

ECONOMICS (Subject Code 030)

CLASS – XI (2025-26)

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units		Marks
Part A	Statistics for Economics	
	Introduction	15
	Collection, Organisation and Presentation of Data	
	Statistical Tools and Interpretation	25
		40
Part B	Introductory Microeconomics	
	Introduction	04
	Consumer's Equilibrium and Demand	14
	Producer Behaviour and Supply	14
	Forms of Market and Price Determination under perfect competition with simple applications	08
		40
Part C	Project Work	20

Part A: Statistics for Economics

In this course, the learners are expected to acquire skills in collection, organisation and presentation of quantitative and qualitative information pertaining to various simple economic aspects systematically. It also intends to provide some basic statistical tools to analyse, and interpret any economic information and draw appropriate inferences. In this process, the learners are also expected to understand the behaviour of various economic data.

Unit 1: Introduction

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

Unit 2: Collection, Organisation and Presentation of data

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 Organisation.

Organisation of Data: Meaning and types of variables; Frequency Distribution.

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).

Unit 3: Statistical Tools and Interpretation

For all the numerical problems and solutions, the appropriate economic interpretation may be attempted. This means, the students need to solve the problems and provide interpretation for the results derived.

Measures of Central Tendency- Arithmetic mean, Median and Mode

Correlation – meaning and properties, scatter diagram; measures of correlation - Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation (Non-Repeated Ranks and Repeated Ranks).

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, Simple Aggregative Method.

Part B: Introductory Microeconomics

Unit 4: Introduction

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 Production Possibility Frontier and Opportunity Cost.

Unit 5: Consumer's Equilibrium and Demand

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.

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.

Unit 6: Producer Behaviour and Supply

Meaning of Production Function – Short-Run and Long-Run

Total Product, Average Product and Marginal Product.

Returns to a Factor

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.

Revenue – Total Revenue, Average Revenue and Marginal Revenue - meaning and their relationship.

Producer's Equilibrium - meaning and its conditions in terms of Marginal Revenue-Marginal Cost.

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.

Unit 7: Perfect Competition - Price Determination and simple applications.

Perfect competition - Features; Determination of market equilibrium and effects of shifts in demand and supply. (Short Run Only)

Simple Applications of Demand and Supply: Price ceiling, Price floor.

Part C: Project in Economics

Guidelines as given in Class XII curriculum

Suggested Question Paper Design
Economics (Subject Code 030)
Class XI (2025-26)
March 2026 Examination

Marks: 80

Duration: 3 hrs.

SN	Typology of Questions	Marks	Percentage
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	32	40%
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	24	30%
3	Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	24	30%
	Total	80	100%

ECONOMICS (Subject Code 030)
CLASS - XII (2025-26)

Theory: 80 Marks
Project: 20 Marks

3 Hours

Units		Marks
Part A	Introductory Macroeconomics	
	National Income and Related Aggregates	10
	Money and Banking	06
	Determination of Income and Employment	12
	Government Budget and the Economy	06
	Balance of Payments	06
		40
Part B	Indian Economic Development	
	Development Experience (1947-90) and Economic Reforms since 1991	12
	Current Challenges facing Indian Economy	20
	Development Experience of India – A Comparison with Neighbours	08
	Theory Paper (40+40 = 80 Marks)	40
Part C	Project Work	20

Part A: Introductory Macroeconomics

Unit 1: National Income and Related Aggregates

What is Macroeconomics?

Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation.

Circular flow of income (two sector model); Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method.

Aggregates related to National Income:

Gross National Product (GNP), Net National Product (NNP), Gross Domestic Product (GDP) and Net Domestic Product (NDP) - at market price, at factor cost; Real and Nominal GDP

GDP Deflator, GDP and Welfare

Unit 2: Money and Banking

Money – meaning and functions, supply of money - Currency held by the public and net demand deposits held by commercial banks.

Money creation by the commercial banking system.

Central bank and its functions (example of the Reserve Bank of India): Bank of issue, Govt. Bank, Banker's Bank, Control of Credit through Bank Rate, Cash Reserve Ratio (CRR), Statutory Liquidity Ratio (SLR), Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirement.

Unit 3: Determination of Income and Employment

Aggregate demand and its components.

Propensity to consume and propensity to save (average and marginal).

Short-run equilibrium output; investment multiplier and its mechanism.

Meaning of full employment and involuntary unemployment.

Problems of excess demand and deficient demand; measures to correct them - changes in government spending, taxes and money supply.

Unit 4: Government Budget and the Economy

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipts and capital receipts;

Classification of expenditure – revenue expenditure and capital expenditure.

Balanced, Surplus and Deficit Budget – measures of government deficit.

Unit 5: Balance of Payments

Balance of payments account - meaning and components;

Balance of payments – Surplus and Deficit

Foreign exchange rate - meaning of fixed and flexible rates and managed floating.

Determination of exchange rate in a free market, Merits and demerits of flexible and fixed exchange rate.

Managed Floating exchange rate system

Part B: Indian Economic Development

Unit 6: Development Experience (1947-90) and Economic Reforms since 1991:

A brief introduction of the state of Indian economy on the eve of independence.

Indian economic system and common goals of Five Year Plans.

Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy), industry (IPR 1956; SSI – role & importance) and foreign trade.

Economic Reforms since 1991:

Features and appraisals of liberalisation, globalisation and privatisation (LPG policy);

Concepts of demonetization and GST

Unit 7: Current challenges facing Indian Economy

Human Capital Formation: How people become resource; Role of human capital in economic development; Growth of Education Sector in India

Rural development: Key issues - credit and marketing - role of cooperatives; agricultural diversification; alternative farming - organic farming

Employment: Growth and changes in work force participation rate in formal and informal sectors; problems and policies

Sustainable Economic Development: Meaning, Effects of Economic Development on Resources and Environment, including global warming

Unit 8: Development Experience of India:

A comparison with neighbours

India and Pakistan

India and China

Issues: economic growth, population, sectoral development and other Human Development Indicators

Part C: Project in Economics

Prescribed Books:

1. Statistics for Economics, NCERT
2. Indian Economic Development, NCERT
3. Introductory Microeconomics, NCERT
4. Macroeconomics, NCERT
5. Supplementary Reading Material in Economics, CBSE

Note: The above publications are also available in Hindi Medium.

ENGLISH CORE
Subject Code-301
Classes-XI- XII (2025-26)

Background

Students are expected to have acquired a reasonable degree of language proficiency in English Language by the time they come to class XI, and the course aims, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. Additionally, for another large group, the higher secondary stage may be a preparation for entry into the professional domain. The Core Course caters to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Competencies to be focused on:

The general objectives at this stage are to:

- listen and comprehend live as well as recorded oral presentations on a variety of topics
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions and interviews, by making short oral presentation on given topics
- perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- translate texts from mother tongue(s) into English and vice versa
- develop ability and acquire knowledge required in order to engage in independent reflection and enquiry
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts), understand and respond to lectures, speeches, etc.
- write expository / argumentative essays, explaining or developing a topic, arguing a case, etc, write formal/informal letters and applications for different purposes

- make use of contextual clues to infer meanings of unfamiliar vocabulary
- select, compile and collate information for an oral presentation
- produce unified paragraphs with adequate details and support
- use grammatical structures accurately and appropriately
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.
- filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.

The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- The use of passive forms in scientific and innovative writings.
- Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries- uses based on semantic considerations.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

- skim for main ideas and scan for details
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's purpose and tone
- comprehend the difference between the literal and the figurative
- differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available
- comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text.
- Specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text.
- recognize multilingual nature of Indian society by reading different genres.

Develop literary skills as enumerated below:

- respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama. Identify the elements of style such as humour, pathos, satire and irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

B. Listening and Speaking

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence, testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

Specific Objectives of Listening & Speaking

Students are expected to develop the ability to:

- take organized notes on lectures, talks and listening passages
- listen to news bulletins and to develop the ability to discuss informally a wide ranging issues like current national and international affairs, sports, business, etc.
- respond in interviews and to participate in formal group discussions.
- make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad.
- listen to business news and to be able to extract relevant important information.
- to develop public speaking skills.

C. Specific Objectives of Writing

The students will be able to:

- write letters to friends, relatives, etc. to write business and official letters.
- open accounts in post offices and banks. To fill in railway/airline reservation forms both online and offline.
- draft notices, advertisements and design posters effectively and appropriately
- write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology.
- write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures
- draft papers to be presented in symposia.
- take down notes from talks and lectures.
- write examination answers according to the requirement of various subjects.
- summarise a text.

Note: The creative writing section shall assess the prescribed competencies for writing skills, irrespective of any word limit.

D. More About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can learn, unlearn and relearn. If our children are in the habit of reading, they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use as a part of the reading project.

- Short review / dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, storyline and characters
- Comparing and contrasting the characters within the story, with other characters in stories by the same author or by different authors
- Extrapolating about the story read or life of characters after the story ends defending characters' actions in the story
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author
- Holding a literature fest where students role-play as various characters to interact with each other
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme
- Creating graphic novels out of novel or short stories they read
- Dramatizing incidents from a novel or a story
- Creating their own stories
- Books of one genre to be read by the whole class.

Teachers may select books and e-books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages by dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. A befitting mode of assessment may be chosen by the teacher.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations.

- The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role-play, dramatization, group discussion, writing, etc., although many such activities could be carried out without the preliminary use of textual material.
- It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionary, thesaurus, etc.) where necessary.
- Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities.
- It is important to remember that students should be encouraged to interpret texts in different ways.
- Group and pair activities can be resorted to, when desired, although many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other.
- Oral activity (group discussion, etc.) should be encouraged.

ENGLISH CORE
CLASS –XI (2025-26)

Section A
Reading Skills-- 26 Marks

I. Reading Comprehension through Unseen Passages **10+8=18 Marks**

1. One unseen passage to assess comprehension, interpretation, analysis, inference and vocabulary. The passage may be factual, descriptive or literary.
2. One unseen case-based factual passage with verbal/visual inputs like statistical data, charts etc.to assess comprehension, interpretation, analysis, inference and evaluation.

Note: *The combined word limit for both the passages will be 600-750.* Multiple Choice Questions / Objective Type Questions will be asked.

3. Note Making and Summarization based on a passage of approximately 200-250 words.

i.	Note Making:	5 Marks
	• Title:	1
	• Numbering and indenting:	1
	• Key/glossary:	1
	• Notes:	2
ii.	Summary (up to 50 words):	3 Marks
	• Content:	2
	• Expression:	1

Section B
Grammar and Creative Writing Skills– 23 Marks

II. Grammar **7 Marks**

4. Questions on Gap filling (Tenses, Clauses)
5. Questions on re-ordering/transformation of sentences

(Total seven questions to be done out of the eight given).

III. Creative Writing Skills **16 Marks**

6. Short writing task – Classified Advertisements, up to 50 words. One out of the two given questions to be answered (3 Marks: Format: 1 / Content: 1 / Expression: 1)

7. Short writing task –Poster up to 50 words. One out of the two given questions to be answered. (3 marks: Format: 1 / Content: 1 / Expression: 1)
8. Long Writing task: Speech in 120-150 words based on verbal / visual cues related to contemporary / age-appropriate topic. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)
9. Long Writing Task: Debate based on visual/verbal inputs in 120-150 words, thematically related to contemporary, topical issues. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)

Section C

Literature Text Book and Supplementary Reading Text-31 Marks

This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, interpretation, analysis, evaluation and extrapolation beyond the text.

10. One Poetry extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, inference and appreciation. **3x1=3 Marks**
11. One Prose extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, evaluation and appreciation. **3x1=3 Marks**
12. One prose extract out of two, from the book Snapshots, to assess comprehension, interpretation, analysis, inference and appreciation. **4x1=4 Marks**
13. Two Short answer type questions (one from Prose and one from Poetry, from the book Hornbill), out of four, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. **3x2=6 Marks**
14. One Short answer type question, from the book Snapshots, to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. One out of two questions to be done. **3x1=3 Marks**
15. One Long answer type question, from Prose/Poetry of Hornbill, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event, as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from the student. Any one out of two questions to be done. **1x6=6 Marks**
16. One Long answer type question, based on the chapters from the book Snapshots, to be answered in 120-150 words, to assess global comprehension and extrapolation beyond the text. Questions to provide analytical and evaluative responses, using incidents, events, themes, as reference points. Any one out of two questions to be done. **1x6=6 Marks**

Prescribed Books

1. **Hornbill:** English Reader published by National Council of Education Research and Training, New Delhi

- The Portrait of a Lady (Prose)
- A Photograph (Poem)
- “We’re Not Afraid to Die... if We Can Be Together
- Discovering Tut: The Saga Continues
- The Laburnum Top (Poem)
- The Voice of the Rain (Poem)
- Childhood (Poem)
- The Adventure
- Silk Road (Prose)
- Father to Son

2. **Snapshots:** Supplementary Reader published by National Council of Education Research and Training, New Delhi

- The Summer of the Beautiful White Horse (Prose)
- The Address (Prose)
- Mother’s Day (Play)
- Birth (Prose)
- The Tale of Melon City

INTERNAL ASSESSMENT

Assessment of Listening Skills	- 05 marks.
Assessment of Speaking Skills	- 05 Marks
Project Work	- 10 Marks

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- The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role-play, dramatization, group discussion, writing, etc., although many such activities could be carried out without the preliminary use of textual material.
- It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionary, thesaurus, etc.) where necessary.
- Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities.
- It is important to remember that students should be encouraged to interpret texts in different ways.
- Group and pair activities can be resorted to, when desired, although many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other.
- Oral activity (group discussion, etc.) should be encouraged.

ENGLISH CORE
CLASS –XI (2025-26)

Section A
Reading Skills-- 26 Marks

I. Reading Comprehension through Unseen Passages **10+8=18 Marks**

1. One unseen passage to assess comprehension, interpretation, analysis, inference and vocabulary. The passage may be factual, descriptive or literary.
2. One unseen case-based factual passage with verbal/visual inputs like statistical data, charts etc.to assess comprehension, interpretation, analysis, inference and evaluation.

Note: *The combined word limit for both the passages will be 600-750.* Multiple Choice Questions / Objective Type Questions will be asked.

3. Note Making and Summarization based on a passage of approximately 200-250 words.

- | | | |
|-----|----------------------------|---------|
| i. | Note Making: | 5 Marks |
| | • Title: | 1 |
| | • Numbering and indenting: | 1 |
| | • Key/glossary: | 1 |
| | • Notes: | 2 |
| ii. | Summary (up to 50 words): | 3 Marks |
| | • Content: | 2 |
| | • Expression: | 1 |

Section B
Grammar and Creative Writing Skills– 23 Marks

II. Grammar **7 Marks**

4. Questions on Gap filling (Tenses, Clauses)
5. Questions on re-ordering/transformation of sentences

(Total seven questions to be done out of the eight given).

III. Creative Writing Skills **16 Marks**

6. Short writing task – Classified Advertisements, up to 50 words. One out of the two given questions to be answered (3 Marks: Format: 1 / Content: 1 / Expression: 1)

7. Short writing task –Poster up to 50 words. One out of the two given questions to be answered. (3 marks: Format: 1 / Content: 1 / Expression: 1)
8. Long Writing task: Speech in 120-150 words based on verbal / visual cues related to contemporary / age-appropriate topic. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)
9. Long Writing Task: Debate based on visual/verbal inputs in 120-150 words, thematically related to contemporary, topical issues. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)

Section C

Literature Text Book and Supplementary Reading Text-31 Marks

This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, interpretation, analysis, evaluation and extrapolation beyond the text.

10. One Poetry extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, inference and appreciation. **3x1=3 Marks**
11. One Prose extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, evaluation and appreciation. **3x1=3 Marks**
12. One prose extract out of two, from the book Snapshots, to assess comprehension, interpretation, analysis, inference and appreciation. **4x1=4 Marks**
13. Two Short answer type questions (one from Prose and one from Poetry, from the book Hornbill), out of four, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. **3x2=6 Marks**
14. One Short answer type question, from the book Snapshots, to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. One out of two questions to be done. **3x1=3 Marks**
15. One Long answer type question, from Prose/Poetry of Hornbill, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event, as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from the student. Any one out of two questions to be done. **1x6=6 Marks**
16. One Long answer type question, based on the chapters from the book Snapshots, to be answered in 120-150 words, to assess global comprehension and extrapolation beyond the text. Questions to provide analytical and evaluative responses, using incidents, events, themes, as reference points. Any one out of two questions to be done. **1x6=6 Marks**

Prescribed Books

1. **Hornbill:** English Reader published by National Council of Education Research and Training, New Delhi

- The Portrait of a Lady (Prose)
- A Photograph (Poem)
- “We’re Not Afraid to Die... if We Can Be Together
- Discovering Tut: The Saga Continues
- The Laburnum Top (Poem)
- The Voice of the Rain (Poem)
- Childhood (Poem)
- The Adventure
- Silk Road (Prose)
- Father to Son

2. **Snapshots:** Supplementary Reader published by National Council of Education Research and Training, New Delhi

- The Summer of the Beautiful White Horse (Prose)
- The Address (Prose)
- Mother’s Day (Play)
- Birth (Prose)
- The Tale of Melon City

INTERNAL ASSESSMENT

Assessment of Listening Skills	- 05 marks.
Assessment of Speaking Skills	- 05 Marks
Project Work	- 10 Marks

ENGLISH CORE
Subject Code-301
Classes-XI- XII (2025-26)

Background

Students are expected to have acquired a reasonable degree of language proficiency in English Language by the time they come to class XI, and the course aims, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. Additionally, for another large group, the higher secondary stage may be a preparation for entry into the professional domain. The Core Course caters to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Competencies to be focused on:

The general objectives at this stage are to:

- listen and comprehend live as well as recorded oral presentations on a variety of topics
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions and interviews, by making short oral presentation on given topics
- perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- translate texts from mother tongue(s) into English and vice versa
- develop ability and acquire knowledge required in order to engage in independent reflection and enquiry
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts), understand and respond to lectures, speeches, etc.
- write expository / argumentative essays, explaining or developing a topic, arguing a case, etc, write formal/informal letters and applications for different purposes

- make use of contextual clues to infer meanings of unfamiliar vocabulary
- select, compile and collate information for an oral presentation
- produce unified paragraphs with adequate details and support
- use grammatical structures accurately and appropriately
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.
- filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.

The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- The use of passive forms in scientific and innovative writings.
- Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries- uses based on semantic considerations.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

- skim for main ideas and scan for details
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's purpose and tone
- comprehend the difference between the literal and the figurative
- differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available
- comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text.
- Specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text.
- recognize multilingual nature of Indian society by reading different genres.

Develop literary skills as enumerated below:

- respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama. Identify the elements of style such as humour, pathos, satire and irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

B. Listening and Speaking

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence, testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

Specific Objectives of Listening & Speaking

Students are expected to develop the ability to:

- take organized notes on lectures, talks and listening passages
- listen to news bulletins and to develop the ability to discuss informally a wide ranging issues like current national and international affairs, sports, business, etc.
- respond in interviews and to participate in formal group discussions.
- make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad.
- listen to business news and to be able to extract relevant important information.
- to develop public speaking skills.

C. Specific Objectives of Writing

The students will be able to:

- write letters to friends, relatives, etc. to write business and official letters.
- open accounts in post offices and banks. To fill in railway/airline reservation forms both online and offline.
- draft notices, advertisements and design posters effectively and appropriately
- write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology.
- write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures
- draft papers to be presented in symposia.
- take down notes from talks and lectures.
- write examination answers according to the requirement of various subjects.
- summarise a text.

Note: The creative writing section shall assess the prescribed competencies for writing skills, irrespective of any word limit.

D. More About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can learn, unlearn and relearn. If our children are in the habit of reading, they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use as a part of the reading project.

- Short review / dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, storyline and characters
- Comparing and contrasting the characters within the story, with other characters in stories by the same author or by different authors
- Extrapolating about the story read or life of characters after the story ends defending characters' actions in the story
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author
- Holding a literature fest where students role-play as various characters to interact with each other
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme
- Creating graphic novels out of novel or short stories they read
- Dramatizing incidents from a novel or a story
- Creating their own stories
- Books of one genre to be read by the whole class.

Teachers may select books and e-books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages by dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. A befitting mode of assessment may be chosen by the teacher.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations.

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ENGLISH CORE
CLASS –XI (2025-26)

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- Birth (Prose)
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INTERNAL ASSESSMENT

Assessment of Listening Skills	- 05 marks.
Assessment of Speaking Skills	- 05 Marks
Project Work	- 10 Marks

**CLASS XI
COURSE STRUCTURE**

Book- Fundamentals of Physical Geography

Chapter No.	Chapter name	Weightage
Unit- I Geography as a Discipline		
1	Geography As a Discipline	3
Unit II The Earth		
2	The Origin and Evolution of the Earth	9
3	Interior of the Earth	
4	Distribution of oceans and continents	
Unit- III Landforms		
5	Geomorphic Processes	6
6	Landform and their Evolution	
Unit-IV Climate		
7	Composition and Structure of Atmosphere	8
8	Solar Radiation, Heat balance and Temperature	
9	Atmospheric Circulations and Weather Systems	
10	Water in the Atmosphere	
11	World Climate and Climate Change (To be tested through internal assessments in the form of project and presentation)	
Unit-V Water (Oceans)		
12	Water (Oceans)	4
13	Movements of Ocean Water	

Unit VI Life on the Earth		
14	Biodiversity and Conservation (To be tested through internal assessments in the form of project and presentation)	—
	Map Work	5
Total		35

Book-India Physical Environment

Chapter No.	Chapter Name	Weightage
Unit-I Introduction		
1	India- Location	5
Unit II Physiography		
2	Structure and Physiography	13
3	Drainage System	
Unit III Climate Vegetation and Soil		
4	Climate	12
5	Natural Vegetation	
Unit-IV Natural Hazards and Disasters: Causes Consequences and Management		
6	Natural Hazards and Disasters (To be tested through internal assessment in the form of Projects and presentation)	—
	Map	5
Total		35

Book-Geography Practical Part I

Chapter No.	Chapter Name	Weightage
1	Introduction to Maps	3
2	Map Scale	4
3	Latitude Longitude and Time	4
4	Map Projections	4
5	Topographical Maps	4
6	Introduction to Remote Sensing	6
	Practical file and Viva	5
	Total	30

COURSE CONTENT – XI

Book- Fundamentals of Physical Geography

Unit 1: Geography as a Discipline	Chapter 1 Geography as a Discipline <ul style="list-style-type: none">• Introduction to Geography as a discipline• Geography as an integrating discipline: Spatial and Temporal synthesis• Approaches to study Geography: Systematic and Regional• Branches of Geography: Physical Geography, Human Geography and Bio Geography• Physical Geography and its importance.
Unit 2: The Earth	Chapter 2 The Origin and Evolution of The Earth <ul style="list-style-type: none">• Origin and evolution of the earth• Early theories: Origin of the Earth• Modern Theories: Origin of the universe• Formation of Stars and Planets• Evolution of the Earth: Lithosphere, Atmosphere and Hydrosphere• Origin of Life Chapter 3 Interior of the Earth <ul style="list-style-type: none">• Sources of Information about the Interior of the Earth (Direct and Indirect)• Earthquakes: Earthquake Waves, Shadow zones, Types, Scales to measure earthquake intensity, effects, frequency of earthquake occurrences• Structure of the Earth• Volcanoes and Volcanic landforms

	<p>Chapter 4 Distribution of Oceans and Continents</p> <ul style="list-style-type: none"> Continental Drift Theory, and Evidence in support of Continental Drift and Force for Drift Post Drift Studies Ocean Floor Configuration Distribution of Earthquakes and Volcanoes Concept of Seafloor Spreading Plate Tectonics: Types of Plate boundaries, Rate and forces for the Plate Movement Movement of the Indian Plate
Unit 3: Landforms	<p>Chapter 5 Geomorphic processes</p> <ul style="list-style-type: none"> Geomorphic processes: Exogenic and Endogenic Endogenic Process: Diastrophism, Volcanism Exogenic Processes Weathering, landslides. Soil: Processes and factors of Soil Formation <p>Chapter 6 Landforms and their Evolution</p> <ul style="list-style-type: none"> Running water: Erosional and Depositional Landforms Wind: Erosional and Depositional Landforms
Unit 4: Climate	<p>Chapter 7 Composition and Structure of Atmosphere</p> <ul style="list-style-type: none"> Atmosphere- composition and structure; elements of weather and climate <p>Chapter 8 Solar Radiation, Heat Balance and Temperature</p> <ul style="list-style-type: none"> Solar radiation: Variability of Insolation. Processes of Heating and Cooling of Atmosphere Terrestrial Radiation Heat budget of the earth Temperature- Factors controlling temperature; Horizontal distribution of temperature; Inversion of temperature <p>Chapter 9 Atmospheric Circulation and Weather Systems</p> <ul style="list-style-type: none"> Atmospheric Pressure: Horizontal and Vertical Variation of Pressure Forces affecting velocity and direction of Wind General Circulation of the atmosphere: Pressure belts; Winds: Planetary, Seasonal and Local; Air masses and Fronts; Tropical and Extratropical cyclones; Thunderstorms and Tornadoes <p>Chapter 10 Water in the Atmosphere</p> <ul style="list-style-type: none"> Humidity-Absolute and Relative humidity Evaporation and condensation- Different Forms of Condensation: dew, frost, fog, mist and cloud;

	<ul style="list-style-type: none"> • Precipitation • Types of Rainfall and world distribution of rainfall Chapter 11 World Climate and Climate Change (To be tested through internal assessments in the form of project and presentation)
Unit 5: Water (Oceans)	Chapter 12 Water (Oceans) <ul style="list-style-type: none"> • Hydrological Cycle • Major and Minor Relief Features of the Ocean Floor • Temperature and Salinity of Ocean Waters: Factors, Horizontal and Vertical distribution of temperature and Salinity Chapter 13 Movements of Ocean Water <ul style="list-style-type: none"> • Movements of ocean water- Waves, Tides and Currents.
Unit 6: Life on the Earth	Chapter 14 Biodiversity and Conservation (To be tested through internal assessments in the form of project and presentation)
Book- India- Physical Environment	
Unit 1: Introduction	Chapter 1 India — Location, Size, Latitudinal and Longitudinal extent, Indian Standard time, India and its neighbours
Unit 2: Physiography	Chapter 2 Structure and Physiography <ul style="list-style-type: none"> • Physiographic Divisions: (1) The Northern and North-eastern Mountains (2) The Northern Plain (3) The Peninsular Plateau (4) The Indian Desert (5) The Coastal Plains (6) The Islands. Chapter 3 Drainage System <ul style="list-style-type: none"> • Drainage patterns • Concepts of River basin, Catchment Area, Watershed • Drainage and River systems of India: the Himalayan and the Peninsular • Extent of Usability of River Water- linking of rivers, problems in using river water and water pollution
Unit 3: Climate, Vegetation and Soil	Chapter 4 Climate <ul style="list-style-type: none"> • Weather and climate • Unity and diversity in the Monsoon Climate • Factors determining the climate of India • The Nature and characteristics on Indian Monsoon • The Rhythm of Seasons • Distribution of Rainfall

	<ul style="list-style-type: none"> • Monsoon and the Economic Life in India • Global Warming <p>Chapter 5 Natural Vegetation</p> <ul style="list-style-type: none"> • Natural vegetation - Introduction • Forest types and distribution • Conservation of forests • Wildlife; conservation; biosphere reserves
Unit 4: Hazards and Disasters: Causes, Consequences and Management	<p>Chapter 6 Natural Hazards and Disasters</p> <p>(To be tested through internal assessment in the form of Projects and presentation)</p>
Book- Geography Practical Part I	
<p>Chapter 1 Introduction to Maps</p> <ul style="list-style-type: none"> • Essentials of map making • History of map making • Maps -types • Uses of maps <p>Chapter 2 Map Scale</p> <ul style="list-style-type: none"> • Scales-methods and construction • Conversion of scale <p>Chapter 3 Latitude, Longitude and Time</p> <ul style="list-style-type: none"> • Drawing of Parallels of latitude and Meridians of longitude • Longitude and time • International date line <p>Chapter 4 Map Projections</p> <ul style="list-style-type: none"> • Map projection- typology, construction and properties of projection: Conical with one standard parallel and Mercator's projection. (only two projections) <p>Chapter 5 Topographical Maps</p> <ul style="list-style-type: none"> • Study of topographic maps (1 : 50,000 or 1 : 25,000 Survey of India maps); Conventional Symbols, contour cross section and identification of landforms- slopes, hills, valleys, waterfall, cliffs; distribution of settlements <p>Chapter 6 Introduction to Remote Sensing</p> <ul style="list-style-type: none"> • Satellite imageries, stages in remote sensing data-acquisition, platform and sensors and data products, (photographic and digital) 	

Map Work Book- Fundamentals of Physical Geography (Map items for locating and labelling only on the outline political world map)		
Chapter	Map item (Map present on official website of Govt. of India should be used)	
Chapter 4 Distribution of oceans and continents	<ul style="list-style-type: none"> Political Map of all Continents of the world. Major Oceans of the world: Indian Ocean, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean · Major lithospheric plates and Minor lithospheric plates, Ring of fire (Pacific Ocean), Mid-Atlantic Ridge. 	
Chapter 9 Atmospheric Circulations and Weather Systems	Major Hot Deserts of the world: <ul style="list-style-type: none"> Mojave Desert- Nevada, US Patagonian Desert- Argentina Sahara- Africa Gobi Desert- Mongolia, Asia Thar desert- India Great Victoria Desert- Australia 	
Chapter 12 Water (Oceans)	<ul style="list-style-type: none"> Major Seas Black sea Baltic sea Caspian Sea Mediterranean Sea North Sea Red sea <p>Bay of Fundy (Canada)-Famous for the highest tides in the world</p>	
Chapter 13 Movements of Ocean Water	Ocean Currents	
	Cold currents	Warm currents
	<ul style="list-style-type: none"> Humboldt c. California c. Falkland c. Canaries c. West Australian c. Oyashio c. Labrador c 	<ul style="list-style-type: none"> Alaska c. Brazilian c. Agulhas c. Kuroshio c. Gulf stream c.
Chapter 14 Biodiversity and Conservation	Ecological hotspots <ul style="list-style-type: none"> Eastern Himalaya, India Western ghats, India Indonesia, Asia Eastern Madagascar, Africa Upper Guinean forests, Africa Atlantic forest, Brazil Tropical Andes 	

Map Work Book- India Physical Environment (Map items for locating and labelling only on the outline political map of India)	
Chapter	Map item (Map present on official website of Govt. of India should be used)
Chapter 1 India- Location	<ul style="list-style-type: none"> • Latitudinal extent of India • Longitudinal extent of India • Standard Meridian of India • Important latitude passing through India (Tropic of Cancer) • Southern Most Point of mainland of India (Kanya Kumari)
Chapter 2 Structure and Physiography	<ul style="list-style-type: none"> • Mountains: Karakoram Range, Garo- Khasi- Jaintia hills, Aravalli Range, Vindhyan Range, Satpura Range, Western ghats & Eastern ghats • Peaks: K2, Kanchenjunga, Nandadevi, Nanga Parvat, Namcha Barwa and Anaimudi • Passes: Shipkila, Nathula, Palghat, Bhor ghat and Thal ghat • Plateaus: Malwa, Chhotnagpur, Meghalaya and Deccan Plateau. • Coastal Plains: Saurashtra, Konkan, North and South Kanara, Malabar, Coromandel and Northern Circars • Islands: Andaman & Nicobar Islands and Lakshadweep Islands
Chapter- 3 Drainage System	<ul style="list-style-type: none"> • Rivers: Brahmaputra, Indus, Satluj, Ganga, Yamuna, Chambal, Damodar, Mahanadi, Krishna, Kaveri, Godavari, Narmada, Tapi and Luni • Lakes: (Identification) Wular, Sambhar, Chilika, Kolleru, Pulicat & Vembanad • Straits, Bays , Gulfs: Palk Strait, Rann of Kachch, Gulf of Kachch, Gulf of Mannar & Gulf of Khambat
Chapter-4 Climate	<ul style="list-style-type: none"> • Area with highest temperature in India • Area with lowest temperature in India • Area with highest rainfall in India • Area with lowest rainfall in India
Chapter-5 Natural Vegetation	<p>(Identification on an outline map of India) Tropical evergreen, Tropical deciduous, Tropical thorn, Montane and Littoral/ Swamp forests.</p> <p>Wildlife reserves: (locating and labeling)</p> <ul style="list-style-type: none"> • National Parks: Corbett, Kaziranga, Ranthambore. Shivpuri, Simlipal • Bird Sanctuaries: Keoladev Ghana and Ranganathittho • Wild life Sanctuaries: Periyar, Rajaji, Mudumalai, Dachigam,

Guidelines for Internal Assessment/ Geography Practical

1. A practical file must be prepared by students covering all the topics prescribed in the practical syllabus.
2. The file should be completely handwritten with a cover page, index page and acknowledgment.
3. All practical works should be drawn neatly with appropriate headings, scale, index etc. Data can be taken from the NCERT textbook.
4. The practical file will be assessed at the time of term end practical examinations.
5. A written exam of 25 marks will be conducted based on prescribed practical syllabus.
6. Viva will be conducted based on practical syllabus only.
7. Written Exam -25 Marks
8. Practical file- 03 Marks
9. Viva- 02 Marks

CLASS: XI

Prescribed Books:

1. Fundamentals of Physical Geography, Class XI, Published by NCERT
2. India, Physical Environment, Class XI, Published by NCERT
3. Practical Work in Geography Part I, Class XI, Published by NCERT

Links for NCERT textbooks:

1. <https://ncert.nic.in/textbook.php?kegy2=0-14>
2. <https://ncert.nic.in/textbook.php?kegy1=0-6>
3. <https://ncert.nic.in/textbook.php?kegy3=0-6>

Note:

1. The above textbooks are also available in Hindi medium.
2. Kindly refer to the latest editions of all NCERT Textbooks.

COURSE STRUCTURE
Class XI

Section Title	Theme No.	Theme Title	Marks
Reading of World History		Introduction of World History	
I EARLY SOCIETIES		Introduction Timeline I (6 MYA TO 1 BCE)	
	1	Writing and City Life	10
II EMPIRES		Introduction Timeline II (C. 100 BCE TO 1300 CE)	
	2	An Empire Across Three Continents	10
	3	Nomadic Empires	10
III CHANGING TRADITIONS		Introduction Timeline III (C. 1300 TO 1700)	
	4	The Three orders	10
	5	Changing Cultural Traditions	10
IV TOWARDS MODERNISATION		Introduction Timeline IV (C. 1700 TO 2000)	
	6	Displacing Indigenous Peoples	10
	7	Paths to Modernisation	15
	Map	Map work of the related Themes	05
		Theory Total	80
		Project work	20
		TOTAL	100

Note-The Maps available in the official website of Govt., of India may be used

COURSE CONTENT
CLASS XI

Section	Theme	Learning outcome with specific competencies
I EARLY SOCIETIES	Timeline I (6 MYA TO 1 BCE)	❖ Understanding the concept of chronology
	Theme 1 Writing and City Life Focus: Iraq, 3 rd millennium BCE a. Growth of towns b. Nature of early urban societies c. Historians' Debate on uses of writing.	❖ Elucidate the interwoven social and cultural aspects of civilization in order to understand the connection between city life and culture of contemporary civilizations through their writings. ❖ Analyse the outcomes of a sustained tradition of writing. ❖ Explain the connection between the growth of human civilisation and the tradition of writing.
	Timeline II (C.100 BCE TO 1300 CE)	❖ Understanding the periods in order of time.
II EMPIRES	Theme 2 An Empire across Three Continents	❖ Explain and relate the dynamics of the Roman Empire in order to understand their polity, economy, society and culture. ❖ Analyse the implications of Roman's contacts with the subcontinent empires and discuss about slavery. ❖ Examine the domains of cultural transformation in that period & the impact of slavery.
	Theme 3 NOMADIC EMPIRES	❖ Identify the living patterns of nomadic pastoralist society. ❖ Trace the rise and growth of Genghis Khan in order to understand him as an oceanic ruler. ❖ Analyse socio-political and economic changes during the period of the descendants of Genghis Khan ❖ Distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan
III CHANGING TRADITIONS	Timeline III (C. 1300 TO 1700) Theme 4 The Three Orders	❖ Explain the myriad aspects of feudalism with reference to first, second, third and fourth order of the society. ❖ Relate between ancient slavery and serfdom. ❖ Assess the 14th century crisis and rise of the nation states.

	<p>Theme 5</p> <p>Changing Cultural Traditions</p>	<ul style="list-style-type: none"> ❖ Analyse the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration. ❖ Relate the different facets of Italian cities to understand the characteristics of Renaissance, Humanism and Realism. ❖ Compare and contrast the condition of women in the Renaissance period. ❖ Recognise major influences on the architectural, artistic, and literary developments to understand the facades of Renaissance. ❖ Critically analyse the impact on later reforms. ❖ Evaluate the Roman Catholic Church's response to the Protestant Reformation.
IV TOWARDS MODERNISATION	<p>Timeline IV (C. 1700 to 2000)</p>	<ul style="list-style-type: none"> ❖ Remember and understand the time frame.
	<p>Theme 6</p> <p>Displacing Indigenous People</p>	<ul style="list-style-type: none"> ❖ Evaluate the process of displacements of the native people which led to the development of America and Australia to understand their condition. ❖ Analyse the realms of settlement of Europeans in Australia and America. ❖ Compare and contrast the lives and roles of indigenous people in these continents ❖ Analyse the domains of Japanese nationalism prior and after the Second World War.
	<p>Theme 7</p> <p>Paths to Modernization</p> <p>(NOTE- Keeping in view the importance of the themes i.e. Japan, china and Korea; it is advised that all must be taught in the schools.</p>	<ul style="list-style-type: none"> ❖ Summarise the nationalist upsurge in China from Dr Sun Yat Sen to Mao Zedong to understand the era of Communism. ❖ Analyse the Chinese path to modernization under Deng Xioping and Zhou enlai in order to understand the transformation from rigid communism to liberal socialism. ❖ Deduce the histories of China and Japan from the phase of imperialism to modernization. ❖ Analyse the domains of Japanese nationalism prior and after the Second World War.

**QUESTION PAPER DESIGN
CLASS XI**

Section	Theme	MCQ MM-1	SA MM-3	LA MM-8	Source based MM-4	Total
I- EARLY SOCIETIES	Theme 1	3	1	0	1	10
II -EMPIRES	Theme 2-3	4	0	2	0	20
III-CHANGING TRADITIONS	Theme 4-5	6	2	0	2	20
IV- TOWARDS MODERNISATION	Theme 6-7	8	3	1	0	25
MAP						05
Total		21x1=21	6x3=18	8x3=24	4x3=12	80

**CLASS XI
INTERNAL ASSESSMENT**

PROJECT WORK

MM- 20

INTRODUCTION

History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breadth and in depth across cultures.

The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinises, and assembles different types of evidence to write history. The syllabus in class-XI is organised around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval, and modern Indian history.

CBSE has decided to introduce project work in history for classes XI and XII in 2013-14 as a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyse it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.

OBJECTIVES

Project work will help students to:

- ❖ develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.
- ❖ develop skill to comprehend, analyse, interpret, evaluate historical evidence, and understand the limitation of historical evidence.
- ❖ develop 21st century managerial skills of co-ordination, self-direction, and time management
- ❖ learn to work on diverse cultures, races, religions, and lifestyles.
- ❖ learn through constructivism-a theory based on observation and scientific study.
- ❖ inculcate a spirit of inquiry and research.
- ❖ communicate data in the most appropriate form using a variety of techniques.
- ❖ provide greater opportunity for interaction and exploration.
- ❖ understand contemporary issues in context to our past.
- ❖ develop a global perspective and an international outlook.
- ❖ grow into caring, sensitive individuals capable of making informed, intelligent, and independent choices.
- ❖ develop lasting interest in history discipline.

GUIDELINES FOR TEACHERS

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- ❖ The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- ❖ Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- ❖ The Project Work should be suitably spaced from April to November in classes XI and XII so that students can prepare for Final Examination.
- ❖ The teachers must ensure that the students submit original work.
- ❖ Project report should be Handwritten only. (Eco-friendly materials can be used by students)

The following steps are suggested:

- ❖ Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/her interest.
- ❖ The project must be done individually / In-groups.
- ❖ The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project.

- ❖ The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. to enrich the subject content.
- ❖ The Project Work needs to enhance cognitive, affective, and psychomotor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning. Art integrated Activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- ❖ The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/ albums/ files /song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to visually impaired candidates.
- ❖ Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches
- ❖ Secondary sources may also be used after proper authentication.
- ❖ Evaluation will be done by external examiner appointed by the Board in class XII and internal class XI.

SUGGESTIVE TOPICS FOR PROJECTS - CLASS XI

1. Facets of the Industrialization in sixteenth- eighteenth centuries.
2. Crusades: causes; rationale; events; outcomes; Holy Alliance
3. Ancient History in depth: Mesopotamia
4. Greek Philosophy and City States
5. Contributions of Roman Civilization
6. The spirit of Renaissance: Manifestation in art; Literature; Sculpture; Influence on Trading Community; Social Fabric; Philosophy; Political Values; Rational Thinking; Existentialism
7. Aspects of Development -South American States /Central American States
8. Different schools of thoughts- Realism: Humanism: Romanticism
9. Piecing together the past of Genghis Khan
10. Myriad Realms of Slavery in ancient, medieval, and modern world
11. History of Aborigines – America /Australia
12. Facets of Modernization – China /Japan/Korea

(Projects are an imperative component in enhancing students learning with the related themes. In the research project, students can go beyond the textbook and explore the world of knowledge. They can conceptualise under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept and for assessment.)

Physical Education (Subject Code 048)

CLASS XI (2025-26)

UNIT NO.	UNIT NAME	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Changing Trends & Career in Physical Education	04 + 04 b*
UNIT 2	Olympic Value Education	05
UNIT 3	Yoga	06+01 b*
UNIT 4	Physical Education & Sports for CWSN	04+03 b*
UNIT 5	Physical Fitness, Wellness	05
UNIT 6	Test, Measurements & Evaluation	08
UNIT 7	Fundamentals of Anatomy and Physiology in Sports	08
UNIT 8	Fundamentals of Kinesiology and Biomechanics in Sports	04+04 b*
UNIT 9	Psychology and Sports	07
UNIT 10	Training & Doping in Sports	07
PRACTICAL (LAB)[#]	Including 3 Practical	30
TOTAL	Theory 10 + Practical 3	Theory 70 + Practical 30 = 100

Note: b*are the Concept based questions like Tactile diagram/data interpretation/ case base study for visually Impaired Child.

CLASS XI
COURSE CONTENT

Unit No.	Unit Name & Topics	Specific learning objectives	Suggested Teaching Learning process	Learning Outcomes with specific Competencies
Unit 1	Changing Trends and Careers in Physical Education 1. Concept, Aims & Objectives of Physical Education 2. Development of Physical Education in India – Post Independence 3. Changing Trends in Sports-playing surface, wearable gear and sports equipment, technological advancements 4. Career options in Physical Education 5. Khelo-India Program and Fit – India Program	<ul style="list-style-type: none"> To make the students understand the meaning, aims, and objectives of Physical Education. To Teach students about the development of physical education in India after Independence. To educate students about the development of sports surfaces, wearable gear, sports equipment, and technology. To make students know the different career options available in the field. To make them know about the Khelo India Program 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> Recognize the concept, aim, and objectives of Physical Education. Identify the Post-independence development in Physical Education. Categorize Changing Trends in Sports-playing surface, wearable gear, sports equipment, technological Explore different career options in the field of Physical Education. Make out the development of Khelo India and Fit India Program.

Unit 2	Olympism Value Education			After completing the unit, the students will be able to:
	<ol style="list-style-type: none"> 1. Olympism – Concept and Olympics Values (Excellence, Friendship & Respect) 2. Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind 3. Ancient and Modern Olympics 4. Olympics - Symbols, Motto, Flag, Oath, and Anthem 5. Olympic Movement Structure - IOC, NOC, IFS, Other members 	<ul style="list-style-type: none"> • To make the students aware of Concepts and Olympics Values (Excellence, Friendship & Respect) • To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind • To make students understand ancient and modern Olympic games. • To make the students aware of Olympics - Symbols, Motto, Flag, Oath, and Anthem • To make students learn about the working and functioning of IOC, NOC and IFS, and other members. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	<ul style="list-style-type: none"> • Incorporate values of Olympism in your life. • Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games • Identity the Olympic Symbol and Ideals • Describe the structure of the Olympic movement structure

Unit 3	Yoga 1. Meaning and importance of Yoga 2. Introduction to Astanga Yoga 3. Yogic Kriyas (Shat Karma) 4. Pranayama and its types. 5. Active Lifestyle and stress management through Yoga	<ul style="list-style-type: none"> • To make the students aware of the meaning and importance of yoga • To make them learn about Astanga yoga. • To teach students about yogic kriya, specially shat karmas. • To make the learn and practice types of Pran • To make them learn the importance of yoga in stress management. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Recognize the concept of yoga and be aware of the importance ; of it • Identify the elements of yoga • Identify the Asanas, Pranayama' s, meditation, and yogic kriyas • Classify various yogic activities for the enhancement of concentration • Know about relaxation techniques for improving concentration
Unit 4	Physical Education and Sports for Children with Special Needs 1. Concept of Disability and Disorder 2. Types of Disability, its causes & nature (Intellectual disability, Physical disability).	<ul style="list-style-type: none"> • To make the students aware concept of Disability and Disorder. • To make students aware of different types of disabilities. • To make students learn about Disability Etiquette 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Identify the concept of Disability and Disorder. • Outline types of disability and describe their causes and nature. • Adhere to

	<p>3. Disability Etiquette</p> <p>4. Aim and objectives of Adaptive physical Education</p> <p>5. Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist, and Special Educator)</p>	<ul style="list-style-type: none"> To make the students Understand the aims and objectives Adaptive Physical Education To make students aware of role of various professionals for children with special needs. 		<p>and respect children with special needs by following etiquettes.</p> <ul style="list-style-type: none"> Identify possibilities and scope in adaptive physical education Relate various types of professional support for children with special needs along with their roles and responsibilities.
Unit 5	<p>Physical Fitness, Wellness, and Lifestyle</p> <p>1. Meaning & importance of Wellness, Health, and Physical Fitness.</p> <p>2. Components/ Dimensions of Wellness, Health, and Physical Fitness</p> <p>3. Traditional Sports & Regional Games for</p>	<ul style="list-style-type: none"> To make the students understand the Meaning & importance of Wellness, Health, and Physical Fitness To make students aware of the Components/ Dimensions of Wellness, Health, and Physical Fitness To make students learn Traditional Sports & Regional Games to 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Explain wellness and its importance and define the components of wellness. Classify physical fitness and recognize its importance in life. Distinguish between skill-related and health-related

	<p>promoting wellness</p> <p>4. Leadership through Physical Activity and Sports</p> <p>5. Introduction to First Aid – PRICE</p>	<p>promote wellness</p> <ul style="list-style-type: none"> To develop Leadership qualities through Physical Activity and Sports in students To make students learn First Aid and its management skills 		<p>components of physical fitness.</p> <ul style="list-style-type: none"> Illustrate traditional sports and regional games to promote wellness. Relate leadership through physical activity and sports Illustrate the different steps used in first aid - PRICE.
Unit 6	<p>Test, Measurement & Evaluation</p> <p>1. Define Test, Measurements and Evaluation.</p> <p>2. Importance of Test, Measurements and Evaluation in Sports.</p> <p>3. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site)</p> <p>4. Somato Types (Endomorphy Mesomorphy & Ectomorphy)</p>	<ul style="list-style-type: none"> To Introduce the students with the terms like test, measurement and evaluation along with its importance To Introducing them the methods of calculating BMI, Waist- hip ratio and Skin fold measurement. To make the students aware of the different somatotypes. <p>To make the students learn the method to measure health-related fitness.</p>	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the student s will be able to:</p> <ul style="list-style-type: none"> Define the terms test, measurement, and evaluation, Differentiate norm and criterion referenced standards, Differentiate formative and summative evaluation, Discuss the importance of measurement and evaluation processes, Understand

	5. Measurements of health-related fitness			<p>BMI: A popular clinical standard and its computation</p> <ul style="list-style-type: none"> Differentiate between Endomorphy, Mesomorphy & Ectomorphy and describe the procedure of Anthropometric Measurement
Unit 7	<p>Fundamentals of Anatomy, Physiology in Sports</p> <ol style="list-style-type: none"> Definition and importance of Anatomy and Physiology in Exercise and Sports. Functions of Skeletal System, Classification of Bones, and Types of Joints. Properties and Functions of Muscles. Structure and Functions of Circulatory System and Heart. Structure and Functions of Respiratory System. 	<ul style="list-style-type: none"> The students will learn the meaning and definition & identify the importance of anatomy, physiology, and kinesiology. Students will understand the main functions and Classification of Bone and the Types of Joints. The students will learn the Properties and Functions of Muscles. The students will learn the Structure and Functions of the Circulatory System and Heart. The students will learn the Structure and Functions of Respiratory System. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Identify the importance of anatomy and physiology. Recognize the functions of the skeleton. Understand the functions of bones and identify various types of joints. Figure out the properties and functions of muscles and understand how they work. Understand the anatomy of the respiratory system and describe its working. Identify and analyse the layout and functions of Circulatory System.

Unit 8	Fundamentals Of Kinesiology And Biomechanics in Sports 1. Definition and Importance of Kinesiology and Biomechanics in Sports. 2. Principles of Biomechanics 3. Kinetics and Kinematics in Sports 4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation 5. Axis and Planes – Concept and its application in body movements	<ul style="list-style-type: none"> • The students will learn the meaning and definition & identify the importance of Kinesiology and Biomechanics in sports. • To make the students learn the principles of biomechanics • To make the students understand the concept of Kinetics and Kinematics in Sports • To make the students learn about different types of body movements. • To make the students understand the concept of Axis and Planes and its application in body movements. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, Group learning • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Understand Kinesiology and Biomechanics with their application in sports • Explain biomechanical principles and their utilization in sports and physical education. • Illustrate fundamental body movements and their basic patterns. • Learn about the Axis and Planes and their application with body movements
Unit 9	Psychology and Sports 1. Definition & Importance of Psychology in Physical Education & Sports; 2. Develop-	<ul style="list-style-type: none"> • The students will identify the definition and importance of Psychology in Physical Education and sports. • The students will 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Identify the role of Psychology in Physical Education and Sports

	<p>mental Characteristics at Different Stages of Development.</p> <p>3. Adolescent Problems & their Management;</p> <p>4. Team Cohesion and Sports;</p> <p>5. Introduction to Psychological Attributes: Attention, Resilience, Mental Toughness</p>	<p>be able to differentiate characteristics of growth and development at different stages.</p> <ul style="list-style-type: none"> - Students will be able to identify the issues and management related to adolescents The students will be able to understand the importance of team cohesion in sports Students will distinguish different Psychological Attributes like Attention, Resilience, and Mental Toughness. 	<ul style="list-style-type: none"> Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning 	<ul style="list-style-type: none"> Differentiate characteristics of growth and development at different stages. Explain the issues related to adolescent behavior and Team Cohesion in Sports Correlate the psychological concepts with the sports and athlete specific situations
Unit 10	<p>Training & Doping in Sports</p> <p>1. Concept and Principles of Sports Training</p> <p>2. Training Load: Over Load, Adaptation, and Recovery</p> <p>3. Warming-up & Limbering Down – Types, Method & Importance.</p> <p>4. Concept of Skill, Technique, Tactics &</p>	<ul style="list-style-type: none"> To make the students aware about of concepts and principles of sports training. To make students learn and understand the Training Load, Over Load, Adaptation, and Recovery concepts. To make students Understand the importance of warning up and limbering down exercises. To introduce the terms like Skills, Techniques, Tactics, and Strategies to the 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Understand the concept and principles of sports training. Summarise training load and its concept. Understand the concept of warming up & limbering down in sports training and their types, method & importance.

	Strategies	students.		<ul style="list-style-type: none"> Acquire the ability to differentiate between the skill, technique, tactics & strategies in sports training Interpret concept of doping.
	5. Concept of Doping and its disadvantages	<ul style="list-style-type: none"> To make students aware of the doping substances and their disadvantages in sports. 		

GUIDELINES FOR INTERNAL ASSESSMENT
(PRACTICAL/ PROJECTS ETC.)

PRACTICAL (Max. Marks 30)	
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks
Yogic Practices	7 Marks
Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

- ❖ *Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)
 - ❖ **CWSN (Children with Special Needs – Divyang): Bocce/ Boccia, Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.
 - ❖ **Children with Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/ Game must be different from Test - 'Proficiency in Games and Sports'
- ***Record File shall include:**
- **Practical-1:** Fitness tests administration. (SAI Khelo India Test)
 - **Practical-2:** Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
 - **Practical-3:** Any one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also mention its Rules, Terminologies & Skills.

**CLASS XI
COURSE STRUCTURE**

Chapter No.	Chapter Name	Marks
PART A INDIAN CONSTITUTION AT WORK		
1	Constitution: Why and How?	8
2	Rights in the Indian Constitution	
3	Election and Representation	6
4	Executive	12
5	Legislature	
6	Judiciary	
7	Federalism	6
8	Local Governments	4
9	Constitution as a Living Document	4
10	The Philosophy of the Constitution	
	Marks allotted to Indian Constitution at Work	40
PART B POLITICAL THEORY		
1	Political Theory: An Introduction	4
2	Freedom	12
3	Equality	
4	Social Justice	6
5	Rights	4
6	Citizenship	8
7	Nationalism	
8	Secularism	6
	Marks allotted for Political Theory	40
	Total	80

CLASS XI

COURSE CONTENT

Chapter No. and Name	Learning Outcomes with Specific Competencies
1- Constitution: Why and How? a) Why do we need a Constitution? <ul style="list-style-type: none">• Constitution allows coordination and assurance• Specification of decision-making powers• Limitations on the powers of government• Aspirations and goals of a society• Fundamental identity of a people b) The authority of a Constitution <ul style="list-style-type: none">• Mode of promulgation• The substantive provisions of constitution• Balanced institutional design c) How was the Indian Constitution made? <ul style="list-style-type: none">• Composition of the Constituent Assembly• Procedures• Inheritance of the nationalist movement• Institutional arrangements d) Provisions adapted from Constitutions of different countries	Students will be able to: <ul style="list-style-type: none">• Appreciate the need for a Constitution.• Understand the historical processes and the circumstances in which the Indian Constitution was drafted.• Critically evaluate how constitutions, govern the distribution of power in society.• Analyse the ways in which the provisions of the Constitution have worked in real political life.
2- Rights in the Indian Constitution a) The importance of rights <ul style="list-style-type: none">• Bill of Rights b) Fundamental rights in the Indian Constitution <ul style="list-style-type: none">• Right to Equality• Right to Freedom• Right against Exploitation• Right to Freedom of Religion• Cultural and Educational Rights• Right to Constitutional Remedies c) Directive principles of state policy <ul style="list-style-type: none">• What do the directive principles contain? d) Relationship between fundamental rights and directive principles	Students will be able to: <ul style="list-style-type: none">• Analyse the working of the Constitution in real life• Learn to respect others, think critically, and make informed decisions• Identify violations of the rights to equality and freedom in the society around them• Justify the need for reasonable restrictions on the rights guaranteed.• Use freedom of expression to advocate for ensuring rights is given to people around them.

3. Election and Representation <ol style="list-style-type: none"> Elections and democracy Election system in India <ul style="list-style-type: none"> First Past the Post System Proportional Representation Why did India adopt the FPTP system? Reservation of constituencies Free and fair elections <ul style="list-style-type: none"> Universal franchise and right to contest Independent Election Commission Electoral Reforms 	Students will be able to: <ul style="list-style-type: none"> Identify different types and methods of election Develop critical thinking about the role of various stakeholders in ensuring free and fair elections. Demonstrate the innate role played by Election Commission Compare election systems of different countries of the world.
4. Executive <ol style="list-style-type: none"> What is an executive? What are the different types of executives? Parliamentary executive in India <ul style="list-style-type: none"> Power and position of President Discretionary Powers of the President Prime Minister and Council of ministers Permanent Executive: Bureaucracy 	Student will be able to: <ul style="list-style-type: none"> Recognise the meaning of Executive. Compare and contrast the Parliamentary and Presidential Executive. Analyse the composition and functioning of the executive. Know the significance of the administrative machinery.
5. Legislature <ol style="list-style-type: none"> Why do we need a parliament? Why do we need two houses of parliament? <ul style="list-style-type: none"> Rajya Sabha Lok Sabha What does the parliament do? <ul style="list-style-type: none"> Powers of Rajya Sabha Special Powers of Rajya Sabha How does the parliament make laws? How does the parliament control the executive? What do the committees of parliament do? How does the parliament regulate itself? 	Students will be able to: <ul style="list-style-type: none"> Describe the law- making process in India. Differentiate between the powers and functions of Lok Sabha and Rajya Sabha. Examine the parliamentary control over the Executive. Analyse the role of Parliamentary committees for the success of Indian democracy.
6. Judiciary <ol style="list-style-type: none"> Why do we need an independent judiciary? <ul style="list-style-type: none"> Independence of Judiciary Appointment of Judges Removal of Judges Structure of the Judiciary 	Students will be able to: <ul style="list-style-type: none"> Identify the different aspects which makes the Judiciary independent Compare and contrast the different jurisdictions

<ul style="list-style-type: none"> c) Jurisdiction of supreme Court <ul style="list-style-type: none"> • Original Jurisdiction • Writ Jurisdiction • Appellate Jurisdiction • Advisory Jurisdiction • Judicial Activism d) Judiciary and Rights <ul style="list-style-type: none"> • Judiciary and Parliament 	<ul style="list-style-type: none"> • Analyse the reasons why Judiciary has become proactive. • Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments.
7. Federalism <ul style="list-style-type: none"> a) What is Federalism? b) Federalism in the Indian Constitution <ul style="list-style-type: none"> • Division of Powers c) Federalism with a strong central government d) Conflicts in India's federal system <ul style="list-style-type: none"> • Centre-State Relations • Demands for Autonomy • Role of Governors and President's Rule • Demands for New States • Interstate Conflicts e) Special provisions <ul style="list-style-type: none"> • Jammu and Kashmir 	Students will be able to: <ul style="list-style-type: none"> • Explain the basic features of a federation. • Identify the different levels of the government & subjects on which the union and state governments can make laws. • Discuss the various constitutional provisions that led to a strong Centre in India.
8. Local Governments <ul style="list-style-type: none"> a) Why local governments? b) Growth of Local Government in India <ul style="list-style-type: none"> • Local Governments in Independent India c) 73rd and 74th amendments d) 73rd Amendment <ul style="list-style-type: none"> • Three Tier Structure • Elections • Reservations • Transfer of Subjects • State Election Commissioners • State Finance Commission e) 74th Amendment <ul style="list-style-type: none"> • Implementation of 73rd and 74th Amendments 	Students will be able to: <ul style="list-style-type: none"> • Understand the Panchayati Raj system of local government in India, its emergence and significance • Identify the objectives, functions and sources of income of rural and urban local government bodies • Justify the significance of 73rd and 74th constitutional amendments • Acknowledge and examine the significance of decentralization • Introspect and realise the need to empower local government bodies
Constitution as a Living Document <ul style="list-style-type: none"> a) Are constitutions static? b) How to amend the constitution? c) Why have there been so many amendments? 	Students will be able to: <ul style="list-style-type: none"> • Analyse the working of the Constitution. • Know the various amendments that have

<p>9. Contents of amendments made so far</p> <ul style="list-style-type: none"> • Differing Interpretations • Amendments through Political Consensus • Controversial Amendments <p>e) Basic structure and evolution of the constitution</p> <p>f) Constitution as a Living Document</p> <ul style="list-style-type: none"> • Contribution of the Judiciary • Maturity of the Political Leadership 	<ul style="list-style-type: none"> • taken place and the controversies raised. • Appreciate why the Constitution is called a Living Document.
<p>10. The Philosophy of the Constitution</p> <p>a) What is meant by philosophy of the constitution?</p> <ul style="list-style-type: none"> • Constitution as Means of Democratic Transformation <p>b) Why do we need to go back to the Constituent Assembly?</p> <p>c) What is the political philosophy of our constitution?</p> <ul style="list-style-type: none"> • Individual freedom • Social Justice • Respect for diversity and minority rights • Secularism • Universal franchise • Federalism • National identity <p>d) Procedural Achievements</p> <p>e) Criticisms</p> <ul style="list-style-type: none"> • Limitations 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the philosophical vision of our Constitution. • Recognise the core features of the Indian Constitution. • Evaluate the strengths and limitations of the Constitution.
<p>PART B POLITICAL THEORY</p>	
<p>1. Political Theory: An Introduction</p> <p>a) What is politics?</p> <p>b) What do we study in political theory?</p> <p>c) Putting Political theory into practice</p> <p>d) Why should we study political theory?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define the term politics and identify various political principles. • Explain the innate ideas of various Political theories. • Appreciate the contribution of Political Thinkers

2. Freedom a) The Ideal of freedom b) The sources of Constraints-Why do we need constraints? c) The Harm Principle d) Negative and Positive liberty	Students will be able to: <ul style="list-style-type: none"> • Appreciate the ideal of freedom. • Critically evaluate the dimensions of negative and positive liberty. • Demonstrate spirit of enquiry • Explain the ideas introduced by J.S. Millin Harm Principle. • Assess the possible limitations on freedom resulting from the social and economic structures of society.
3. Equality a) Why does equality matter? <ul style="list-style-type: none"> • Equality of opportunities • Natural and Social Inequalities b) Three dimensions of equality c) Feminism, Socialism d) How can we promote equality?	Students will be able to: <ul style="list-style-type: none"> • Understand the moral and political ideals of equality. • Assess how equality is perceived through different ideologies • Recognise the means and methods to promote equality. • Evaluate the possible solutions to minimise inequality.
4. Social Justice a) What is Justice? <ul style="list-style-type: none"> • Equal Treatment for Equals • Proportionate Justice • Recognition of Special Needs b) Just distribution c) John Rawls Theory of Justice d) Pursuing Social Justice e) Free Markets versus State Intervention	Students will be able to: <ul style="list-style-type: none"> • Classify the different dimensions of justice. • Appreciate the measures taken by the government of India to secure social justice. • Enlist the basic minimum requirements of people for living a healthy and productive life. • State John Rawls' theory of veil of ignorance.
5. Rights a) What are Rights? b) Where do rights come from? c) Legal rights and the state d) Kinds of rights e) Rights and responsibilities	Students will be able to: <ul style="list-style-type: none"> • Define rights • Identify the need for rights and its importance to mankind. • why rights needto be sanctioned by law. • Describe the features of different kinds of rights.
6. Citizenship a) Introduction b) Full and equal membership c) Equal Rights d) Citizen and Nation e) Universal Citizenship f) Global Citizenship	Students will be able to: <ul style="list-style-type: none"> • Explain the meaning of citizenship. • Contribute to meaningful discussion on ways of granting citizenship. • Discuss the probable solutions or alternatives to solve citizenship issue • Analyse the problems to be surmounted to strengthen links between the people and governments

7.Nationalism a) Introducing Nationalism b) Nations and Nationalism <ul style="list-style-type: none"> • Shared Beliefs and History • Shared National Identity c) National self-determination d) Nationalism and Pluralism	Students will be able to: <ul style="list-style-type: none"> • Understand the concepts of nation and nationalism • Assess the strengths and limitations of nationalism. • Identify and build an understanding on the factors related to creation of collective identities • Examine the concept of national self-determination • Acknowledge the need to make nations more democratic and inclusive
8.Secularism a) What is Secularism? b) Inter-religious Domination c) Intra-religious Domination d) Secular State <ul style="list-style-type: none"> • The western model of secularism • The Indian model of secularism e) Criticisms of Indian secularism <ul style="list-style-type: none"> • Western Import and Minoritism • Interventionist • Vote Bank Politics 	Student will be able to: <ul style="list-style-type: none"> • Define Secularism. • Differentiate between Inter-religious and Intra-Religious Domination. • Recognise the concept of a Secular State. • Compare Western and Indian Model of Secularism. • Make an appraisal of Indian Secularism.

Prescribed Textbooks:

1. Indian Constitution at Work, Class XI, Published by NCERT
2. Political Theory, Class XI, Published by NCERT
3. Added Reference Material available with the document in the Annexure

Note: The above textbooks are also available in Hindi and Urdu versions.

COURSE STRUCTURE
CLASS XI (2025-2026)
Theory Paper

Time : 3 Hours

Marks: 70

Units	Topics	Marks
I	Understanding Psychology	11
II	Methods of Enquiry in Psychology	13
III	Human Development	11
IV	Sensory, Attentional and Perceptual Processes	8
V	Learning	9
VI	Human Memory	8
VII	Thinking	5
VIII	Motivation and Emotion	5
	Total	70

COURSE STRUCTURE

	Name of the Units
Unit I	Understanding Psychology <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Psychology: <ul style="list-style-type: none"> ● Psychology as a Discipline ● Psychology as a Natural Science ● Psychology as a Social Science 3. Understanding Mind and Behaviour 4. Popular Notions about the Discipline of Psychology 5. Evolution of Psychology 6. Development of Psychology in India 7. Branches of Psychology 8. Psychology and Other Disciplines 9. Psychology in Everyday Life
Unit II	Methods of Enquiry in Psychology <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Goals of Psychological Enquiry <ul style="list-style-type: none"> ● Steps in Conducting Scientific Research ● Alternative Paradigms of Research 3. Nature of Psychological Data

	<ol style="list-style-type: none"> 4. Some Important Methods in Psychology <ul style="list-style-type: none"> ● Observational Method ● Experimental Method ● Correlational Research ● Survey Research ● Psychological Testing ● Case Study 5. Analysis of Data <ul style="list-style-type: none"> ● Quantitative Method ● Qualitative Method 6. Limitations of Psychological Enquiry 7. Ethical Issues
Unit III	<p>Human Development</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Meaning of Development <ul style="list-style-type: none"> ● Life-Span Perspective on Development 3. Factors Influencing Development 4. Context of Development 5. Overview of Developmental Stages <ul style="list-style-type: none"> ● Prenatal Stage ● Infancy ● Childhood ● Challenges of Adolescence ● Adulthood and Old Age
Unit IV	<p>Sensory, Attentional and Perceptual Processes</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Knowing the world 3. Nature and varieties of Stimulus 4. Sense Modalities <ul style="list-style-type: none"> ● Functional limitation of sense organs 5. Attentional Processes <ul style="list-style-type: none"> ● Selective Attention ● Sustained Attention 6. Perceptual Processes <ul style="list-style-type: none"> ● Processing Approaches in Perception 7. The Perceiver 8. Principles of Perceptual Organisation

	9. Perception of Space, Depth and Distance <ul style="list-style-type: none"> • Monocular Cues and Binocular Cues 10. Perceptual Constancies 11. Illusions 12. Socio-Cultural Influences on Perception
Unit V	Learning <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Learning 3. Paradigms of Learning 4. Classical Conditioning <ul style="list-style-type: none"> • Determinants of Classical Conditioning 5. Operant/Instrumental Conditioning <ul style="list-style-type: none"> • Determinants of Operant Conditioning • Key Learning Processes 6. Observational Learning 7. Cognitive Learning 8. Verbal Learning 9. Skill Learning 10. Factors Facilitating Learning 11. Learning Disabilities
Unit VI	Human Memory <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Nature of memory 3. Information Processing Approach : The Stage Model 4. Memory Systems : Sensory, Short-term and Long-term Memories 5. Levels of Processing 6. Types of Long-term Memory <ul style="list-style-type: none"> • Declarative and Procedural; Episodic and Semantic 7. Nature and Causes of Forgetting <ul style="list-style-type: none"> • Forgetting due to Trace Decay, Interference and Retrieval Failure 8. Enhancing Memory <ul style="list-style-type: none"> • Mnemonics using Images and Organisation
Unit VII	Thinking <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Thinking

	<ul style="list-style-type: none"> ● Building Blocks of Thought <ol style="list-style-type: none"> 3. The Processes of Thinking 4. Problem Solving 5. Reasoning 6. Decision-making 7. Nature and Process of Creative Thinking <ul style="list-style-type: none"> ● Nature of Creative Thinking ● Process and strategies of Creative Thinking 8. Thought and Language 9. Development of Language and Language Use
Unit VIII	Motivation and Emotion <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Motivation 3. Types of Motives <ul style="list-style-type: none"> ● Biological Motives ● Psychosocial Motives 4. Maslow's Hierarchy of Needs 5. Nature of Emotions 6. Expression of Emotions <ul style="list-style-type: none"> ● Culture and Emotional Expression ● Culture and Emotional Labeling 7. Managing Negative Emotions 8. Enhancing Positive Emotions
Practical (Projects/small study, experiments, etc.) 30 marks The students shall be required to undertake one project /small study and conduct two experiments . The project/small study would involve the use of different methods of enquiry like observation, survey, interview, questionnaire related to the following topics: <ul style="list-style-type: none"> ● Bullying/Cyberbullying ● Mental health and wellbeing ● Impact of social media on the youth today ● Altruism and its impact on wellbeing ● Peer Pressure ● Anger management ● Sleep Hygiene ● Changing Gender roles and stereotypes ● Cooperation and Competition ● Compliance and Obedience 	

You may also choose to do a project on any topic covered in the course (e.g., Human development, Learning, Memory, Motivation, Perception, Attention and Thinking). Experiments could focus on cause-and-effect relationships.

Practical Examination

● Practical (Experiments) file	05 Marks
● Project File	05 Marks
● Viva Voce (Project and experiment)	05 Marks
● One experiment (05 marks for conduction of experiment and 10 marks for reporting)	15 Marks
Total	30 Marks

QUESTION PAPER DESIGN
CLASS –XI (2025-26)

I. Theory : 70 Marks

Time: 3 Hours		Maximum Marks: 70	
S. No.	Competencies	Total Marks	% Weightage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	35	50%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	25	35%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions	10	15%
	Total	70	100%

II. Practical: 30 Marks

SOCIOLOGY
Subject Code-039
CLASS XI-XII (2025-26)

Rationale

Sociology is introduced as an elective subject at the senior secondary stage. The syllabus is designed to help learners to reflect on what they hear and see in the course of everyday life and develop a constructive attitude towards society in change; to equip a learner with concepts and theoretical skills for the purpose. The curriculum of Sociology at this stage should enable the learner to understand dynamics of human behavior in all its complexities and manifestations. The learners of today need answers and explanations to satisfy the questions that arise in their minds while trying to understand social world. Therefore, there is a need to develop an analytical approach towards the social structure so that they can meaningfully participate in the process of social change. There is scope in the syllabus not only for interactive learning, based on exercises and project work but also for teachers and students to jointly innovate new ways of learning.

- Sociology studies society. The child's familiarity with the society in which she /he lives in makes the study of Sociology a double edged experience. At one level Sociology studies institutions such as family and kinship, class, caste and tribe religion and region- contexts with which children are familiar of, even if differentially. For India is a society which is varied both horizontally and vertically. The effort in the books will be to grapple overtly with this both as a source of strength and as a site for interrogation.
- Significantly the intellectual legacy of Sociology equips the discipline with a plural perspective that overtly engages with the need for defamiliarisation, to unlearn and question the given. This interrogative and critical character of Sociology also makes it possible to understand both other cultures as well as relearn about one's own culture.

This plural perspective makes for an inbuilt richness and openness that not too many other disciplines in practice share. From its very inception, Sociology has had mutually enriching and contesting traditions of an interpretative method that openly takes into account 'subjectivity' and causal explanations that pay due importance to establishing causal correspondences with considerable sophistication. Not surprisingly its field work tradition also entails large scale survey methods as well as a rich ethnographic tradition. Indeed, Indian Sociology, in particular has bridged this distinction between what has often been seen as distinct approaches of Sociology and Social Anthropology. The syllabus provides ample opportunity to make the child familiar with the excitement of field work as well as its theoretical significance for the very discipline of Sociology.

- The plural legacy of Sociology also enables a bird's eye view and a worm's eye view of the society the child lives in. This is particularly true today when the local is inextricably defined and shaped by macro global processes.
- The syllabus proceeds with the assumption that gender as an organizing principle of society cannot be treated as an add on topic but is fundamental to the manner that all chapters shall be dealt with.
- The chapters shall seek for a child centric approach that makes it possible to connect the lived reality of children with social structures and social processes that Sociology studies.
- A conscious effort will be made to build into the chapters a scope for exploration of society that makes learning a process of discovery. A way towards this is to deal with sociological concepts not as givens but a product of societal actions humanly constructed and therefore open to questioning.

Objectives

- To enable learners to relate classroom teaching to their outside environment.
- To introduce them to the basic concepts of Sociology that would enable them to observe and interpret social life.
- To be aware of the complexity of social processes.
- To appreciate diversity in Indian Society and the world at large.
- To build the capacity of students to understand and analyze the changes in contemporary Indian society.

COURSE STRUCTURE CLASS XI (2025-26)

Time: 3 Hours

Max. Marks: 80

Units		Marks
A	Introducing Sociology	
	1. Sociology, Society and its relationship with other Social Science disciplines	10
	2. Terms, concepts and their use in Sociology	10
	3. Understanding Social Institutions	12
	4. Culture and Socialization	12
	Total	44

B	Understanding Society	
	7. Social Change and Social order in Rural and Urban Society	12
	9. Introducing Western Sociologists	12
	10. Indian Sociologists	12
	Total	36
Total		80
Project Work		20

COURSE CONTENT

A.	INTRODUCING SOCIOLOGY	44 Marks
Unit 1	Sociology, Society and its Relationship with other Social Sciences <ul style="list-style-type: none"> Introducing Society: Individuals and collectivities. Pluralities and Inequalities among societies. Introducing Sociology: Emergence. Nature and Scope. Relationship with other Social Science disciplines 	
Unit 2	Terms, Concepts and their use in Sociology <ul style="list-style-type: none"> Social Groups and Society Social Stratification Status and Role Society & Social Control 	
Unit 3	Understanding Social Institutions <ul style="list-style-type: none"> Family, Marriage and Kinship Work & Economic Life Political Institutions Religion as a Social Institution Education as a Social Institution 	
Unit 4	Culture and Socialization <ul style="list-style-type: none"> Defining Culture Dimensions of Culture Socialization Agencies of Socialisation & Sociology 	

B.	UNDERSTANDING SOCIETY	36 Marks
Unit 7	Social Change and Social Order in Rural and Urban Society <ul style="list-style-type: none"> • Social Change: Types, Causes and Consequences • Social Order: Domination, Authority and Law; Contestation, Crime and Violence • Concepts: Village, Town and City • Social Order and Social Change in Rural and Urban Areas 	
Unit 9	Introducing Western Sociologists <ul style="list-style-type: none"> • The Context of Sociology • Karl Marx on Class Conflict • Emile Durkheim: Division of Labour in society • Max Weber: Interpretive Sociology, Ideal Type & Bureaucracy 	
Unit 10	Indian Sociologists <ul style="list-style-type: none"> • G.S. Ghurye on Caste and Race • D.P. Mukherjee on Tradition and Change • A.R. Desai on the State • M.N. Srinivas on the Village 	

PROJECT WORK		
Max. Marks: 20		
A. Project undertaken during the academic year at school level <ol style="list-style-type: none"> 1. Introduction -2 Marks 2. Statement of Purpose – 2 Marks 3. Research Question – 2 Marks 4. Methodology – 3 Marks 5. Data Analysis – 4 Marks 6. Conclusion – 2 Marks 		15 Marks
B. Viva – based on the project work		05 Marks

SOCIOLOGY
QUESTION PAPER DESIGN
CLASS XI (2025-26)

S.No.	Competencies	Total Marks	Weightage (%)
1	Knowledge & understanding Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	30	37.5%
2	Application of Knowledge and Concepts Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	32	40%
3	Formulate, Analyse , Evaluate & Create Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	18	22.5%
	Total	80	100%