

Bhartiya Vidya Mandir Senior Secondary School, Sec-39, Chandigarh Road,

Syllabus of Class XI

Book: NCERT

SUBJECT- BIOLOGY

SESSION 2025-2026

MONTH	UNIT/CHAPTER/TOPIC	Learning Objectives	Resources/Art-Integrated Pedagogy Tools Used/E-Resources	Learning Outcomes/Skills Learnt by students	
APRIL	Theme-Diversity in the Living World Sub themes- Living World	To make students understand and differentiate between Living and Non living organisms To classify different Living organism on the basis of hierarchy	1. Group discussion on how these aids are helpful for biology students. 2. Classifying organisms on the basis of hierarchy 3 Questioning	https://youtu.be/G7wez-jaKJM?si=frfObsWZWlaj_xOf	Creating interest about wild life, providing education, furnishing recreation and conservation of endangered species Skills: * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion
	Biological Classification	Understand and describe about two, three, four, five kingdom classification. Understand and explain systematics under four heads- identification, classification Nomenclature, Taxonomy Explain and comprehend the characteristic features of different kingdom (monera, protista, fungi) with examples, their physiology and their connectivity to different kingdom	Tools * Questioning * Contextual teaching and learning * Brainstorming * Discussion Lab activity 1. To study different parts of microscope and its working 2. To observe different slides of the kingdom monera and protista and comment on it 3. To observe different specimens and slides of kingdom Fungi and comment on it 4 Spotting- To identify the given organism, classify, draw and write its significant characteristics	https://youtu.be/S99qMwfjuLk?si=tfFA-S-B3KiZnlj	The learner have learnt and understood about the structure, habitat, physiology, life cycle and economic importance of different organisms of Kingdom- Monera, Protista, Fungi, Plant kingdom Learners have comprehended that basis of diversity is the adaptation evolved by organisms to survive in diverse environment in the face of competition for limited resources. Skills: * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion

MAY

Chapter-3: Plant Kingdom
Classification of plants into major groups; Salient and distinguishing features and a few examples of Algae, Bryophyta, Pteridophyta, Gymnospermae

Classify and describe plant kingdom under different divisions thalophyta, brophyta, pteridophyta, gymnosperm and angiosperm.

Tools
* Questioning
* Contextual teaching and learning
* Brainstorming
* Discussion
Lab Activity
1 Specimens/slides/models and identification with reasons - Bacteria, Oscillatoria, Spirogyra, Rhizopus, mushroom, yeast, liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen.

<https://youtu.be/-qEqCEDGJ2Q?si=z5HrOT9WwBUqEJS9>
<https://youtu.be/-AHhAD8JFo?si=01sDhHWHIVqG6JPC>

Blue green algae (ancient photosynthetic prokaryotes) added oxygen to the atmosphere which helped the evolution of aerobic eukaryotes.
Skills:
* Scientific attitude and temper
* Observation
* Experimentation
* Analysis
* Conclusion

Chapter-4: Animal Kingdom
Salient features and classification of animals, non-chordates up to phyla level and chordates up to class level

Students will be able to learn, understand the concept and classify Animal kingdom under different phylum porifera, cnidaria, ctenophore, platyhelminthes, aschelminthes, annelid, mollusca, arthropoda, echinodermata, chordata.

Tools
* Questioning
* Contextual teaching and learning
* Brainstorming
* Discussion
Lab Activity 1.To observe the different specimens of animal kingdom and comment on it
2.Spotting- To identify the given organism, classify, draw and write its significant characteristics

<https://youtu.be/a7A6PgGQ-B4?si=vxHzScxGz1BlhgXr>

It help to study the classification of different animals which, helped the evolution of aerobic eukaryotes
Skills:
* Scientific attitude and temper
* Observation
* Experimentation
* Analysis
* Conclusion

JUNE

SUMMER VACATIONS

Morphology of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed. Description of family Solanaceae

Students will learn to identify these structures, understand their functions, and describe morphological characteristics and modifications. They will practice observing plant structures, drawing diagrams, writing floral formulas, and conducting dissections.

Tools
* Questioning
* Contextual teaching and learning
* Brainstorming
* Discussion

Explain morphological structures of plants. defines "plant morphology". expresses working area of plant morphology. explain external morphological structure and functions of root and stem
Skills:
* Scientific attitude and temper
* Observation
* Experimentation
* Analysis
* Conclusion

JULY

<p>Chapter-6: Anatomy of Flowering Plants Anatomy and functions of tissue systems in dicots and monocots.</p>	<p>The study of plant anatomy helps us to understand the structural adaptations of plants with respect to diverse environmental conditions. It also helps us to distinguish between monocots, dicots, and gymnosperms</p>	<p>Tools * Questioning * Contextual teaching and learning * Brainstorming * Discussion Lab Activity Preparation and study of T.S. of dicot and monocot roots and stems (primary). 2 Study of plasmolysis in epidermal peels (e.g. Rhoeo/lily leaves or flashy scale leaves of onion bulb). 3 Study of distribution of stomata on the upper and lower surfaces of leaves 4 Comparative study of the rates of transpiration in the upper and lower surfaces of leaves.</p>	<p>https://youtu.be/5nHUN7_r-sM?si=NGwXs4xE_d_lVv-yB</p>	<p>Knowledge regarding anatomy equipped the students to identify different types of tissues and make them able to correlate their physiology in a better way. This will also help them to understand how different plant tissue evolve and modify their structure and functions with respect to their environment Skills: * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion</p>
<p>Chapter-7: Structural Organisation in Animals Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of frog.</p>	<p>students will know about that Frog has different types of sense organs, namely organs of touch (sensory papillae), taste (taste buds), smell (nasal epithelium), vision (eyes) and hearing (tympanum with internal ears). Out of these, eyes and internal ears are well-organised structures and the rest are cellular aggregations around nerve endings</p>	<p>Tools * Questioning * Contextual teaching and learning * Brainstorming * Discussion</p>	<p>https://youtu.be/hEIRGAqMf80?si=mn6g2fl-MOT65tf3</p>	<p>Students understand about digestive, circulatory excretory and reproductive system of frog. Students understand about the importance of frog to farmers Skills: * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion</p>

AUGUST

<p>Chapter-8: Cell-The Unit of Life Cell theory and cell as the basic unit of life, structure of prokaryotic and eukaryotic cells; Plant cell and animal cell; cell envelope; cell membrane, cell wall; cell organelles</p>	<p>To make them comprehend and to connect with the earlier understandings about the cell and its organelle To make them understand about the Cell theory and its different Discoveries and inventions of Cell To make them differentiate between prokaryotic and eukaryotic; unicellular and multicellular</p>	<p>Tools * Questioning * Contextual teaching and learning * Brainstorming * Discussion Lab Activity 1 Study of osmosis by potato osmometer.</p>	<p>https://youtu.be/g0z3MliHuA8?si=OPPg0fP0_qO4dSzn</p>	<p>understanding cell structure and function learning outcomes a student is able to: – Identify the cellular components of an animal cell –Identify the cellular components of a plant cell –State the functions of the cellular components in an animal cell –State the functions of the cellular components in a plant cell – Compare and contrast an animal cell and a plant cell –Relate the density of certain organelles with the functions of specific cells. Skills: * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion</p>
<p>Chapter-9: Biomolecules Chemical constituents of living cells: biomolecules, structure and function of proteins, carbohydrates, lipids, and nucleic acids; Enzyme - types, properties, enzyme action.</p>	<p>Understand about the role of amino acids,proteins and amino acids</p>	<p>Tools * Questioning * Contextual teaching and learning * Brainstorming * Discussion</p>	<p>https://www.youtube.com/live/6F8eA0EvUjY?si=22re2lFq-JDz23Lh</p>	<p>Students analysed that heat destroys the activity of enzymes and not the catalyst. Students knows that change of pH inhibits the enzyme activity. Be able to describe the basic properties of enzymes . Be able to describe the components of a metabolic pathway. Skills: * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion</p>

	<p>Chapter-10: Cell Cycle and Cell Division Cell cycle, mitosis, meiosis and their significance</p>	<p>To make them understand about the various stages of Mitosis in cell and relate with various examples of cell division</p> <p>Differentiate between amitosis and mitosis To make them understand the various phases of meiotic cell division of Meiosis I & II and relate it with the gamete formation in gonads.</p> <p>To evaluate and analyse the importance of meiosis in maintaining the DNA consistency of cell</p>	<p>Tools</p> <ul style="list-style-type: none"> * Questioning * Contextual teaching and learning * Brainstorming * Discussion <p>Lab Activity 1 Mitosis</p> <p>in onion root tip cells and animals cells (grasshopper) from permanent slides.</p>	<p>https://youtu.be/t7OGWfIYFSc?si=QROFBqB-iEntZFbF</p>	<p>Students will be able to identify that cuts and wound heals due to the process of cell division</p> <p>They will be sensitized and will be able to apply their knowledge that genetic disorder cannot be cured. Skills:</p> <ul style="list-style-type: none"> * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion
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<p>SEPTEMBER</p>	<p>TERM -1 EXAMINATION</p>
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	<p>Chapter-13: Photosynthesis in Higher Plants photochemical and biosynthetic phases of photosynthesis; cyclic and non-cyclic photophosphorylation; chemiosmotic hypothesis; photorespiration; C3 and C4 pathways; factors affecting photosynthesis.</p>	<p>(1) engage in experiments that enable students to gather evidence of inputs and outputs of photosynthesis., (2) understand the relationship between light and photosynthesis, and. (3) understand the relationship between carbon dioxide and photosynthesis.</p>	<p>Tools</p> <ul style="list-style-type: none"> * Questioning * Contextual teaching and learning * Brainstorming * Discussion <p>Lab Activity 1 Test</p> <p>for the presence of sugar, starch, proteins and fats in suitable plant and animal materials.</p> <p>2 Separation of plant pigments through paper chromatography.</p>	<p>https://youtu.be/3_JQ2xIYS74?si=OlpeTQTBl_XtSXtl https://youtu.be/mZ0sMZBzxZs?si=rm5DAE4HkhTLu3JQ</p>	<p>The learners learnt about the mechanism of light and dark reaction in the process of photosynthesis</p> <p>They were able to synthesized the importance of light, water and CO2 for the light and dark reaction of photosynthesis along with the role of stomata</p> <p>The learners understood and analyzed the C3 -C4 cycles</p> <p>Skills:</p> <ul style="list-style-type: none"> * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion
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OCTOBER

<p>Chapter-14: Respiration in Plants Exchange of gases; cellular respiration - glycolysis, fermentation (anaerobic), TCA cycle and electron transport system (aerobic); energy relations - number of ATP molecules generated; amphibolic pathways; respiratory quotient.</p>	<p>To make the student understand the mechanism of Glycolysis and relate it with other physiological process.</p> <p>To make them differentiate between Fermentation/Anaerobic and Aerobic respiration</p>	<p>Tools * Questioning * Contextual teaching and learning * Brainstorming * Discussion Lab Activity 1 Study of the rate of respiration in flower buds/leaf tissue and germinating seeds.</p>	<p>https://youtu.be/aQ8yTBMXxkg?si=uLQ9BORjxfuxfdZc</p>	<p>Be able to identify key intermediates and the location of the key processes in cellular respiration.</p> <p>3. Be able to explain the chemiosmotic mechanism of ATP synthesis.</p> <p>4. Explain how glucose, fats, and proteins enter pathways for energy release.</p> <p>5. Be able to describe and identify the structures of the mitochondrion.</p> <p>Skills: * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion</p>
<p>Chapter-15: Plant - Growth and Development Seed germination; phases of plant growth and plant growth rate; conditions of growth; differentiation, dedifferentiation and redifferentiation; sequence of developmental processes in a plant cell; plant growth regulators</p>	<p>To make them comprehend the above concept and relate it with Differentiation, Dedifferentiation and Re-differentiation To make them analyze growth and development with different growth regulators and its importance in day to day life.</p>	<p>Tools * Questioning * Contextual teaching and learning * Brainstorming * Discussion</p>	<p>https://youtu.be/VBU_O4JEjnU?si=ZYt1i4JQWZqSR7D0</p>	<p>Recognize the developmental steps of a eudicot embryo and compare the function of its cotyledons to that of a cotyledon in monocots.</p> <p>Identify different types of fruits.</p> <p>Label seed structure and describe germination and dispersal. Skills: * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion</p>

November

<p>Chapter-17: Breathing and Exchange of Gases Respiratory organs in animals (recall only); Respiratory system in humans; mechanism of breathing and its regulation in humans - exchange of gases, transport of gases and regulation of respiration</p>	<p>Understand that The exchange of gases occurs in the alveoli of the lungs, where oxygen diffuses into the bloodstream while carbon dioxide passes from the bloodstream into the alveoli to be exhaled. This process ensures the supply of oxygen for cellular respiration and the removal of waste carbon dioxide from the body.</p>	<p>Tools * Questioning * Contextual teaching and learning * Brainstorming * Discussion</p>	<p>https://www.youtube.com/live/Oxwh6ajPVL0?si=LLVvmE4Rf_RScBkH</p>	<p>The learners learnt about the mechanism of respiration and different parts responsible for the respiratory system Skills: * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion</p>
<p>Chapter 18 Body Fluids and Circulation Composition of blood, blood groups, coagulation of blood; composition of lymph and its function; human circulatory system - Structure of human heart and blood vessels; cardiac cycle, cardiac output, ECG; double circulation; regulation of cardiac activity</p>	<p>Students will be able to trace the flow of blood throughout the body. Students will be able to identify where blood enters and leaves the heart and where it becomes oxygenated. Students will also be able to label the chambers of the heart and trace the flow of blood through it</p>	<p>Tools * Questioning * Contextual teaching and learning * Brainstorming * Discussion</p>	<p>https://youtu.be/gJtUCuPfwAQ?si=StXJ5Vk3avXlgETs</p>	<p>Students will be able to identify where blood enters and leaves the heart and where it becomes oxygenated. Students will also be able to label the chambers of the heart and trace the flow of blood through it. Students will understand the function of valves Skills: * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion</p>
<p>Chapter-19: Excretory Products and their Elimination Modes of excretion - ammonotelism, ureotelism, uricotelism; human excretory system – structure and function; urine formation, osmoregulation; regulation of kidney function - renin - angiotensin, atrial natriuretic factor, ADH</p>	<ul style="list-style-type: none"> • Students should be able to. • Define excretion, distinguishing it from egestion during the lesson. • Identify the excretory products released through the skin and lungs. • Identify the main parts of the urinary system of humans. 	<p>Tools * Questioning * Contextual teaching and learning * Brainstorming * Discussion</p> <p>Lab Activity 1 Test for presence of urea in urine. 2. Test for presence of sugar in urine. 3. Test for presence of albumin in urine. 4 Test for presence of bile salts in urine.</p>	<p>https://youtu.be/1hxk3At9v5I?si=ZRbEvxDBJkbhgYAH</p>	<p>Outline the structures and functions of the urinary system. Explain how the kidneys filter blood and produce urine. Describe how the kidneys help maintain homeostasis. Identify kidney diseases and how they are treated .Skills: * Scientific attitude and temper * Observation * Experimentation * Analysis * Conclusion</p>

JANUARY

Chapter-22: Chemical Coordination and Integration
Endocrine glands and hormones; human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads; mechanism of hormone action (elementary idea); role of hormones as messengers and regulators, hypo - and hyperactivity and related disorders; dwarfism, acromegaly, cretinism, goiter, exophthalmic

Appreciate the importance of different Endocrine glands and the hormones they secrete.

To apply the learning to determine the effect of hypo and hyper secretion of hormones from different glands.

Tools
* Questioning
* Contextual teaching and learning
* Brainstorming
* Discussion

<https://youtu.be/8LcDxktJtNo?si=-hw7qyLaSFu0eLD6>

Identify and describe the effects of the hormones that are released by the anterior pituitary gland.
Know what stimulates their production and where they are produced.
Understand how the regulation of GH, PRL, and MSH differs from that of TSH, ACTH, LH, and FSH.
Skills:
* Scientific attitude and temper
* Observation
* Experimentation
* Analysis
* Conclusion

PRE ANNUAL EXAMINATION

ANNUAL EXAMINATION