

ANNUAL
CURRICULUM
PLAN

CLASS XI ARTS

(SESSION: 2015-16)

WHERE THE MIND IS WITHOUT FEAR

Where the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments

By narrow domestic walls

Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habit

Where the mind is led forward by thee

Into ever-widening thought and action

Into that heaven of freedom, my Father, let my country awake.

- Rabindranath Tagore

LIST OF HOLIDAYS

1. Good Friday	03.04.15	Friday
2. Dr. Ambedkar Jayanti	14.04.15	Tuesday
3. Buddh Purnima	04.05.15	Monday
4. Id –Ul- Fitr	18.07.15	Saturday
5. Independence Day	15.08.15	Saturday
6. Teej	17.08.15	Monday
7. Raksha Bandhan	29.08.15	Saturday
8. Janamashtami	05.09.15	Saturday
9. Id-Ul-Zuha	24.09.15	Thursday
10. Gandhi Jayanti	02.10.15	Friday
11. Dussehra	22.10.15	Thursday
12. Muharram	24.10.15	Saturday
13. Karwa Chauth	30.10.15	Friday
14. Haryana Day	01.11.15	Sunday
15. Diwali	11.11.15	Wednesday
16. Goverdhan Puja	12.11.15	Thursday
17. Bhai Duj	13.11.15	Friday
18. Guru Nanak Dev ji's Birthday	25.11.15	Wednesday
19. Christmas Day	25.12.15	Friday
20. Makar Sankranti	14.01.16	Wednesday
21. Republic Day	26.01.16	Monday
22. Maha Shivratri	07.03.16	Monday
23. Holi	24.03.16	Thursday

Note:

1. Summer Break: 17th May 2015 to 30th June 2015
2. Autumn Break: 18th October 2015 to 23rd October 2015
3. Winter Break: 1st January 2016 to 10th January 2016

Total Number of Working Days: 236

April : 23	August : 21	December : 25
May : 23	September : 23	January : 14
June : 06	October : 18	February : 24
July : 24	November : 19	March : 16

School Curriculum Goals

The Curriculum will adopt the following goals:

- To create a connect between learners' spiritual, ethical, social, cognitive, mental and physical growth and development;
- To nurture individuality and thus enhance one's innate potentials;
- To foster constitutional literacy and tolerance for different cultures;
- To develop scientific outlook and transformative competences, in order to meet the demands of changing society. The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective. Schools will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature.

To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To develop creativity and the ability to appreciate art and showcase one's own talents;
- To promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture assertive communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community, and focus on preserving environment;
- To foster cultural learning and international understanding in an interdependent society;
- To strengthen knowledge and attitude related to livelihood skills;
- To acquire the ability to utilize technology and information for the betterment of humankind;
- To inspire the attitude of functional and participatory learning; and
- To develop abilities related to thinking skills and problem solving.

Main Pedagogical Outcomes for Curriculum Learning Areas:

- Learners use language to comprehend, acquire and communicate ideas and information and to interact with others.
- Learners identify, integrate and apply numerical and spatial concepts and techniques. They have clarity of concepts and are able to connect them to the real world.
- Learners understand and appreciate the physical, biological and technological world and have the knowledge, attitude, skills and values to make rational decisions in relation to it.
- Learners understand their cultural, geographical and historical milieus and have the knowledge, attitude, skills and values necessary to bring about transformation for a better India.
- Learners recognize the requirement of information, locate and resource it from a range of data available and evaluate, use and collaborate it with others.
- Learners identify, select, use technologies and are able to synthesize, innovate and discover newer technologies as required.
- Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop more relevant patterns.
- Learners think laterally, critically, identify opportunity, challenge their potential and are open to challenges. They are aware of consequences and take ownership of their deeds.
- Learners interact harmoniously with people and cultures from across the globe and are tolerant and empathetic towards others.
- Learners involve themselves in cultural pursuits as well as appreciate, respect and acknowledge the artistic, cultural and intellectual work of others.
- Learners value and engage in practices that promote personal physical as well as mental and cognitive development and well-being.

EXAMINATION SCHEDULE

AUGUST EXAMINATION SCHEDULE

Date	Subject
03.08.2015	Physical Education Practical
07.08.2015	General studies
10.08.2015	Hindi
12.08.2015	Economics
14.08.2015	Physical Education
18.08.2015	English
22.08.2015	Political Science

DECEMBER EXAMINATION SCHEDULE

Date	Subject
07.12.2015	Hindi
09.12.2015	Economics
11.12.2015	Physical Education
14.12.2015	English
18.12.2015	Political Science
19.12.2015	Physical Education Practical
21.12.2015	General Studies

ANNUAL EXAMINATION SCHEDULE

Date	Subject
18.02.2016	Physical Education Practical
21.02.2016	General Studies
26.02.2016	Hindi
29.02.2016	Economics
02.03.2016	Physical Education
04.03.2016	English
09.03.2016	Political Science

OBJECTIVES

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.
- To 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.
- To perceive the overall meaning and organisation of the text (i.e., the relationships of the different “chunks” in the text to each other
- to identify the central/main point and supporting details, etc., to build communicative competence in various registers of English
- to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- to translate texts from mother tongue(s) into English and vice versa
- to develop ability and knowledge required in order to engage in independent reflection and enquiry

At the end of this stage learners will be able to do the following:

- 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
 - 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. Converting 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.

Specific Objectives of Reading:

Students are expected to develop the following study skills:

- a. refer to dictionaries, encyclopaedia, thesaurus and academic reference material
- b. select and extract relevant information, using reading skills of skimming and scanning
- c. understand the writer's attitude and bias
- d. comprehend the difference between what is said and what is implied
- e. understand the language of propaganda and persuasion
- f. differentiate between claims and realities, facts and opinions
- g. form business opinions on the basis of latest trends available
- h. comprehend technical language as required in computer related fields
- i. arrive at personal conclusion and comment on a given text specifically
- j. develop the ability to be original and creative in interpreting opinion
- k. develop the ability to be logically persuasive in defending one's opinion
- l. making notes based on a text Develop literary skills as enumerated below:
 - personally 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

Specific Objectives of Writing

- to write letters to friends, pen friends, relatives, etc.
- to write business and official letters.
- to send faxes, e-mails[formal].
- to open accounts in post offices and banks.
- to fill in railway/airline reservation forms.
- to write on various issues to institutions seeking relevant information, lodge complaints, express thanks or tender apology.
- to write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- to write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- to write formal reports for school magazines/ events/processes/ or in local newspapers about events or occasions.
- to express opinions, facts, arguments in the form a speech or debates.
- to draft papers to be presented in symposia.
- to take down notes from talks and lectures.
- to write examination answers according to the requirement of various subjects.
- to summarise a text.

ENGLISH CORE

SECTION-A

Reading Comprehension

- **Very short answer and MCQ type questions:**

Two unseen passages (including poems) with a variety of questions including 04 marks for vocabulary such as word formation and inferring meaning. The total range of the 2 passages including a poem or a stanza, should be around 900-1000 words.

1. 550-600 words in length (for note-making and summarising)
2. 350-400 words in length (to test comprehension, interpretation and inference)

An unseen poem of about 28-35 lines.

The passages could be of any one of the following types:

- Factual passages e.g. illustrations, description, reports
- Discursive passages involving opinion, e.g. argumentative, persuasive
- Literary passages e.g. extracts from fiction, biography, autobiography, travelogue, etc.

In the case of a poem, the text may be shorter than the prescribed word limit.

SECTION B

Writing Skills and Grammar

WRITING

- **Short Answer Questions:** Based on notice/poster/advertisement
- **Long Answer Questions:** Letters based on verbal / visual input. It would cover all types of letters.
- **Letter types may include:**
 - a) Business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies)
 - b) Letters to the editor (giving suggestions on an issue)
 - c) Application for a job with a bio-data or resume
 - d) Letter to the school or college authorities, regarding admissions, school issues, requirements/suitability of courses, etc.
- **Very Long Answer Question:** Composition in the form of article, speech, report writing or a narrative.

Grammar

- Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence re-ordering, dialogue completion and sentence transformation. The grammar syllabus will include determiners, tenses, clauses, modals and change of Voice. These grammar areas will be tested using the following short answer type and MCQ type questions:
- Error Correction, editing tasks.
- Re-ordering of sentences,
- Transformation of sentences

SECTION C

Literature and Long Reading Texts

Questions to test comprehension at different levels : literals, inferential and evaluative

1. **Hornbill** : Textbook published by NCERT, New Delhi
2. **Snapshots**: Supplementary Reader published by NCERT, New Delhi

The following have been deleted:

Textbooks

Hornbill

Name of the lessons deleted

1. Landscape of the soul
2. The Adventure
3. Silk Road
4. The Laburnum Top(Poetry)
5. The Ghat of the only World

Snapshots

- **Very Short Answer Questions**-Based on an extract from poetry to test reference to context comprehension and appreciation
- **Short Answer Questions**-Based on prose, poetry and plays from both the texts
- **Long Answer Question**-Based on prescribed texts to test global comprehension and extrapolation beyond the texts to bring out the key messages and values.
Long Answer Questions-Based on theme, plot, incidents or event from the prescribed novels.
- **Long Answer Questions**-Based on understanding appreciation, analysis and interpretation of the characters.

Note: Values –based questions may be given as long answer in the writing or literature sections.

Long Reading Texts (Anyone)

With a view to inculcate the habit of reading among the students, CBSE has introduced compulsory reading of a Long Reading Text -Novel in the English Core Course and will be evaluated in the Term end Assessments. Schools can opt for either one of the texts.

NOVEL

The Canterville Ghost

Up from Slavery

AUTHOR

Oscar Wilde (Unabridged 1906 Edition)

Booker T. Washington (unabridged 2000 Edition)

QUESTION PAPER DESIGN

CLASS-XI		ENGLISH CORE							CODE-301	
Typology	Typology of questions/ learning outcomes	MCQ 1 mark	VSAQ 1 mark	Short answer Question 3 marks	Short answer Question 4 marks	Long Answer-I 80-100 words 5 marks	Long Answer-2 Question 120-150 words 6 marks	Very long answer 150-200 words (HOTS) 10 marks	Total Marks	Over all %
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting appreciating. Literary conventions and vocabulary, summarising and using appropriate format/s	6	6	1	---	1	---	---	20	20
Writing Skills and Grammar	Reasoning, appropriacy of style and tone, using appropriate format and fluency inference, analysis, evaluation and creativity, appreciation applying of language conventions, comprehension using structures with accuracy and fluency.	--	10	---	01	---	01	1	30	30
Literary Textbooks And long reading text	Recalling, reasoning, appreciating a literary conventions, inference, analysis, evaluation, creativity with fluency	3	---	3	---	---	3	---	30	30
Assessment of speaking and Listening Skills	Interaction , reasoning, diction, articulation, clarity, pronunciation and overall fluency		---		---	10+10 (L + S)			20	20
TOTAL		9x1=9	16x1=16	4x3=12	1x4=4	1x5=5	4x6=24	1x10=10	80	100

ANNUAL SYLLABUS BREAK UP

APRIL

S.No	Name of the Books	Chapters
1	HornBill	CH.1: The Portrait of a Lady
2	The Snapshots	CH.1: The Summer of the beautiful white horse
3	Writing Skills	Report (for News Paper & School Magazines)
4	Grammar	Tenses
5	Novel (Canterville Ghost)	Introduction & Discussion of Chapter1
6	Reading Skills	Unseen Passage

MAY

S. No.	Name of the Books	Chapters
1	HornBill	Poem 1: A Photograph
2	The Snapshots	CH.2: Address
3	Writing Skills	Letters (Formal)
4	Grammar	Determiners
5	Novel (Canterville Ghost)	Discussion of Chapter II
6	Reading Skills	Unseen Passage

JUNE

S.No	Name of the Books	Chapters
1	HornBill	CH.2: We're not afraid to die: if we can all be together Poem 2: The Voice of the Rain
2	Reading Skills	Note Making

JULY

S. No.	Name of the Books	Chapters
1	Hornbill	CH.3: Discovering Tut : The Saga Continues Poem 3: Childhood
2	The Snapshots	CH.3: Ranga's Marriage
3	Writing Skills	Article, Notice, Advertisement
4	Grammar	Active & Passive Voice
5	Novel	Discussion of Chapter III

AUGUST

REVISION FOR AUGUST EXAMINATION

SEPTEMBER

S.No.	Name of the Books	Chapters
1	The Snapshots	CH.4: Albert Einstein at School
2	Hornbill	Poem 4: Childhood
3	Writing Skills	Speech
4	Grammar	Clauses
5	Novel	Discussion of Chapter IV

OCTOBER

S.No.	Name of the Books	Chapters
1	HornBill	CH.5: The Ailing Planet: The Green Movement's Role. Poem 5: Father to Son
2	The Snapshots	CH.5: Mother's Day
3	Writing Skills	Debate
4	Grammar	Models
5	Novel	Discussion of Chapter V and VI

NOVEMBER

S.NO.	Name of the Books	Chapters
1	HornBill	CH.6: The Browning Version
2	Grammar	Editing, Gap Filling
3	Novel	Discussion of Chapter VII
4	The Snapshots	CH.7: Birth & CH.8: The Tale of melon City
5	Grammar	1.Omitting 2. Sentence Transformation

DECEMBER

REVISION FOR DECEMBER EXAMINATION

EXAMINATION SYLLABUS

AUGUST EXAMINATION

Hornbill:

The Portrait of a Lady

A Photograph

We're not afraid to die: if we can all be together

Discovering Tut : The Saga Continues

Snapshots:

The Summer of the beautiful white horse

Address

Ranga's Marriage

Poetry:

The Voice of the Rain

Childhood

Novel:

Canterville Ghost (Chapter 1, 2, and 3).

Writing Skills:

Report (for News Paper & School Magazines)

Letters (Formal)

Article, Notice, Advertisement

Grammar:

Tenses

Determiners

Active & Passive Voice

Reading Skills:

Unseen Passage

Note Making

DECEMBER EXAMINATION

FULL SYLLABUS

FEBRUARY EXAMINATION

FULL SYLLABUS

NOTE: There will be a class test and assignment after every chapter.

DETAILED SYLLABUS OF ECONOMICS

OBJECTIVES

- Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.
- Realization of learners' role in nation building and sensitivity to the economic issues that the nation is facing today.
- Equipment with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage.
- Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning.

COURSE STRUCTURE

Paper 1

3 Hours

90 Marks

Units	Marks
Part A: Statistics for Economics	
1. Introduction	} 13
2. Collection , Organisation and Presentation of Data	
3. Statistical Tools and Interpretation	
	<u>27</u>
	40
Part B: Indian Economic Development	
4: Development Experience(1947-90) and Economic Reforms since 1991	13
5: Current Challenges facing Indian Economy	12
6: Development experience of India-A Comparison with neighbours (OTBA)	15
	10
	<u>50</u>
Part C: Project Work	10

QUESTION PAPER DESIGN

Economics (CODE-030)

Time 3 Hours

Max. Marks:90

S.No	Typology of questions	Very Short Answer (VSA) 1 mark	Short Answer-I 3 marks	Short Answer-II (SA-II) 4 marks	Long Answer I 6 marks	Total marks	%
1	Remembering- (Knowledge based) simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information	-	2	1	2	22	25
2	Understanding- (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	1	2	1	2	23	25
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)	2	2	1	1	18	20
4	High Order Thinking skills (Analysis & Synthesis- Classify, compare, contrast or differentiate between different pieces of information, Organize and /or integrate unique pieces of information from a variety of sources	2	2	1	1	18	20
5	Evaluation and Multi-Disciplinary- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on value	0	1	-	1	9	10
	TOTAL	5x1=5	9x3=27	4x4=16	7x6=42	90(25)+10 project = 100 marks	100

Note: The question paper will include a Section on Open Case based –Questions on two case studies, each from Part A ad Part B of 8 marks, a total of 16 marks. The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

ANNUAL SYLLABUS BREAK UP

APRIL-MAY

Unit 1: Introduction

What is Economics?

Meaning, scope 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; 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).

JUNE

Unit 4: Development Experience (1947-90):

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

Common goals of Five Year Plans.

Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy, etc.), industry (industrial licensing, etc.) and foreign trade.

JULY

Unit 5: Economic Reforms since 1991:

Need and main features - liberalisation, globalisation and privatisation;

An appraisal of LPG policies

AUGUST

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UNIT6: Current challenges facing Indian Economy:

Poverty- absolute and relative; Main programmes for poverty alleviation: A critical assessment.

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

SEPTEMBER

UNIT6: Current challenges facing Indian Economy (Contd.):.

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

Employment: Formal and informal, growth and other issues: Problems and policies. Inflation: Problems and Policies.

Infrastructure: Meaning and Types: Case Studies: Energy and Health: Problems and Policies- A critical assessment;. Sustainable Economic Development: Meaning, Effects of Economic Development on Resources and Environment, including global warming

OCTOBER

Unit 7: Development Experience of India:

A comparison with neighbours

India and Pakistan

India and China

Issues: growth, population, sectoral development and other developmental indicators.

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- mean (simple and weighted), median and mode.

NOVEMBER

Measures of Dispersion - absolute dispersion (range, quartile deviation, mean deviation and standard deviation); relative dispersion (co-efficient of quartile-deviation, co-efficient of mean deviation, co-efficient of variation); Lorenz Curve.

DECEMBER

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JANUARY

Meaning and its application. Correlation - meaning, scatter diagram; Measures of correlation - Karl Pearson's method (two variable ungrouped data) Spearman's rank correlation.

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. Some

Mathematical tools used in Economics: Equation of a line, slope of a line, slope of a curve.

REVISION

EXAMINATION SYLLABUS

AUGUST EXAMINATION

Unit 1, 2, 4 and 5.

DECEMBER EXAMINATION

Unit 1, 2, 3, 4, 5 and 6.

FEBRUARY EXAMINATION

Full Syllabus

NOTE: There will be a class test and assignment after every Chapter.

OBJECTIVES

Indian Constitution at Work

- Enable students to understand the historical processes and the circumstances in which the Constitution was drafted.
- Provide opportunity for students to become familiar with the diverse visions that guided the makers of the Indian Constitution.
- Enable students to identify certain key features of the Constitution and compare these to other constitutions in the world.
- Analyse the ways in which the provisions of the Constitution have worked in real political life.

Political Theory

- Develop the skills for logical reasoning and abstraction.
- Inculcate attention to and respect for viewpoints other than one's own.
- Introduce students to the different political thinkers in relation to a concept and in everyday social life.
- Enable students to meaningfully participate in and develop internal concerns of the political life that surrounds them.
- Encourage the students to analyse any unexamined prejudices that one may have inherited.

Contemporary World Politics

- Enable the students to expand their horizons beyond India and make sense of the political map of contemporary world.
- Familiarise the students with some of the key political events and processes in the post cold war era.
- Equip students to be conscious of the way in which global events and processes shape our everyday lives.
- Strengthen their capacity for political analysis by thinking of contemporary developments in a historical perspective.

Politics in India after Independence

- Enable students to become familiar with some of the key political events and figures in the post-independence period.
- Develop skills of political analysis through an understanding of events and processes of recent history.
- Develop their capacity to link macro processes with micro situations and their own life.
- Encourage the students to take a historical perspective of making sense of contemporary India.

COURSE STRUCTURE

Units		Periods: 220	Marks: 100
Part A: Indian Constitution at work			
1	Constitution Why and How and Philosophy of the Constitution	17	12
2	Rights in the Indian Constitution	16	
3	Election and Representation	11	10
4	The Executive	11	
5	The Legislature	11	10
6	The Judiciary	11	
7	Federalism	11	10
8	Local Governments	11	
9	Constitution as a living document	11	8
Total		110	50
Part B: Political Theory			
10	Political Theory : An Introduction	10	10
11	Freedom	11	
12	Equality	11	10
13	Social Justice	12	
14	Rights	11	10
15	Citizenship	11	
16	Nationalism	11	10
17	Secularism	11	
18	Peace	11	10
19	Development	11	
Total		110	50

QUESTION PAPER DESIGN

QUESTION PAPER DESIGN 2015-16										
POLITICAL SCIENCE			Code No. 028					CLASS-XI		
Time: 3 Hours						Max. Marks: 100				
S. No	Typology of Questions	Learning Outcomes & Testing Skills	Very Short Answer (1 Mark)	Very Short Answer (2 Marks)	Short Answer (4 Marks)	Long Answer I (5 Marks) based on Passages	Map Question Picture based interpretation (5 Marks)	Long Answer II (6 Marks)	Marks	% weightage
1	Remembering- (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	<ul style="list-style-type: none"> ● Reasoning ● Analytical Skills ● Critical thinking 		1	2		-	2	22	22%
2	Understanding- (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)		2		2	1		1	21	21%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)		1	1		1	1	2	25	25%
4	High Order Thinking Skills (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources) (includes Map interpretation)		1	2	1	1		1	20	20%
5	Evaluation - (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		1	1	1	-	1	-	12	12%
Total			1x5=5	2x5=10	4x6=24	5x3=15	5x2=10	6x6=36	100	100%

ANNUAL SYLLABUS BREAK UP

APRIL

Part A

Chapter 1: Constitution Why and How and Philosophy of the Constitution

Constitution: Why and How, The making of the Constitution, the Constituent Assembly, Procedural Achievements and Philosophy of the Constitution.

Chapter 2: Rights in the Indian Constitution

The importance of Rights, Fundamental Rights in the Indian Constitution, Directive Principles of State Policy, Relationship between Fundamental Rights and Directive Principles

Part B

Chapter 10: Political Theory: An Introduction

What is Politics? What do we study in Political Theory? Putting Political Theory to practice. Why should we study Political Theory?

MAY

Part B

Chapter 11: Freedom

The Ideal of Freedom. What is Freedom? Why do we need constraints? Harm principle. Negative and Positive Liberty.

Part A

Chapter 3: Election and Representation

Elections and Democracy, Election System in India, Reservation of Constituencies, Free and Fair Elections, Electoral Reforms

MAY-JUNE

Part B

Chapter 12: Equality

Significance of Equality. What is Equality? Various dimensions of Equality. How can we promote Equality?

JULY

Part A

Chapter 4: Legislature

Why do we need a Parliament? Two Houses of Parliament. Functions and Power of the Parliament, Legislative functions, control over Executive. Parliamentary committees. Self-regulation.

Chapter 5: Executive

What is an Executive? Different Types of Executive. Parliamentary Executive in India, Prime Minister and Council of Ministers. Permanent Executive: Bureaucracy.

AUGUST

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Part B

Chapter 13: Social Justice

What is Justice? Just Distribution. Justice as fairness. Pursuing Social Justice

SEPTEMBER

Part B

Chapter 14: Rights

What are Rights? Where do Rights come from? Legal Rights and the State. Kinds of Rights. Rights and Responsibilities.

Chapter 15: Citizenship

What is citizenship? Citizen and Nation, Universal Citizenship, Global Citizenship

OCTOBER

Part A

Chapter 6: Judiciary

Why do we need an Independent Judiciary? Structure of the Judiciary, Judicial Activism, Judiciary and Rights, Judiciary and Parliament.

Chapter 7: Federalism

What is Federalism? Federalism in the Indian Constitution, Federalism with a strong Central Government, conflicts in India's federal system, Special Provisions.

NOVEMBER

Part B

Chapter 16: Nationalism

Nations and Nationalism, National Self-determination, Nationalism and Pluralism

Chapter 17: Secularism

What is Secularism? What is Secular State? The Western and the Indian approaches to Secularism. Criticisms and Rationale of Indian Secularism.

DECEMBER

Part B

Chapter 18: Peace

What is Peace? Can violence ever promote peace? Peace and the State. Different Approaches to the pursuit of peace. Contemporary challenges to peace.

JANUARY

Part A

Chapter 8: Local Governments

Why do we need Local Governments? Growth of Local Government in India, 73rd and 74th Amendments, implementation of 73rd and 74th Amendments.

Chapter 9: Constitution as a Living Document

Are Constitutions static? The procedure to amend the Constitution. Why have there been so many amendments? Basic Structure and Evolution of the Constitution. Constitution as a Living Document.

Part B

Chapter 19: Development

What is development? Dominant, development Model and alternative conceptions of development.

Prescribed Books:

1. Indian Constitution at work, Class XI, Published by NCERT
2. Political Theory, Class XI, Published by NCERT

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

Note: Audio- visual experience through videos related to various topics of study will be provided to the students.

EXAMINATION SYLLABUS

AUGUST EXAMINATION

Chapter (1 to 5) and (10 to 12).

DECEMBER EXAMINATION

Chapter (1 to 7) and (10 to 18).

FEBRUARY EXAMINATION

Full Syllabus

NOTE: There will be a class test and assignment after every chapter.

DETAILED SYLLABUS OF PHYSICAL EDUCATION

THEORY

MM 70

- Unit 1:** Physical Fitness, Wellness And Life Style
- Unit 2:** Changing Trends And Career In Physical Education
- Unit 3:** Olympic Movement
- Unit 4:** Yoga
- Unit 5:** Doping
- Unit 6:** Management Of Injuries
- Unit 7:** Test And Measurement In Sports
- Unit 8:** Fundamentals Of Anatomy And Physiology
- Unit 9:** Biomechanics And Sports
- Unit 10:** Psychology And Sports
- Unit 11:** Training In Sports

PRACTICAL

MM: 30

1. Physical fitness [5marks]
2. Athletics – any two events – sprints and jumps [5marks]
3. Health and fitness activities – medicine bawl/theratube/plates/ropes keeping (any one) [5m]
4. Skill on any one individual game of choice from given list- badminton, judo, swimming, table tennis, taekwondo and tennis [5 marks]
5. Viva [5marks]
6. Record file [5marks]

ANNUAL SYLLABUS BREAK UP

APRIL

CHAPTER 1: PHYSICAL FITNESS, WELLNESS AND LIFESTYLE

- Meaning and importance of Physical Fitness, Wellness and Lifestyle
- Factors affecting Physical Fitness and Wellness
- Indicators of Health - Physical and Psychological
- Preventing Health Threats through Lifestyle Change
- Components of positive lifestyle

MAY -JUNE

CHAPTER 2: CHANGING TRENDS AND CAREER IN PHYSICAL EDUCATION

- Define Physical Education, its Aims and Objectives
- Development of Physical Education - Post Independence
- Concept and Principles of Integrated Physical Education
- Concept and Principles of Adaptive Physical Education
- Career Options in Physical Education

CHAPTER 3: OLYMPIC MOVEMENT

- Ancient and Modern Olympics
- Olympic Symbols, Ideals, Objectives and Values
- International Olympic Committee
- Indian Olympic Association
- Dronacharya Award, Arjuna Award and Rajiv Gandhi Khel Ratna Award
- Organisational set-up of CBSE Sports and Chacha Nehru Sports Award

JULY

CHAPTER 4: YOGA

- Meaning and Importance of Yoga
- Yoga as an Indian Heritage
- Elements of Yoga
- Introduction to - Asanas, Pranayam, Meditation and Yogic Kriyas
- Prevention and Management of Common Lifestyle Diseases; Obesity, Diabetes, Hyper- Tension And Back-Pain

CHAPTER 5: DOPING

- Meaning and types of Doping
- Prohibited substances and methods
- Athletes responsibilities
- Testing - in competition and Out-of-Competition
- Side effects of prohibited substances

AUGUST

REVISION FOR AUGUST EXAMINATION

SEPTEMBER

CHAPTER 6: MANAGEMENT OF INJURIES

- Common sports injuries of soft Tissues, Joints and Bones

- First-Aid in Common Sports Injuries
- Prevention of Sports injuries
- Rehabilitation through Massage and Exercise

CHAPTER 7: TEST AND MEASUREMENT IN SPORTS

- Define Test and Measurement
- Importance of Test and Measurement in Sports
- Calculation of BMI and Waist - Hip Ratio
- Somato Types (Endomorphy, Mesomorphy and Ectomorphy)
- Procedures of Anthropometric Measurement - Height, Weight, Arm and Leg Length and Skin Fold

OCTOBER

CHAPTER 8: FUNDAMENTALS OF ANATOMY AND PHYSIOLOGY

- Define Anatomy, Physiology and its importance
- Function of skeleton system, Classification of bones and types of joints
- Function and structure of muscles
- Function and structure of Respiratory System
- Structure of Heart and introduction to Circulatory System

NOVEMBER

CHAPTER 9 :BIOMECHANICS AND SPORTS

- Meaning and Importance of Biomechanics in Physical Education and Sports
- Newton's Law of Motion and its application in sports
- Levers and its types and its application in Sports
- Equilibrium - Dynamic and Static and Centre of Gravity and its application in sports
- Force - Centrifugal and Centripetal and its application in Sports

DECEMBER

REVISION FOR DECEMBER EXAMINATION

CHAPTER 10: PSYCHOLOGY AND SPORTS

- Definition and importance of Psychology in Physical Education and Sports
- Define and differentiate between 'Growth and Development'
- Developmental characteristics at different stage of development
- Adolescent problems and their management
- Define Learning, Laws of Learning and transfer of Learning

JANUARY

CHAPTER 11: TRAINING IN SPORTS

- Meaning and Concept of Sports Training
- Principles of Sports Training
- Warming up and limbering down
- Load, Adaptation and Recovery
- Skill, Technique and Style.

EXAMINATION SYLLABUS

AUGUST EXAMINATION

Chapter 1, 2, 3, 4 and 5.

DECEMBER EXAMINATION

Chapter (1 to 9).

FEBRUARY EXAMINATION

Full Syllabus

NOTE: There will be a class test and assignment after every chapter.

हिंदी पाठ्यक्रम विभाजन

उद्देश्य

- सूचनात्मक साहित्य की सराहना, उसका आनंद उठाना और उसके प्रति सृजनात्मक और आलोचनात्मक दृष्टि का विकास ।
- साहित्य की विविध विधाओं (कविता, कहानी, निबंध आदि), महत्वपूर्ण कवियों और रचनाकारों, प्रमुख धाराओं और शैलियों का परिचय कराना ।
- भाषा की सृजनात्मक बारीकियों और व्यावहारिक प्रयोगों का बोध तथा सन्दर्भ और समय के अनुसार प्रभावशाली ढंग से उसकी मौखिक और लिखित अभिव्यक्ति कर सकना ।
- विभिन्न ग्यानानुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना ।
- साहित्य की प्रभावशाली क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (धर्म, जाति, लिंग, वर्ग, भाषा आदि) एवं अंतरों के प्रति सकारात्मक और संवेदनशील रवैये का विकास करना ।
- देश – विदेश में प्रचलित हिंदी के रूपों से परिचित कराना ।
- संचार-माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नवीन विधियों के प्रयोग की क्षमता का विकास करना ।
- साहित्य की व्यापक धारा के बीच रखकर विशिष्ट रचनाओं का विश्लेषण और विवेचन करने की क्षमता हासिल करना ।
- विपरीत परिस्थितियों में भी भाषा का इस्तेमाल शांति के साथ करना ।
- अमूर्त विषयों पर प्रयुक्त भाषा का विकास और कल्पनाशीलता और मौलिक चिंतन के लिए प्रयोग करना

हिंदी (आधार) (कोड सं० 302)

कक्षा - 11 (2015-16)

खण्ड	विषय	अंक
(क)	अपठित अंश	15
	1. अपठित गद्यांश - बोध (गद्यांश पर आधारित बोध, प्रयोग, रचनांतरण, शीर्षक आदि पर लघूत्तरात्मक प्रश्न) (2x4 लघूत्तरात्मक प्रश्न + 1x2 अतिलघूत्तरात्मक प्रश्न)	10
	2. अपठित काव्यांश-बोध (काव्यांश पर आधारित पाँच लघूत्तरात्मक प्रश्न) (1x5)	05
(ख)	कार्यालयी हिंदी और रचनात्मक लेखन	25
	3. निबंध (विकल्प सहित)	10
	4. कार्यालयी पत्र (विकल्प सहित)	05
	5. जनसंचार माध्यम और पत्रकारिता के विविध आयामों पर पाँच लघूत्तरात्मक प्रश्न	05
	6. फीचर, रिपोर्ट, आलेख लेखन (जीवन-संदर्भों या जुड़ी घटनाओं और स्थितियों पर)	05
(ग)	पाठ्यपुस्तक	50
	1) आरोह भाग-1	35
	अ) काव्य भाग	20
	7. काव्यांश पर अर्थग्रहण से संबंधित चार प्रश्न (2+2+2+2)	08
	8. एक काव्यांश के सौंदर्यबोध पर दो प्रश्न (3+3)	06
	9. कविता को विषयवस्तु पर आधारित तीन लघूत्तरात्मक प्रश्न (2+2+2)	06
	ब) गद्य भाग	15
	10. गद्यांश पर आधारित अर्थग्रहण से संबंधित तीन प्रश्न (2+2+2)	06
	11. पाठों की विषयवस्तु पर आधारित तीन बोधात्मक प्रश्न (3+3+3)	09
	2) वितान भाग-1 (पूरक पाठ्य पुस्तक)	15
	12. पाठों की विषयवस्तु पर आधारित एक मूल्यपरक प्रश्न	05
	13. विषयवस्तु पर आधारित दो निबंधात्मक प्रश्न (5+5)	10
(घ)	मौखिक परीक्षा (श्रवण तथा वाचन)	10
	कुल	100

पाठ्यक्रम विभाजन

अप्रैल

आरोह - गद्य भाग

पाठ-1 नमक का दरोगा / दूध का दाम

पाठ -2 मियों नसीरुद्दीन

पद्यभाग

पाठ - 1 कवीर

वितान-पाठ 1 भारतीय गायिकाओं में बेजोड लता मंगेशकर।

अभिव्यक्ति माध्यम

प्रिंट माध्यम : समाचार और सम्पादकीय, फीचर

पत्र - औपचारिक / अनौपचारिक

निबंध

मई

आरोह - गद्य भाग

पाठ- 3 अपु के साथ द्वाइ साल

पद्य भाग

पाठ - 2 मीरा

पाठ -3 राम नरेश त्रिपाठी

वितान-2 राजस्थान की रजत वूँदें ।

जुलाई

आरोह - गद्य भाग

पाठ -4 विदाई सम्भाषण

पाठ-5 गलता लोहा ।

पद्यभाग

पाठ -4 सुमित्रानंदन पंत

पाठ - 5 भवानी प्रसाद मिश्र

अभिव्यक्ति माध्यम

1 पत्रकारिता

2 समाचार के विभिन्न माध्यमों की विशेषताएँ

3 समाचार लेखन

4 इंटरनेट फीचर

पत्र / निबंध

अगस्त

परीक्षा हेतु पुनरावृत्ति

सितम्बर

आरोह -गद्यभाग

पाठ- 6 स्पीती में वारिश

पाठ -7 रजनी

पद्यभाग

पाठ-6 त्रिलोचन

पाठ -7 दुष्यंत कुमार

वितान पाठ-3 आलो आंधारी

अक्टूबर

अभिव्यक्ति माध्यम

1 विशेष लेखन

2 सम्पादन

3 सम्पादकीय

पत्र/निबंध

नवम्बर

आरोह - गद्य भाग

पाठ - 8 जामुन का पेड़

पाठ -9 भारत माता

पद्य भाग

पाठ- 8 अक्कमहादेवी

पाठ-9 पाश

अभिव्यक्ति माध्यम

डायरी लेखन

पत्र / निबंध

दिसम्बर

पुनरावृत्ति

जनवरी

आरोह - गद्य भाग

पाठ- 10 आत्मा का ताप

पद्य भाग

पाठ-10 निर्मला पुतुल

पत्र/निबंध

परीक्षा सम्बंधित पाठक्रम

अगस्त परीक्षा

पठ्यक्रम- गद्य भाग 1से 5
पद्य भाग 1से 5
वितान 1 से 2
अभिव्यक्ति माध्यम
पत्र व निबंध, प्रतिवेदन, फीचर

दिसम्बर परीक्षा

पठ्यक्रम- गद्य भाग 1से 9
पद्य भाग 1से 9
वितान 1 से 3
अभिव्यक्ति माध्यम
पत्र व निबंध, प्रतिवेदन, फीचर

फरवरी परीक्षा

सम्पूर्ण पाठक्रम

नोट: प्रत्येक पाठ - पठन उपरान्त बहुविकल्पीय प्रश्नों व पाठ पर आधारित परीक्षा होगी ।