

**PHYSICS SESSION (20-21)**

**MONTH: APRIL**

<b>Content/ Topic</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Ch-1 Physical world</b>  <b>Ch-2 : Units &amp; measurement</b>  <b>Ch-3: Motion in Straight line</b>	<b>Ch-1</b> ➤ Introduction ➤ Nature of Physical laws ➤ Ch-2 ➤ Units of measurement	<b>Ch-2</b> ➤ systems of units fundamental and derived units ➤ Dimensions of physical quantities	<b>Ch-2</b> dimensional analysis and its applications ➤ accuracy and precision of measuring instruments ➤ errors in measurement ➤ significant figures <b>C.T -1</b>	<b>Ch-3</b> ➤ Position-time graph, speed and velocity ➤ Uniform and non-uniform motion ➤ average speed and instantaneous velocity	➤ Uniformly accelerated motion ➤ Velocity-time and position-time graphs
<b>Practical</b>	➤ Vernier Calliper				
<b>Learning Objectives</b>	➤ To differentiate between fundamental and derived units ➤ To understand applications of dimensional analysis. ➤ To understand how errors combine in different mathematical operations as combination of errors				
<b>Expected Learning Outcomes</b>	<b>Students would be able to:</b> ➤ write dimensional formula for given physical quantities ➤ differentiate between, accuracy and precision in measurements ➤ differentiate between systematic errors and random errors				
<b>Teaching Aids</b>	Chalkboard, charts/power point presentations				
<b>Assessment</b>	class assignments, homework assignments				

**MONTH : MAY**

<b>Content/ Topic</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Ch-3: Motion in a straight line</b>  <b>Ch-4 : Motion in a Plane</b>	<b>Ch-3</b> ➤ Relations for uniformly accelerated motion (graphical treatment)	➤ Elementary concepts of differentiation and integration for describing motion ➤ Relative velocity in One-dimension <b>C.T-2</b>	<b>Ch-4</b> ➤ Scalar and vector quantities ➤ Position and displacement vectors ➤ equality of vectors, Laws of vector addition- triangle & parallelogram law of vectors  <b>PT-I</b>	<b>Ch-4</b> ➤ Relative velocity ➤ Unit vector ➤ Resolution of a vector in a plane - rectangular components  <b>PT-I</b>	<b>Ch-4</b> ➤ Projectile Motion ➤ Uniform circular motion ➤ Revision <b>C.T -3</b>
<b>Practical</b>	➤ Screw Gauge				
<b>Learning Objectives</b>	➤ To Differentiate between average and instantaneous velocity ➤ To obtain “equations of motion” for a uniformly accelerated motion ➤ To Understand laws of vector addition				
<b>Expected Learning Outcomes</b>	<b>Students would be able to:</b> ➤ draw position-time and velocity-time graphs for a uniform motion ➤ Interpret the type motion from x-t, v-t & a-t graphs ➤ Solve problems using equations of motion and relative velocity.				
<b>Teaching Aids</b>	Chalkboard, charts/power point presentations				
<b>Assessment</b>	class assignments, homework assignments				

**MONTH : JULY**

<b>Content/ Topic</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Ch-5 : Motion in a Plane</b>  <b>Ch-6: Laws of Motion</b>	<b>Ch-5</b> ➤ Inertia ➤ Newton’s laws of motion ➤ Revision of previous chapters and test	<b>Ch-5</b> ➤ Law of conservation of linear momentum and its applications Equilibrium of concurrent forces	➤ Static and kinetic friction ➤ laws of friction ➤ rolling friction Centripetal force	➤ Circular motion -vehicle on level circular road, vehicle on banked road C.T-4	<b>Ch-6</b> ➤ Work done by a constant force and a variable force ➤ kinetic energy, ➤ energy conservation of mechanical energy
<b>Practical</b>	➤ Parallelogram law of vectors (verification) ➤ Parallelogram law of vectors (unknown body)				
<b>Learning Objectives</b>	➤ To state the three laws of motion ➤ To understand the types of friction ➤ To understand the motion of vehicle on a curved level road and banked road				
<b>Expected Learning Outcomes</b>	The students would be able to: ➤ Solve problems related to impulse and change in momentum ➤ explain the graphical variation of friction v/s applied force ➤ Explain the motion of a vehicle on banked road and appreciate how the banking of roads can help to reduce the wear & tear of tyres.				
<b>Teaching Aids</b>	Chalkboard, charts/power point presentations				
<b>Assessment</b>	class assignments, homework assignments				

**MONTH : AUGUST**

<b>Content/ Topic</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Ch- 6: Work, Energy &amp; Power</b>  <b>Ch-7: Rotational Motion</b>	-----	<b>Ch - 6</b> ➤ <b>work-energy theorem</b> ➤ <b>Power</b>  ➤ <b>Potential energy of a spring</b> ➤ <b>conservative forces, non-conservative forces</b>	➤ <b>Motion in a vertical circle</b>  ➤ <b>Elastic and inelastic collisions in one and two dimensions</b> <b>C.T-5</b>	<b>Ch-7</b>  <b>Centre of mass of a two-particle system</b>  ➤ <b>momentum conservation and centre of mass motion</b> ➤ <b>Torque of rigid bodies</b>	➤ <b>angular momentum</b> ➤ <b>Law of conservation of angular momentum and its application</b> ➤ <b>Equilibrium, Moment of inertia</b> ➤ <b>radius of gyration</b> <b>C.T -6</b>
<b>Practical</b>	➤ <b>Coefficient of limiting friction</b> ➤ <b>Helical Spring experiment</b>				
<b>Learning Objectives</b>	➤ <b>To Differentiate between conservative and non-conservative forces</b> ➤ <b>To distinguish between elastic and inelastic collisions, with examples</b> ➤ <b>To distinguish between the centre of mass and the centre of gravity of a rigid body</b>				
<b>Expected Learning Outcomes</b>	<b>The students would be able to:</b> ➤ <b>Give examples of conservative &amp; non-conservative forces</b> ➤ <b>solve problems on motion in a vertical circle</b> ➤ <b>solve problems on calculation of centre of mass for a system of particles</b>				
<b>Teaching Aids</b>	<b>Chalkboard, charts/power point presentations</b>				
<b>Assessment</b>	<b>class assignments, homework assignments</b>				

**MONTH : SEPTEMBER**

<b>Content/ Topic</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Ch-7: Rotational Motion</b>	➤ <b>Revision</b>	<b>Term-I</b>	<b>Term-I</b>	<b>Term-I</b>	<b>Term-1 Exams End+ Paper distribution</b>
<b>Practical</b>	➤ <b>Spherometer</b>				
<b>Learning Objectives</b>	➤ <b>To Understand the moment of inertia of different bodies (shapes)</b> ➤ <b>To differentiate between gravitational potential energy and gravitational potential</b>				
<b>Expected Learning Outcomes</b>	<b>The students would be able to:</b> ➤ <b>apply the theorems of parallel and perpendicular axis in appropriate given situations</b> ➤ <b>obtain expression for the kinetic energy of rolling motion</b>				
<b>Teaching Aids</b>	<b>Chalkboard, charts/power point presentations</b>				
<b>Assessment</b>	<b>class assignments, homework assignments</b>				

**MONTH : OCTOBER**

<b>Content/ Topic</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Ch-8 :</b> <b>Gravitation</b> <b>Ch-9:</b> <b>Mechanical</b> <b>properties</b> <b>of solids</b> <b>Ch-10:</b> <b>Mechanical</b> <b>properties</b> <b>of fluids</b>	<b>Ch-7</b> ➤ <b>Parallel and perpendicular axes theorems and their application</b>	<b>Ch-7</b> ➤ <b>Rolling without slipping</b> <b>Chap -8</b> ➤ <b>The universal law</b> ➤ <b>Properties of gravitational force</b> ➤ <b>Acceleration due to gravity and its variation with altitude and depth</b>	<b>Chap 8</b> ➤ <b>Gravitational potential energy and potential</b> ➤ <b>Escape velocity</b> ➤ <b>Orbital velocity of a satellite</b> ➤ <b>Geo-stationary &amp; Polar satellites, Kepler's laws</b> <b>C.T-7</b>	<b>Chap 9</b> ➤ <b>Elastic behavior</b> ➤ <b>Stress-strain relationship</b> ➤ <b>Hooke's law</b> ➤ <b>Young's modulus</b> ➤ <b>bulk modulus</b> ➤ <b>shear modulus of rigidity</b> <b>C.T-8</b>	<b>Ch-10</b> ➤ <b>Pressure due to a fluid column</b> ➤ <b>Pascal's law and its applications (hydraulic lift and hydraulic brakes)</b>
<b>Practical</b>	➤ <b>Beam Balance</b> ➤ <b>Young's modulus experiment</b>				
<b>Learning Objectives</b>	➤ <b>To differentiate between gravitational potential energy and gravitational potential</b> ➤ <b>To differentiate between different types of stress</b> ➤ <b>To understand the concept of friction in the context of fluids in motion</b> ➤ <b>To differentiate between streamline and turbulent flow</b>				
<b>Expected Learning Outcomes</b>	<b>The students would be able to:</b> ➤ <b>explain the variation of 'g' with depth, altitude, rotation of earth etc.</b> ➤ <b>describe how different moduli of elasticity correspond to different kinds of stress and strain</b> ➤ <b>explain how pascal's law is applied in hydraulic lifts and breaks.</b> ➤ <b>describe why a raindrop would attain a terminal velocity as it descends under gravity</b>				

<b>Teaching Aids</b>	<b>Chalkboard, charts/power point presentations</b>	
<b>Assessment</b>	<b>class assignments, homework assignments</b>	

**MONTH : NOVEMBER**

<b>Content/ Topic</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Ch-10:</b> <b>Mechanical properties of fluids</b>  <b>Ch-11:</b> <b>Thermal properties of matter</b>	<b>Chap -10</b> ➤ <b>Viscosity, Stokes' law</b> ➤ <b>terminal velocity</b> ➤ <b>Streamline and turbulent flow</b> ➤ <b>Reynolds's number &amp; critical velocity</b> ➤ <b>Bernoulli's theorem and its applications</b>	➤ <b>Surface energy and surface tension</b> ➤ <b>angle of contact,</b> ➤ <b>application of surface tension ideas to drops, bubbles</b> ➤ <b>Capillary rise C.T-9</b>	<b>Ch-11</b> ➤ <b>Heat &amp; temperature</b> ➤ <b>Thermal expansion of solids, liquids and gases</b> ➤ <b>anomalous expansion of water</b> ➤ <b>Specific heat capacity <math>C_p</math>, <math>C_v</math></b>	<b>Ch -11</b> ➤ <b>Calorimetry</b> ➤ <b>Change of state - latent heat capacity</b> ➤ <b>Heat transfer- conduction, convection and radiation</b>	
<b>Practical</b>	➤ <b>Terminal velocity</b> ➤ <b>Surface Tension of water by capillary rise method</b>				
<b>Learning Objectives</b>	➤ <b>To define surface tension and relate it to surface energy</b> ➤ <b>To comprehend the concept of latent heat</b> ➤ <b>To differentiate between conduction, convection, and radiation.</b>				
<b>Expected Learning Outcomes</b>	<b>The students would be able to:</b> ➤ <b>list some of the common applications of Bernoulli's principle</b> ➤ <b>describe anomalous expansion of water</b> ➤ <b>describe the phenomenon of black body radiation and list some examples in our daily life</b>				



<b>Teaching Aids</b>	<b>Chalkboard, charts/power point presentations</b>	
<b>Assessment</b>	<b>class assignments, homework assignments</b>	

**MONTH : DECEMBER**

<b>Content/ Topic</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Ch-12:</b> <b>Thermodynamics</b> <b>Ch-13:</b> <b>kinetic theory of gases</b>	<b>CH-11</b> ➤ Thermal conductivity ➤ Newton's law of cooling ➤ Qualitative ideas of Blackbody radiation ➤ Wien's displacement Law, Stefan's law <b>C.T-10</b>	<b>Ch-12</b> ➤ Thermal equilibrium ➤ zeroth law of thermodynamics ➤ Heat, work and internal energy ➤ First law of thermodynamic ➤ Isothermal and adiabatic processes <b>PT-2</b>	➤ Second law of thermodynamic  ➤ Reversible and irreversible processes.  ➤ Heat engine ➤ Refrigerator ➤ Carnot Engine <b>PT-2</b>	<b>Ch 13</b> ➤ Kinetic theory of gases - assumptions ➤ -- concept of pressure ➤ Kinetic interpretation of temperature ➤ degrees of freedom ➤ law of equipartition of energy <b>PT-2</b>	<b>Ch-14</b> ➤ Periodic motion - time period, frequency, displacement as a function of time ➤ Periodic functions <b>Simple harmonic motion (S.H.M) and its equation; phase</b>
<b>Practical</b>	➤ Sonometer ➤ Resonance tube experiment				
<b>Learning Objectives</b>	➤ To understand the concept of adiabatic, isothermal, isobaric and isochoric processes ➤ To understand that a refrigerator can be viewed as the reverse of heat engine ➤ To recognize that pressure in a gas originates from kinetic energy of the molecules ➤ To understand the concept of degrees of freedom				

<b>Expected Learning Outcomes</b>	<b>The students would be able to:</b> <ul style="list-style-type: none"> <li>➤ give examples of reversible and irreversible processes</li> <li>➤ draw P-V diagrams for isothermal, isobaric, isochoric and adiabatic process</li> <li>➤ describe kinetic interpretation of temperature</li> <li>➤ find the degrees of freedom for monoatomic and diatomic gases</li> </ul>
<b>Teaching Aids</b>	<b>Chalkboard, charts/power point presentations</b>
<b>Assessment</b>	<b>class assignments, homework assignments</b>

**MONTH : JANUARY**

<b>Content/ Topic</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Ch-14: Oscillations</b>  <b>Ch-15: Waves</b>	Vacatio ns	Vacatio ns	<b>Ch-14</b> ➤ oscillations of a spring–restoring force and force constant ➤ Kinetic and potential energies of S.H.M. ➤ Simple pendulum ➤ Free, forced and damped oscillations, resonance <b>C.T-13</b>	<b>Ch-15</b>  <b>Wave motion- Transverse and longitudinal waves</b>  ➤ speed of wave motion ➤ Displacement relation for a progressive wave ➤ Principle of superposition of waves ➤ reflection of waves	<b>CH-15</b> ➤ standing waves in strings ➤ organ pipes ➤ fundamental mode and harmonics ➤ Beats ➤ Doppler effect <b>C.T -14</b>
<b>Practical</b>	➤ Simple pendulum				
<b>Learning Objectives</b>	➤ To comprehend the concept of phase ➤ To derive equations of displacement, velocity & acceleration of a particle executing SHM.				
<b>Expected Learning Outcomes</b>	The students would be able to: ➤ graphically show the phase difference between displacement, velocity & acceleration of a body executing SHM ➤ give examples of damped and undamped oscillations				
<b>Teaching Aids</b>	Chalkboard, charts/power point presentations				
<b>Assessment</b>	class assignments, homework assignments				

**MONTH :FEBRUARY**

<b>Content/ Topic</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Ch-15: Waves</b>	<b>REVISION</b>	<b>TERM-2 EXAM</b>		<b>TERM-2 EXAM</b>	
<b>Practical</b>	➤ <b>Practice of the experiments</b>				
<b>Learning Objectives</b>	➤ <b>To understand the terms representing amplitude, phase, angular frequency and the wave number in the equation for a travelling wave</b> ➤ <b>To state and interpret the expression for the speed of transverse waves on a stretched string and the speed of longitudinal waves in air</b> ➤ <b>To understand the conditions for formation of stationary/standing waves</b> ➤ <b>To explain the phenomenon of beats</b>				
<b>Expected Learning Outcomes</b>	<b>The students would be able to:</b> ➤ <b>differentiate between progressive and stationary waves</b> ➤ <b>describe the concepts of normal modes of oscillation, fundamental mode and harmonics</b> ➤ <b>recognize the nodes and the antinodes in a stationary wave</b>				
<b>Teaching Aids</b>	<b>Chalkboard, charts/power point presentations</b>				
<b>Assessment</b>	<b>class assignments, homework assignments</b>				