

**ENGLISH - CLASS XI A,B,C,D**

**LEARNING OUTCOMES**

The general objectives at this stage are to:

- listen and comprehend live as well as record in writing 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, 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.

**MARCH/APRIL/MAY/JUNE**

**JULY**

**Familiarization with the course and marking scheme**

**Literature** Hornbill: Prose: The Portrait of a Lady

The Photograph

**Writing Skills:** Article Writing, Notice Writing

**Reading Skills:** Note Making

<b>AUGUST</b>		<b>SEPTEMBER</b>	
<u>Writing Skills</u> Posters <u>Literature</u> Discovering Tut –The Saga Continues The Ailing Planet The Voice of the Rain Summer of the beautiful white horse		<u>Literature-</u> The Address <u>Writing Skills-</u> Factual Description /Report Writing Formal Letters -Business Letters -Letter to the authorities, Letter to the Editor, Job Application Recapitulation of Integrated Grammar and Writing Skills <b>ASSESSMENT OF LISTENING AND SPEAKING (ASL)</b>	
<b>OCTOBER</b>		<b>NOVEMBER</b>	
<u>Literature-</u> Albert Einstein at School The Browning Version, Father to Son <u>Writing Skills</u> Invitations and Replies,		<u>Literature</u> Childhood, Birth <u>Writing Skills</u> : Speech Debate, Advertisements	
<b>DECEMBER</b>	<b>JANUARY</b>	<b>FEBRUARY</b>	
Mother’s Day The Tale of Melon City	<u>REVISION</u>		

## HISTORY - CLASS XI A,B

## POLITICAL SCIENCE - CLASS XI A,B

### LEARNING OUTCOMES

At the senior secondary level, students who opt for Political Science are given an opportunity to get exposed to the diverse concepts of the discipline helping them to be a global citizen and develop skills to understand, apply and evaluate. At this level, there is a need to enable students to have the skills to engage with political processes that surround them and provide them with an understanding of the historical context that has shaped the present. The different courses expose the students to various streams of the discipline of Political Science: Political Theory, Indian Politics and International Politics. Concerns of the other two streams - Comparative Politics and Public Administration- are accommodated at different places in these courses. In introducing these streams, special care has been taken not to burden the students with the current jargon of the discipline. The basic idea here is to lay the foundations for a serious engagement with the discipline and develop competencies related to Political Science to prepare them for higher education, learning and knowledge.

#### Competencies and Outcomes:

#### 1. Indian Constitution at Work:

**1.1 Competency:** Understanding, identifying and analysing the key features, historical processes and working of the Constitution of India.

**1.2 Outcomes:** The students will:

- 1.2.1 Understand the historical processes and the circumstances in which the Constitution was drafted.
- 1.2.2 Be familiar with the diverse perspectives that guided the makers of the Indian Constitution.
- 1.2.3 Identify key features of the Constitution and compare these to other constitutions in the world.
- 1.2.4 Analyse the working of the Constitution in real life.

#### 2. Political Theory:

**2.1 Competency:** Understanding, critically evaluating and applying political theory

**2.2 Outcomes:** After the course the students will:

- 2.2.1 Understand different themes and thinkers associated with the real life.
- 2.2.2 Develop the skills for logical reasoning
- 2.2.3 Meaningfully participate in the issues and concerns of political life surrounding them.

<b>MARCH</b>		<b>APRIL</b>
<b>MAY</b>		<b>JULY</b> 1 CONSTITUTION: WHY AND HOW , PHILOSOPHY OF THE CONSTITUTION, CONSTITUTION AS A LIVING DOCUMENT RIGHTS AND DUTIES IN THE INDIAN CONSTITUTION 2 ELECTION AND REPRESENTATION
<b>AUGUST</b> 1 THE LEGISLATURE 2 THE EXECUTIVE 3 THE JUDICIARY 4 <b>FEDERALISM</b>		<b>SEPTEMBER</b> 5 <b>LOCAL GOVERNMENTS</b>
<b>OCTOBER</b> <b>2<sup>ND</sup> BOOK</b> 1 <b>POLITICAL THEORY: AN INTRODUCTION</b> 2 <b>LIBERTY</b> 3 <b>EQUALITY</b> 4 <b>JUSTICE</b>		<b>NOVEMBER</b> 5 <b>RIGHTS</b> 6 <b>CITIZENSHIP</b> 7 <b>NATIONALISM</b>
<b>DECEMBER</b> 8 <b>SECULARISM</b>	<b>JANUARY</b> 9 <b>DEVELOPMENT</b>	<b>FEBRUARY</b> <b>REVISION</b>

## LEARNING OUTCOMES

- To introduce the children to the subject matter of Economics.
- To enable them to be equipped with various statistical tools which are very beneficial for economic analysis.
- To develop a sense of responsibility towards the society and the economy at large.
- To enable learners to become perceptive, socially aware, and self reliable.
- To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.
- To make students aware about how a consumer decides how much quantity of a commodity is going to buy.
- To make students aware about the producer psychology.
- To make the students aware about the various market forms that exist around.

<b>JULY</b>  <b>Unit -1 introduction</b> Unit -2 collection, organization and presentation of data	<b>August</b>  Unit 4 Introducing micro economics Unit 5 consumer's Equilibrium
<b>September</b>  Unit 3 statistical tools and interpretation	<b>October</b>  Unit – 6 Producer Behaviour and <b>supply</b>
<b>NOVEMBER</b> Unit – 3 statistical tools and interpretation (continued)	<b>December</b>  Unit-7 forms of market and price determination under perfect competition and simple applications
<b>January</b>  Development of project report	<b>February</b>  <b>Revision</b>

**PSYCHOLOGY - CLASS XI A, B , D**

## LEARNING OUTCOMES

- To develop appreciation about human mind and behaviour in the context of learners' immediate society and environment.
- To develop in learners an appreciation of the nature of psychological knowledge and its application to various aspects of life.
- To enable learners to become perceptive, socially aware, and self-reflective.
- To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.

<b>MARCH</b> ----	<b>APRIL</b> ---	
<b>MAY</b> ---	<b>JULY</b> <b>Unit – 1 What is Psychology?</b> <b>Unit – 2 Methods of Enquiry in Psychology</b>	
<b>AUGUST</b> <b>Unit – 3 The Bases of Human Behaviour</b> <b>Unit - 4 Human Development</b>	<b>SEPTEMBER</b> <b>REVISION &amp; First Term Exam</b>	
<b>OCTOBER</b> <b>Unit – 5 Sensory, Attentional and Perceptual Processes</b>	<b>NOVEMBER</b> <b>Unit – 6 Learning</b> <b>Unit – 7 Human Memory</b>	
<b>DECEMBER</b> <b>Unit – 8 Thinking</b>	<b>JANUARY</b> <b>Unit – 9 Motivation &amp; Emotion</b>	<b>FEBRUARY</b> <b>REVISION &amp; Annual Exam</b>

## SOCIOLOGY – CLASS - XI B

**LEARNING  
OUTCOMES**

**A study of Sociology will**

- => Seek to give a sense of what Sociology does.
- => Help to understand both the society and the individual's life better.
- > Familiarize the students with the sociological perspective, its concepts and tools of research.
- => Seeks to show how Sociology as a discipline.
- => Engages the student to think and reflect, to relate what is happening to the society and to the individuals.
- => Discuss the emergence of Sociology, the key concerns of the discipline, its tools and methods of studying society.
- => Attempting to understand society and thereby understanding the relationship between the individual and the society.
- => Drawing from contemporary developments, attempt a sociological understanding of our environment.
- => Key concepts that western and Indian thinkers developed to understand the structures and processes of modern societies.

<b><u>MARCH</u></b>	<b><u>APRIL</u></b>
<b><u>MAY</u></b>	<b><u>JULY</u></b>
-	<b>Book I; introducing Sociology</b>  <b>L-1 Sociology and Society</b> <b>L – 2 Terms , Concepts and their use in Socioloty</b>
<b><u>AUGUST</u></b>	<b><u>SEPTEMBER</u></b>
<b>L – 3 Understanding Social Institutions</b> <b>L- 4 Culture and Socialisation</b>	<b>L- 5 Doing Sociology :</b> <b>Research Methods</b>
<b><u>OCTOBER</u></b>	<b><u>NOVEMBER</u></b>
<b>Book II: Understanding Society</b> <b>L- 1 Social Structure, Stratification and Social Processes in Society</b> <b>L – 2 Social Change and Social Order in Rural and Urban Society</b>	<b>L- 3 Social Change and Social Order in Rural and Urban Society</b>
<b><u>DECEMBER</u></b>	<b><u>JANUARY</u></b>
<b>L- 4 Introducing Western Sociologists</b>	<b>L- 5 Indian Sociologists</b>

**PHYSICAL EDUCATION – CLASS XI**

## LEARNING OUTCOMES

- Health and Physical Education focus on whole development, both mental and physical, understanding the importance of physical fitness, health, well being, and the factors that contribute to them.
- The Physical Education and sports is on helping children develop a positive attitude and commitment to a life long activity.
- Get detail knowledge about health and physical activities.
- Students can do practice from these books for good knowledge in activities.
- Students can evaluate their knowledge with the help this subject and enhance their knowledge.
- Physical activity provide opportunities for enjoyment challenge and self expression.
- Student will demonstrate responsible social behaviour while participating in movement activities, and the importance of respect of others.
- Students will understand the relationship between history, culture and games.
- Improved understanding of movements and the structure of human body.
- Through physical activities, including recreational activities, easier time can be utilized properly, it helps in relaxation, stress and tension.
- It helps in developing the alertness of mind. Various sports, games & yoga in which the alertness of mind is a vital factor, various physical activities reduce the reaction time of a player
- Physical Education helps in creating discipline, because disciplined pupil can achieve every goal in their life. Disciplines is promoted by games and sports.
- Physical Education makes an individual fit for every fact of life, enhance all essential traits which helps in character building.

\*Physical Education is a good source of knowledge about health. Now a days most of the people are panic because of CORONA VIRUS , through the Physical activities & yoga students can improve their immune power, they can also help their family member in the Pandemic situation

<b><u>MARCH</u></b>	<b><u>APRIL</u></b>
<b><u>MAY</u></b>	<b><u>JULY</u></b> UNIT - I *Changing Trends & Career in Physical Education
<b><u>AUGUST</u></b> UNIT - II *Olympic Value Education  UNIT -III *Physical Fitness, Wellness & Lifestyle	<b><u>SEPTEMBER</u></b> UNIT - IV *Physical Education & Sports for CWSN  UNIT - V *Yoga
<b><u>OCTOBER</u></b>  UNIT - VI *Physical Activity & Leadership Training	<b><u>NOVEMBER</u></b>  UNIT - VII *Test, Measurements & Evaluation

<b><u>DECEMBER</u></b>  <b>UNIT - VIII</b> <b>*Fundamentals of Anatomy</b>	<b><u>JANUARY</u></b>  <b>UNIT - IX</b> <b>*Psychology &amp; Sports</b>  <b>UNIT - X</b> <b>*Training &amp; Doping in Sports</b>
<b>FEBURARY</b> <b>*Revision</b> <b>*FINAL EXAMINATION</b>	

## COMMERCIAL ARTS – CLASS XI A , B

### LEARNING OUTCOMES

A study of Commercial Art will inculcate among the students a few vocational skills and thus at the end of the session they will be able to:

- Develop a basic conceptual understanding of the subject content in theory and acquire the skill of creativity, self-expression and visual awareness through drawing and painting.
- Develops the ability to appear enthusiastic and willing to study artistic expressions from the history of Indian art and respect, appreciate and demonstrate with an open mind.
- Demonstrate an understanding of basic colour principles, colour mixing and shading techniques.
- Develop skill of using drawing and painting material surface, tools and equipment effectively.
- Observe. Analyses, record, interpret and illustrate a variety of subjects including:
  - the three dimensional objects
  - the typographical characters
  - the graphic designs
- Develop their skill to draw and paint these observations.
- Develop an understanding of design and composition (The use of the elements and the principles of design).
- Develop their skill of typography and an understanding towards its application in design.
- Create the form and colour schemes in imagination with an ability to express them effectively in drawing and painting
- Discuss and demonstrate through visual expression.
- And finally developing an aesthetical approach.

<b>JULY</b>  <b>1. Introduction to basic design and its elements</b> <b>Design compositions based on monochromic and harmonising and contrasting colours.</b> <b>2. 1.History of Indian art-Art of Indus Valley</b> <b>Buddhist, Jain and Hindu art.</b>	<b>AUGUST</b>  <b>1. Gupta art</b> <b>2. Typography –classification and formation ,word and sentence writing</b>
<b>SEPTEMBER</b>  <b>1. Typography- rules of spacing</b> <b>2. Free hand typography</b>	<b>OCTOBER</b>  <b>1. Design with typography for a book cover</b>
<b>NOVEMBER</b>  <b>1.Temple sculpture and south Indian bronzes</b>	<b>DECEMBER</b>  <b>1. Introduction to still life</b>



<b>JANUARY</b>	<b>FEBRUARY</b>
<b>1. Indo Islamic art</b> <b>2. Study of two to three dimensional objects with freehand stroke sketching .</b>	<b>1. Study of objects in pencil shading.</b>

## MATHEMATICS – CLASS –XI A,B,C,D

### LEARNING OUTCOMES

**Higher secondary students are increasingly expected to engage in mathematical practices to help develop mathematical habits of their minds**

The learners may be provided with opportunities individually or in groups and encouraged to think holistically. The student will be able to :

- develop the idea of Set from the earlier learnt concepts in number system , geometry etc.
- identify relations between different sets.
- relate earlier learnt concept of trigonometric ratios to functions and evolves the idea of trigonometric functions.
- demonstrate deductive thinking by using technique of mathematical induction for establishing generalized mathematical statements.
- extend the idea of real numbers to a larger system of complex numbers.
- demonstrate strategies for solving systems of linear inequalities.
- apply the ideas of permutations and combinations to daily life situations of arranging and grouping the objects.
- develop the idea of Binomial theorem for a positive integral index from the earlier learnt concepts of finding squares and cubes of binomials.
- extend the ideas related to Arithmetic progressions learnt earlier to new types of sequences and their series.
- construct different forms of a straight line using the earlier learnt concepts of coordinate geometry.
- analyse different curves like circles ellipses, parabolas and hyperbolas based on the ideas developed for straight lines using coordinates.
- develop strategies of locating a point in three dimensions based on the concepts of two dimensional coordinate geometry.
- evolve the concepts of limit and derivative of a function by analyzing the behaviour of functions when the corresponding variable approaches a certain value.
- relate deductive reasoning to the mathematical statements studied so far.
- apply Measures of dispersion to get a better interpretation of data of different daily life situations.
- build up the axiomatic approach to Probability through the terms, random experiment, Sample space, events etc.

<b>MARCH</b>	<b>APRIL</b>
<b>MAY</b>	<b>JULY</b> Trigonometry Complex numbers
<b>AUGUST</b> Limit and Derivatives Linear Inequalities Permutation and Combinations	<b>SEPTEMBER</b> Sets

<p style="text-align: center;"><b>OCTOBER</b></p> <p>Relations and Functions Sequence and series Probability</p>	<p style="text-align: center;"><b>NOVEMBER</b></p> <p style="text-align: center;">Straight Lines Induction</p>	
<p style="text-align: center;"><b>DECEMBER</b></p> <p>Conic Sections Introduction to three dimensional geometry Binomial theorem</p>	<p style="text-align: center;"><b>JANUARY</b></p> <p style="text-align: center;">Statistics REVISION</p>	<p style="text-align: center;"><b>FEBRUARY</b></p> <p style="text-align: center;">REVISION</p>



