b>Snapshots</b> Ch.2. The Address<br>W.S.-Poster, Advertisement (Classified), Letter to the Editor, Letter of Complaint, Letter of Enquiry, Letter for Placing order. Integrated Grammar Practice | <ul style="list-style-type: none"> <li>Ability to obtain, analyze and communicate information.</li> <li>Expressing ideas in an organized manner using appropriate language and format.</li> <li>Paraphrasing and summarizing the main ideas.</li> <li>Ability to obtain, analyze and communicate information.</li> </ul>   |
| <b>August (23)</b>  | <b>Hornbill</b> U4. Landscape of the Soul<br>The Voice of the Rain<br><b>Snapshots</b> Ch.3.Ranga's Marriage<br>W.S.-Speech, Debate, Article, Report Integrated Grammar Practice  | <ul style="list-style-type: none"> <li>Ability to write coherently and respond imaginatively.</li> <li>Participating in critical conversations and preparing, organizing and delivering ideas.</li> </ul>  |
| <b>September (22)</b>   | READING: Unseen passage WRITING: Letter Writing/ Poster Drafting  | <ul style="list-style-type: none"> <li>promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> </ul>  |
|   | <b>HORNBILL</b> -Silk Road , Revision<br>Examination Assessment of Speaking and Listening   | <ul style="list-style-type: none"> <li>promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> </ul>  |
|   | Letter to the School/College Authorities, Advertisement(Display)<br>Integrated Grammar Practice   | <ul style="list-style-type: none"> <li>promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> </ul>  |
| <b>October (20)</b>   | <b>Hornbill</b> U5. The Ailing Planet: the Green Movement's Role U6. The Browning Version Childhood<br><b>Snapshots</b> Ch.4. Albert Einstein at School<br>W.S.-Letter to the School/College Authorities, Advertisement(Display) Integrated Grammar Practice                      | <ul style="list-style-type: none"> <li>The students will acquire necessary listening skills in order to follow and comprehend discourse such as lectures, conversations, interviews, and discussions.</li> <li>The students will develop adequate speaking skills to communicate effectively to follow academic</li> </ul> |

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| <b>November (18)</b>  | <b>Hornbill U7 .The Adventure<br/>Snapshots Ch.5.Mother's Day</b>  | <ul style="list-style-type: none"> <li>• Reading, comparing, contrasting, thinking critically and relating ideas to life.</li> <li>• Preparing CV and making notes from reference materials.</li> <li>• Analyzing plays for their structure and meaning, using correct terminology</li> </ul>   |                               |
|   | W.S.- Advertisement (Display),Job Application. Integrated Grammar Practice   | <ul style="list-style-type: none"> <li>• Identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English</li> <li>• Promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> </ul> |                               |
| <b>December (22)</b>  | <b>Hornbill U8. Silk Road<br/>Father to Son<br/>Snapshots Ch.6.The Ghat of the Only World</b>  | <ul style="list-style-type: none"> <li>• Reading, comparing, contrasting, thinking critically and relating ideas to life.</li> <li>• Developing greater confidence and proficiency in the use of language skills.</li> </ul>  |                               |
|   | Integrated Grammar Practice  | <ul style="list-style-type: none"> <li>• Reading, comparing, contrasting, thinking critically and relating ideas to life.</li> </ul>  |                               |
| <b>January (22)</b>   | <b>Snapshots Ch.7. Birth<br/>Ch.8. The Tale of Melon City<br/>Integrated Grammar Practice</b>  | <ul style="list-style-type: none"> <li>• Ability to evaluate, integrate and apply appropriate information.</li> <li>• Understanding, appreciating and analyzing the various elements of poetry.</li> </ul>  |                               |
| <b>February (23)</b>  | <b>REVISION</b>  |   |                               |
| <b>March (21)</b>   | <b>ANNUAL EXAMINATION</b>  |   |                               |
| <b>Syllabus (UT-I)</b>  | <b>Syllabus (HY)</b>   | <b>Syllabus (UT-II)</b>   | <b>Syllabus (AE)</b>          |
| U1. The Portrait of a Lady, A Photograph<br>U2. We're Not Afraid To Die...if We Can All Be Together Snapshots<br>CH1. The Summer of a Beautiful White Horse ,<br>Note making , Integrated Grammar Practice. Notice writing, Poster .Advertisement(Introduction) | PA- I( portion) & HORNBILL:<br>Discovering Tut, Landscape of the soul, The Voice of the Rain:., Childhood<br>SNAPSHOTS: Albert Einstein at School ,Ranga's Marriage, The Ailing Planet, The Browning Version<br>READING: Unseen passage<br>WRITING: Letter Writing/ Poster Drafting                                      | Unseen Passage, Report, Adventure, Birth, Father to Son, Mother's Day, Silk Road, The ghat of the only world. READING: Unseen passage (Note Making) WRITING: Invitations  | Whole syllabus as per C.B.S.E |
| <b>ASL</b>  | <b>Examination Assessment of Speaking and Listening-</b> The students will acquire necessary listening skills in order to follow and comprehend discourse such as lectures, conversations, interviews, and discussions. The students will develop adequate speaking skills to communicate effectively to follow academic |   |                               |

**SUBJECT- ACCOUNTANCY (055)**

**BOOKS:** Accountancy Financial Accounting Part I & II (NCERT)

**REFERENCE:** T. S. Grewal's DOUBLE ENTRY BOOK KEEPING FINANCIAL ACCOUNTING

| Month (Days)     | Syllabus   | Learning Outcomes   |
|------------------|--|---|
| <b>April(19)</b> | <p><b>Unit 1: Introduction to Accounting</b><br/>                     #Accounting- concept, meaning, as a source of information, objectives, advantages and limitations<br/>                     #Types of accounting information; users of accounting information and their needs.<br/>                     #Qualitative Characteristics of Accounting Information.<br/>                     #Role of Accounting in Business.<br/>                     #Basic Accounting Terms- Entity, Business Transaction, Capital, Drawings. Liabilities (Non Current and Current). Assets (Non Current, Current);<br/>                     Expenditure (Capital and Revenue), Expense, Revenue, Income, Profit, Gain, Loss, Purchase, Sales, Goods, Stock, Debtor, Creditor, Voucher, Discount (Trade discount and Cash Discount)<br/> <b>Theory Base of Accounting</b><br/>                     #Fundamental accounting assumptions: GAAP: Concept<br/>                     #Basic accounting concept : Business Entity, Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition, Matching, Full Disclosure, Consistency, Conservatism, Materiality and Objectivity</p> | <p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>● describe the meaning, significance, objectives, advantages and limitations of accounting in the modern economic environment with varied types of business and non-business economic entities.</li> <li>● identify / recognise the individual(s) and entities that use accounting information for serving their needs of decision making.</li> <li>● explain the various terms used in accounting and differentiate between different related terms like current and noncurrent, capital and revenue.</li> <li>● give examples of terms like business transaction, liabilities, assets, expenditure and purchases.</li> <li>● explain that sales/purchases include both cash and credit sales/purchases relating to the accounting year.</li> <li>● differentiate among income, profits and gains.</li> <li>● state the meaning of fundamental accounting assumptions and their relevance in accounting.</li> <li>● describe the meaning of accounting assumptions and the situation in which an assumption is applied during the accounting process.</li> </ul> |
| <b>June(8)</b>   | <p><b>Unit 1: Introduction to Accounting</b><br/>                     #System of Accounting. Basis of Accounting: cash basis and accrual basis<br/>                     #Accounting Standards: Applicability in IndAS<br/>                     #Goods and Services Tax (GST): Characteristics and Advantages.</p>  | <ul style="list-style-type: none"> <li>● explain the meaning, applicability, objectives, advantages and limitations of accounting standards.</li> <li>● appreciate that various accounting standards developed nationally and globally are in practice for bringing parity in the accounting treatment of different items.</li> <li>● acknowledge the fact that recording of accounting transactions follows a double entry system.</li> <li>● explain the basics of recording accounting transactions and to appreciate that accrual basis is a better basis for depicting the correct financial position of an enterprise.</li> <li>● explain the meaning, advantages and characteristics of GST.</li> </ul>  |

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| June(8)        | <p><b>Unit 2: Accounting Process</b><br/> #Recording of Business Transactions<br/> #Voucher and Transactions: Source documents and Vouchers, Preparation of Vouchers,<br/> #Accounting Equation Approach: Meaning and Analysis<br/> #Rules of Debit and Credit.<br/> # Incomplete Records</p>  | <p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>● explain the concept of accounting equation and appreciate that every transaction affects either both the sides of the equation or a positive effect on one item and a negative effect on another item on the same side of the accounting equation.explain the effect of a transaction (increase or decrease) on the assets, liabilities, capital, revenue and expenses.</li> <li>● appreciate that on the basis of source documents, accounting vouchers are prepared for recording transactions in the books of accounts.</li> </ul>  |
| July(23)       | <p><b>Unit 2: Accounting Process</b><br/> #Recording of Transactions: Books of Original Entry- Journal<br/> #Special Purpose books: Purchases book, Sales book, Purchases return book, Sales return book, Journal proper<br/> <i>Note: Including trade discount, freight and cartage expenses for simple GST calculation. (NO SET OFF)</i><br/> #Cash Book: Simple, cash book with bank column and petty cash book</p>   | <p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>● develop the understanding of recording of transactions in a journal and the skill of calculating GST.</li> <li>● explain the purpose of maintaining a Cash Book and develop the skill of preparing the format of different types of cash books and the method of recording cash transactions in Cash books.</li> <li>● describe the method of recording transactions other than cash transactions as per their nature in different subsidiary books .</li> </ul>   |
| August (23)    | <p><b>Unit 2: Accounting Process</b><br/> # Ledger: Format, Posting from journal and subsidiary books, Balancing of accounts</p>   | <p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>● appreciate that for ascertaining the position of individual accounts, transactions are posted from subsidiary books and journals proper into the concerned accounts in the ledger and develop the skill of ledger posting.</li> </ul>  |
| September (22) | <p><b>Unit 2: Accounting Process</b><br/> # Depreciation, Provisions and Reserves<br/> #Depreciation: Meaning, Features, Need, Causes, factors<br/> #Other similar terms: Depletion and Amortisation<br/> #Methods of Depreciation:<br/> i. Straight Line Method (SLM) ii. Written Down Value Method (WDV)<br/> <b>(Note: Excluding change of method)</b><br/> #Difference between <b>SLM and WDV</b>; Advantages of SLM and WDV #Method of recording depreciation<br/> i. Charging to asset accountii. Creating provision for depreciation/accumulated depreciation accountiii. Treatment of disposal of asset<br/> <b>#Provisions, Reserves</b>, Difference Between Provisions and Reserves. Types of Reserves: i. Revenue reserve ; ii. Capital reserve ;iii. General reserve ; iv. Specific reserve ; v. Secret Reserve.# Difference between capital and revenue reserve</p> | <p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>● explain the necessity of providing depreciation and develop the skill of using different methods for computing depreciation.</li> <li>● understand the accounting treatment of providing depreciation directly to the concerned asset account or by creating provision for depreciation accounts.</li> <li>● appreciate the method of asset disposal through the concerned asset account or by preparing an asset disposal account.</li> <li>● appreciate the need for creating reserves and also making provisions for events which may belong to the current year but may happen in next year.</li> <li>● appreciate the difference between reserve and reserve fund.</li> </ul> |

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| <b>October(20)</b>  | <b>Unit 2: Accounting Process</b><br># Bank Reconciliation Statement:<br>Need and preparation of Bank Reconciliation Statement  | <b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● appreciate that at times bank balance as indicated by cash book is different from the bank balance as shown by the pass book / bank statement and to reconcile both the balances, bank reconciliation statements are prepared. develop understanding of preparing bank reconciliation statements.</li> </ul>  |
| <b>November(18)</b> | <b>Unit 2: Accounting Process</b><br># Trial balance and Rectification of Errors<br># Trial balance: objectives, meaning and preparation (Scope: Trial balance with balance method only)<br># Errors: classification-errors of omission, commission, principles, and compensating; their effect on Trial Balance.<br># Detection and rectification of errors;<br>(i) Errors which do not affect trial balance<br>(ii) Errors which affect trial balance.<br># preparation of suspense account.  | <b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● state the need and objectives of preparing trial balance and develop the skill of preparing trial balance.</li> <li>● appreciate that errors may be committed during the process of accounting.</li> <li>● understand the meaning of different types of errors and their effect on trial balance.</li> <li>● develop the skill of identification and location of errors and their rectification and</li> <li>● preparation of suspense account.</li> </ul>  |
| <b>December(22)</b> | <b>Unit 3: Financial Statements of Sole Proprietorship</b><br># Meaning, objectives and importance; Revenue and Capital Receipts; Revenue and Capital Expenditure; Deferred Revenue expenditure.<br># Opening journal entry. Trading and Profit and Loss Account: Gross Profit, Operating profit and Net profit.  | <b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● state the meaning of financial statements the</li> <li>● purpose of preparing financial statements.</li> <li>● state the meaning of gross profit, operating profit and net profit and develop the skill of preparing trading and profit and loss accounts.</li> <li>● explain the need for preparing a balance sheet.</li> </ul>  |
| <b>January(22)</b>  | <b>Unit 3: Financial Statements of Sole Proprietorship</b><br># Preparation. Balance Sheet: need, grouping and marshaling of assets and liabilities.<br># Preparation, Adjustments in preparation of financial statements with respect to - closing stock, outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation, bad debts, provision for doubtful debts, provision for discount on debtors, Abnormal loss, Goods taken for personal use/staff welfare, interest on capital and managers commission.<br># Preparation of Trading and Profit and Loss account and Balance Sheet of a sole proprietorship with adjustments. | <b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● understand the technique of grouping and marshaling of assets and liabilities</li> <li>● appreciate that there may be certain items other than those shown in trial balance which may need adjustments while preparing financial statements.</li> <li>● develop the understanding and skill to do adjustments for items and their presentation in financial statements like depreciation, closing stock, provisions, abnormal loss etc.</li> <li>● develop the skill of preparation of trading and</li> <li>● profit and loss account and balance sheet.</li> </ul> |
| <b>February(23)</b> | <b>REVISION, PROJECT WORK, PRACTICAL EXAMINATION</b>  |  |
| <b>March (21)</b>   | <b>ANNUAL EXAMINATION</b>   |  |

| Syllabus (UT-I)  | Syllabus (HY)  | Syllabus (UT-II)   | Syllabus (AE)  |
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| Unit 1 - All topics<br>Unit 2 - Recording of Business Transactions ; Vouchers & Transactions ; Accounting Equation ; Rules of Debit & Credit | Unit 2 - Journal Entry ; Special Purpose Book ; Cash Book ; Ledger   | Unit 2 - Depreciation, Provisions and Reserves ; Bank Reconciliation Statement ; Trial Balance & Rectification of Errors | Unit 1, 2, & 3 |
| <b>PROJECT WORK</b>  | The expectations of the project work are that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Learners will complete only ONE project in the academic session</li> <li><input type="checkbox"/> Project should be of 3,500-4,000 words (excluding diagrams &amp; graphs), preferably hand-written</li> <li><input type="checkbox"/> It will be an independent, self-directed piece of study.</li> </ul> |  |                |

### SUBJECT- BUSINESS STUDIES (054)

**BOOKS:** Business Studies Textbook For Class XI (NCERT)  
**REFERENCE:** SANDEEP GARG'S Business Studies for Class XI

| Month (Days)     | Syllabus   | Learning Outcomes   |
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| <b>April(19)</b> | <b>Unit 1: Evolution and Fundamentals of Business</b><br>#Business – meaning and characteristics.<br>#Business, profession and employment-Concept<br># Objectives of business<br>#Classification of business activities - Industry and Commerce #Industry-types: primary, secondary, tertiary Meaning and subgroups<br>#Commerce-trade: (types-internal, external; wholesale and retail) and auxiliaries to trade; (banking, insurance, transportation, warehousing, communication, and advertising) – meaning<br>#Business risk-Concept | <b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● Understand the meaning and characteristics of business with special reference to economic and non-economic activities.</li> <li>● Understand the concept of business, profession and employment.</li> <li>● Differentiate between business, profession and employment.</li> <li>● Appreciate the economic and social objectives of business.</li> <li>● Examine the role of profit in business.</li> <li>● Understand the broad categories of business activities- industry and commerce.</li> <li>● Describe the various types of industries.</li> <li>● Discuss the meaning of commerce, trade and auxiliaries to trade.</li> <li>● Discuss the meaning of different types of trade and auxiliaries to trade.</li> <li>● Examine the role of commerce- trade and auxiliaries to trade.</li> <li>● Understand the concept of risk as a special characteristic of business.</li> <li>● Examine the nature and causes of business risks.</li> </ul> |
|                  | <b>Unit 5: Emerging Modes of Business</b><br>#E - business: concept, scope and benefits<br>#Distinguish e-business from traditional business.  | <ul style="list-style-type: none"> <li>● Discuss the meaning, the scope of e-business.</li> <li>● Appreciate the benefits of e- business</li> <li>● Distinguish e-business from traditional business.</li> </ul>  |
| <b>June(8)</b>   | <b>Unit 2: Forms of Business organizations</b><br>#Sole Proprietorship-Concept, merits and limitations.<br>#Hindu Undivided Family Business: Concept<br>#Choice of Forms of Business   | <b>Students will be able to :</b> <ul style="list-style-type: none"> <li>● List the different forms of business organizations and understand their meaning.</li> <li>● Identify and explain the concept, merits and limitations of Sole Proprietorship.</li> <li>● Understand the concept of Hindu Undivided Family Business.</li> </ul>  |

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| <p><b>July(23)</b></p>    | <p><b>Unit 2: Forms of Business organizations</b><br/> #Partnership-Concept, types, merits and limitation of partnership, registration of a partnership firm, partnership deed. Types of partners<br/> #Cooperative Societies-Concept, types, merits, and limitations<br/> #Company - Concept, merits and limitations; Types: Private, Public and One Person Company – Concept<br/> #Formation of company - stages, important documents to be used in the formation of a company.</p> | <p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>● Identify and explain the concept, merits and limitations of a Partnership firm.</li> <li>● Understand the types of partnership on the basis of duration and on the basis of liability.</li> <li>● State the need for registration of a partnership firm.</li> <li>● Discuss types of partners –active, sleeping, secret, nominal and partner by estoppel.</li> <li>● Identify and explain the concept, merits and limitations of Cooperative Societies.</li> <li>● Understand the concept of consumers, producers, marketing, farmers, credit and housing co- operatives.</li> <li>● Identify and explain the concept, merits and limitations of private and public companies.</li> <li>● Understand the meaning of one person company.</li> <li>● Distinguish between a private company and a public company.</li> <li>● Highlight the stages in the formation of a company.</li> <li>● Discuss the important documents used in the various stages in the formation of a company.</li> <li>● Distinguish between the various forms of business organizations.</li> <li>● Explain the factors that influence the choice of a suitable form of business organization.</li> </ul> |
| <p><b>August (23)</b></p> | <p><b>Unit 3: Public, Private and Global Enterprises</b><br/> #Public sector and private sector enterprises – Concept<br/> #Forms of public sector enterprises: Departmental Undertakings, Statutory Corporations and Government Company.</p>   | <p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>● Develop an understanding of Public sector and private sector enterprises</li> <li>● Identify and explain the features, merits and limitations of different forms of public sector enterprises</li> <li>● Develop an understanding of global enterprises, public private partnership by studying their meaning and features.</li> </ul>  |
|                           | <p><b>Unit 4: Business Services</b><br/> # Business services – meaning and types. Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit account<br/> # Banking services with particular reference to Bank Draft, Bank Overdraft, and Cash credit. E-Banking meaning, Types of digital payments # Insurance – Principles. Types – life, health, fire and marine insurance– concept</p>  | <p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>● Understand the meaning and types of business services.</li> <li>● Discuss the meaning and types of Business service Banking</li> <li>● Develop an understanding of different types of bank accounts.</li> <li>● Develop an understanding of the different services provided by banks</li> <li>● Recall the concept of insurance</li> <li>● Understand Utmost Good Faith, Insurable Interest, Indemnity, Contribution, Doctrine of Subrogation and Causa Proxima as principles of insurance</li> <li>● Discuss the meaning of different types of insurance-life, health, fire, marine insurance.</li> </ul>  |

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| <b>September (22)</b> | <b>Unit 6: Social Responsibility of Business and Business Ethics</b><br># Concept of social responsibility.<br># Case for social responsibility<br># Responsibility towards owners, investors, consumers, employees, government and community.<br># Role of business in environment protection  | <b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• State the concept of social responsibility.</li> <li>• Examine the case for social responsibility.</li> <li>• Identify the social responsibility towards different interest groups.</li> <li>• Appreciate the role of business in environment protection.</li> <li>• State the concept of business ethics.</li> <li>• Describe the elements of business ethics.</li> </ul>  |
|                       | <b>Unit 7: Sources of Business Finance</b><br>#Business finance: Concept and Importance<br>#Owners' funds- equity shares, preferences share, retained earnings– concept<br>#Borrowed funds: debentures and bonds, loans from financial institutions and commercial banks, public deposits, trade credit, Inter Corporate Deposits (ICD).  | <ul style="list-style-type: none"> <li>• State the meaning, nature and importance of business finance.</li> <li>• Classify the various sources of funds into owners' funds.</li> <li>• State the meaning of owners' funds.</li> <li>• State the meaning of borrowed funds.</li> <li>• Discuss the concept of debentures, bonds, loans from financial institutions and commercial banks, Trade credit and inter corporate deposits.</li> <li>• Distinguish between owners' funds and borrowed funds.</li> </ul> |
| <b>October(20)</b>    | <b>Unit 8: Small Business and Entrepreneurship Development</b><br>#Entrepreneurship Development (ED): Concept and Need. Process of Entrepreneurship Development: Start-up India Scheme, ways to fund startup. Intellectual Property Rights and Entrepreneurship<br>#Small scale enterprise – Definition<br>#Role of small business in India with special reference to rural areas<br>#Government schemes and agencies for small scale<br>#Appreciate various schemes of NSIC and industries: National Small Industries Corporation (NSIC) and District Industrial Centre (DIC) with special reference to rural, backward areas. | <b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• Understand the concept of Entrepreneurship Development (ED), Intellectual Property Rights</li> <li>• Understand the meaning of small business</li> <li>• Discuss the role of small business in India</li> <li>• Appreciate the various Government schemes and agencies for development of small scale industries. NSIC and DIC with</li> <li>• special reference to rural, backward areas.</li> </ul>                               |
| <b>November(18)</b>   | <b>Unit 9: Internal Trade</b><br>#Internal trade - meaning and types of services rendered by a wholesaler and a retailer  | <b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• State the meaning and types of internal trade.</li> <li>• Appreciate the services of wholesalers and retailers.</li> <li>• Explain the different types of retail trade.</li> </ul>  |
| <b>December(22)</b>   | <b>Unit 9: Internal Trade</b><br>#Large scale retailers-Departmental stores, chain stores – concept, merits and limitations of each.  | <b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• Highlight the distinctive features of departmental stores, chain stores and mail order business.</li> <li>• Understand the concept of GST</li> </ul>  |



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| <b>January(22)</b>     | <b>Unit 10: International Trade</b><br>#International trade: concept and benefit<br>#Export Trade- Meaning and Procedure<br>#Import Trade- Meaning and Procedure<br>#Documents involved in International Trade; indent, letter of credit, shipping order, shipping bills, mate's receipt (DA/DP)<br>#World Trade Organization (WTO) meaning and objectives   | <b>Students will be able to :</b> <ul style="list-style-type: none"> <li>• Understand the concept of international trade.</li> <li>• Describe the scope of international trade to the nation and business firms.</li> <li>• State the meaning and objectives of export trade.</li> <li>• Explain the important steps involved in executing export trade.</li> <li>• State the meaning and objectives of import trade.</li> <li>• Discuss the important steps involved in executing import trade.</li> <li>• Develop an understanding of the various documents used in international trade.</li> <li>• Identify the specimen of the various documents used in international trade.</li> <li>• Highlight the importance of the documents needed in connection with international trade transactions</li> <li>• State the meaning and the objectives of the World Trade Organization in promoting international trade.</li> </ul> |                      |
| <b>February(23)</b>    | <b>REVISION, PROJECT WORK, PRACTICAL EXAMINATION</b>   |  |                      |
| <b>March (21)</b>      | <b>ANNUAL EXAMINATION</b>  |  |                      |
| <b>Syllabus (UT-I)</b> | <b>Syllabus (HY)</b>   | <b>Syllabus (UT-II)</b>  | <b>Syllabus (AE)</b> |
| UNITS - 1, 5           | UNITS - 2, 3, 4  | UNITS - 6, 7, 8  | UNITS - 1 to 10      |
| <b>PROJECT WORK</b>    | The expectations of the project work are that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Learners will complete only ONE project in the academic session</li> <li><input type="checkbox"/> Project should be of 3,500-4,000 words (excluding diagrams &amp; graphs), preferably hand-written</li> <li><input type="checkbox"/> It will be an independent, self-directed piece of study.</li> </ul> |  |                      |

**SUBJECT – ECONOMICS (030)**

**BOOKS:** Statistics for Economics (NCERT)  
 Micro Economics (NCERT)

**REFERENCE:** DHANPAT RAI PUBLICATION (AUTHOR – Sandeep Garg)

| <b>Month (Days)</b> | <b>Syllabus</b>   | <b>Learning Outcomes</b>   |
|---------------------|---|--|
| <b>April (19)</b>   | <b>Unit 1: Introduction</b><br>What is Economics? Meaning, scope, functions and importance of statistics in Economics<br><b>Unit 2: Collection, Organisation and Presentation of data</b> - Collection of data - sources of data - primary and secondary; how basic data is collected with concepts of Sampling; methods of collecting data; some important sources of secondary data: Census of India and National Sample Survey | To equip the students with basic tools of statistics and economics to analyse economic issues. Help build scientific temperament.<br>To equip learners with understanding of basic statistical tools so that they can easily analyse, understand and present economic information. |

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| <b>June (8)</b>       | <b>Unit 2: Collection, Organisation and Presentation of data</b> - Organisation of Data: Meaning and types of variables; Frequency Distribution.   | To equip learners with understanding of basic statistical tools so that they can easily analyse, understand and present economic information.  |
| <b>July (23)</b>      | <b>Unit 2: Collection, Organisation and Presentation of data</b> -Presentation of Data: Tabular Presentation and Diagrammatic Presentation of Data: (i) Geometric forms (bar diagrams and pie diagrams), (ii) Frequency diagrams (histogram, polygon and Ogive) and (iii) Arithmetic line graphs (time series graph).  | Equipment with basic tools of economics and statistics to analyze economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage   |
| <b>August (23)</b>    | <b>Unit 4: Introduction</b> -Meaning of microeconomics and macroeconomics; positive and normative economics What is an economy? Central problems of an economy: what, how and for whom to produce; concepts of PPF and opportunity cost.<br><b>Unit 5: Consumer's Equilibrium and Demand</b><br>Consumer's equilibrium - meaning of utility, marginal utility, law of diminishing marginal utility, conditions of consumer's equilibrium using marginal utility analysis. Indifference curve analysis of consumer's equilibrium-the consumer's budget (budget set and budget line), preferences of the consumer (indifference curve, indifference map) and conditions of consumer's equilibrium. | Learners are able to define, understand and distinguish between basic micro economic concepts<br><br>Students understand theories and principles associated with consumer behaviour and demand. Are able to graphically illustrate consumer equilibrium using budget line, indifference curves etc |
| <b>September (22)</b> | <b>Unit 5: Consumer's Equilibrium and Demand</b><br>Demand, market demand, determinants of demand, demand schedule, demand curve and its slope, movement along and shifts in the demand curve; price elasticity of demand - factors affecting price elasticity of demand; measurement of price elasticity of demand – percentage-change method and total expenditure method.   | Students can distinguish between market and individual demand, explain and graphically depict movement and shift in demand. Students are able to calculate elasticity of demand and interpret results  |
| <b>October (20)</b>   | <b>Unit 3: Statistical Tools and Interpretation</b><br>Measures of Central Tendency- Arithmetic mean, median and mode<br>Correlation – meaning and properties, scatter diagram; Measures of correlation - Karl Pearson's method, Spearman's rank correlation.  | To familiarize the students with various measures of central tendency, in different series. Understanding, working and application of index and correlation.   |
| <b>November (18)</b>  | <b>Unit 3: Statistical Tools and Interpretation</b><br>Introduction to Index Numbers - meaning, types - wholesale price index, consumer price index and index of industrial production, uses of index numbers; Inflation and index numbers.<br><b>Unit 6: Producer Behaviour and Supply</b><br>Meaning of Production Function – Short-Run and Long-Run Total Product, Average Product and Marginal Product. Returns to a Factor<br>Cost: Short run costs - total cost, total fixed cost, total variable cost; Average cost; Average fixed cost, average variable cost and marginal cost-meaning and their relationships.   | Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.  |

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| <b>December (22)</b>              | <b>Unit 6: Producer Behaviour and Supply</b><br>Revenue - total, average and marginal revenue - meaning and their relationship. Producer's equilibrium-meaning and its conditions in terms of marginal revenue marginal cost.<br>Supply, market supply, determinants of supply, supply schedule, supply curve and its slope, movements along and shifts in supply curve, price elasticity of supply; measurement of price elasticity of supply - percentage-change method. | Learners can analyse the relationship between inputs used in production, understand laws of production, cost and revenue, depict and explain producer's equilibrium. students can differentiate between firm and industry |
| <b>January (22)</b>               | <b>Unit 7: Forms of Market and Price Determination under Perfect Competition with simple applications.</b><br>Perfect competition - Features; Determination of market equilibrium and effects of shifts in demand and supply.<br>Simple Applications of Demand and Supply: Price ceiling, price floor.   | Students understand the price mechanism as governed by the forces of demand and supply in a perfectly competitive market. They can comprehend and predict the impact of price ceiling and price floor                     |
| <b>February (23)</b>              | <b>Revision, Project work &amp; Annual Exam</b>  |   |
| <b>March (21)</b>                 | <b>ANNUAL EXAMINATION</b>  |   |
| <b>Syllabus (UT-I)</b>            | <b>Syllabus (HY)</b>   | <b>Syllabus (UT-II)</b>   |
| Unit – 1 & 2 (Collection of Data) | Unit – 1,2,4,5   | Unit – 3 ( Measures of Central Tendency), unit – 6 ( Production Function)   |
| <b>PROJECT WORK</b>               | The expectations of the project work are that:<br><input type="checkbox"/> Learners will complete only ONE project in the academic session<br><input type="checkbox"/> Project should be of 3,500-4,000 words (excluding diagrams & graphs), preferably hand-written<br><input type="checkbox"/> It will be an independent, self-directed piece of study.  |   |

| <b>SUBJECT-PHYSICAL EDUCATION (048)</b> |  |  |
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| <b>Month</b>                            | <b>Syllabus</b>  | <b>Learning Outcome</b>  |
| <b>April (19)</b>                       | <b>Unit I &amp; II</b><br><b>Changing Trends and Careers in Physical Education</b><br>1. Concept, Aims & Objectives of Physical Education<br>2. Development of Physical Education in India – Post Independence<br>3. Changing Trends in Sports- playing surface, wearable gear and sports equipment, technological advancements<br>4. Career options in Physical Education<br>5. Khelo-India Program and Fit – India Program<br><b>Olympism Value Education</b><br>1. Olympism – Concept and Olympics Values (Excellence, Friendship & Respect),Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind,Ancient and Modern Olympics | The students will be able to:<br><ul style="list-style-type: none"> <li>● Recognize the concept, aim, and objectives of Physical Education.</li> <li>● Identify the Post independence development in Physical Education.</li> <li>● Categorize Changing Trends in Sports- playing surface, wearable gear, sports equipment, technological</li> <li>● Explore different career options in the field of Physical Education.</li> <li>● Make out the development of Khelo India and Fit India Program.</li> <li>● Incorporate values of Olympism in your life.</li> <li>● Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games</li> <li>● Identity the Olympic Symbol and Ideals</li> </ul> |

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| <p><b>June</b><br/><b>(08)</b></p>      | <p><b>Unit III- Yoga</b><br/>1. Meaning and importance of Yoga<br/>2. Introduction to Astanga Yoga<br/>3. Yogic Kriyas (Shat Karma)<br/>4. Pranayama and its types.<br/>5. Active Lifestyle and stress management through Yoga</p>  | <p>The students will be able to</p> <ul style="list-style-type: none"> <li>• Recognize the concept of yoga and be aware of the importance; of it</li> <li>• Identify the elements of yoga</li> <li>• Identify the Asanas, Pranayama's, meditation, and yogic kriyas</li> <li>• Classify various yogic activities for the enhancement of concentration, Know about relaxation techniques for improving</li> </ul>  |
| <p><b>July</b><br/><b>(23)</b></p>      | <p><b>Unit IV- Physical Education &amp; Sports for CWSN (Children With Special Needs- Divyang)</b><br/>1. Concept of Disability and Disorder, Types of Disability, its causes &amp; nature (Intellectual disability, Physical disability), Disability Etiquette<br/>3. Aim &amp; Objective of Adaptive Physical Education. Role of various professionals for children with special needs (Counsellor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist &amp; special Educator)</p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• define the concept of disability and disorders.</li> <li>• describe the Intellectual &amp; Physical disability, its causes &amp; nature.</li> <li>• explain the aim of Adaptive Physical Education and the role of various professionals for CWSN.</li> <li>• Identify possibilities and scope in adaptive physical education</li> <li>• Relate various types of professional support for children with special needs along with their roles and responsibilities</li> </ul>  |
| <p><b>August</b><br/><b>(23)</b></p>    | <p><b>Unit V<br/>Physical Fitness, Wellness, and Lifestyle</b><br/>1. Meaning &amp; importance of Wellness, Health, and Physical Fitness.<br/>2. Components/Dimensions of Wellness, Health, and Physical Fitness<br/>3. Traditional Sports &amp; Regional Games for promoting wellness<br/>4. Leadership through Physical Activity and Sports<br/>5. Introduction to First Aid – PRICE</p>  | <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain wellness and its importance and define the components of wellness.</li> <li>• Classify physical fitness and recognize its importance in life.</li> <li>• Distinguish between skill-related and health-related components of physical fitness. <ul style="list-style-type: none"> <li>• Illustrate traditional sports and regional games to promote wellness. Relate leadership through physical activity and sports</li> <li>• Illustrate the different steps used in first aid - PRICE.</li> </ul> </li> </ul> |
| <p><b>September</b><br/><b>(22)</b></p> | <p><b>Unit VI Test, Measurement &amp; Evaluation</b><br/>1. Define Test, Measurements and Evaluation.<br/>2. Importance of Test, Measurements and Evaluation in Sports.<br/>3. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site)<br/>4. Somato Types (Endomorphy, Mesomorphy &amp; Ectomorphy)<br/>5. Measurements of health-related fitness</p>  | <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the terms test, measurement, and evaluation,</li> <li>• Differentiate norm and criterion referenced standards,</li> <li>• Differentiate formative and summative evaluation,</li> <li>• Discuss the importance of measurement and evaluation processes,</li> <li>• Understand BMI: A popular clinical standard and its computation</li> <li>• Differentiate between Endomorphy, Mesomorphy &amp; Ectomorphy h describe the procedure of Anthropometric</li> </ul>   |
| <p><b>October</b><br/><b>(20)</b></p>   | <p><b>Unit VII<br/>Fundamentals of Anatomy, Physiology in Sports</b><br/>1. Definition and importance of Anatomy and Physiology in Exercise and Sports.</p>   | <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the importance of anatomy and physiology and recognize the functions of the skeleton.</li> <li>• Understand the functions of bones and identify various types of</li> </ul>  |

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|   | <p>2. Functions of Skeletal System, Classification of Bones, and Types of Joints.</p> <p>3. Properties and Functions of Muscles.</p> <p>4. Structure and Functions of Circulatory System and Heart.</p> <p>5. Structure and Functions of Respiratory System.</p>  | <p>joints and figure out the properties and functions of muscles and understand how they work.</p> <ul style="list-style-type: none"> <li>• Understand the anatomy of the respiratory system and describe it's working. Identify and analyses the layout and functions of Circulatory System</li> </ul>  |  |
| <b>November (18)</b>                                | <p><b>Unit VIII</b><br/><b>Fundamentals of Kinesiology and Biomechanics in Sports</b></p> <p>1. Definition and Importance of Kinesiology and Biomechanics in Sports. Principles of Biomechanics</p> <p>3. Kinetics and Kinematics in Sports</p> <p>4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination &amp; Pronation</p> <p>5. Axis and Planes – Concept and its application in body movements</p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand Kinesiology and Biomechanics with their application in sports. Explain biomechanical principles and their utilization in sports and physical education.</li> <li>• Illustrate fundamental body movements and their basic patterns.</li> <li>• Learn about the Axis and Planes and their application with body movements.</li> </ul>   |  |
| <b>December (22)</b>                                | <p><b>Unit IX Psychology &amp; Sports</b></p> <p>1. Definition &amp; Importance of Psychology in Physical Education &amp; Sports; Developmental Characteristics at Different Stages of Development;</p> <p>2. Adolescent Problems &amp; their Management; Team Cohesion and Sports; Introduction to Psychological Attributes: Attention, Resilience, Mental Toughness</p>   | <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the role of Psychology in Physical Education and Sports</li> <li>• Differentiate characteristics of growth and development at different stages.</li> <li>• Explain the issues related to adolescent behavior and Team Cohesion in Sports Correlate the psychological concepts with the sports and athlete specific situations</li> </ul>  |  |
| <b>January (22)</b>                                 | <p><b>Unit X Training and Doping in Sports</b></p> <p>1. Concept and Principles of Sports Training</p> <p>2. Training Load: Over Load, Adaptation, and Recovery</p> <p>3. Warming-up &amp; Limbering Down – Types, Method &amp; Importance</p> <p>4. Concept of Skill, Technique, Tactics &amp; Strategies Concept of Doping and its disadvantages</p> <p>5. Concept of Doping and its disadvantages</p>  | <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept and principles of sports training.</li> <li>• Summaries training load and its concept.</li> <li>• Understand the concept of warming up &amp; limbering down in sports training and their types, method &amp; importance.</li> <li>• Acquire the ability to differentiate between the skill, technique, tactics &amp; strategies in sports training. Interpret concept of doping.</li> </ul> |  |
| <b>February (23)</b>                                | <b>Practical's practice and practical exams</b>   |  |  |
| <b>March (21)</b>                                   | <b>ANNUAL EXAMINATION</b>   |  |  |
| <b>Syllabus (UT-I)</b>                              | <b>Syllabus (HY)</b>  | <b>Syllabus (UT-II)</b>  | <b>Syllabus (AE)</b>   |
| Unit I TO Unit III<br>Practical's - yogic practices | Unit IV TO Unit VI<br>Practical's - Physical Fitness Test:<br>SAI Khelo India Test  | Unit VII TO Unit IX III<br>Practical's - Proficiency in Games<br>and Sports  | Unit I TO Unit X<br>Practical's - Viva Voce (Health/<br>Games & Sports/ Yoga |
| <b>PROJECT WORK</b>                                 | Record File   |  |  |