

**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, Consequenc es 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, Tapti 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 Ranganathitto • 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.

हिंदी (आधार)
विषय कोड - 302
कक्षा 11वीं (2025 -26)
परीक्षा हेतु पाठ्यक्रम विनिर्देशन

- प्रश्न-पत्र तीन खण्डों - खंड- क, ख और ग में होगा।
- खंड- क में अपठित बोध पर आधारित प्रश्न पूछे जाएँगे। सभी प्रश्नों के उत्तर देने होंगे।
- खंड- ख में अभिव्यक्ति और माध्यम पाठ्यपुस्तक के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।
- खंड- ग में आरोह भाग - 1 एवं वितान भाग - 1 पाठ्यपुस्तकों के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।

भारांक-80

निर्धारित समय - 03 घंटे

वार्षिक परीक्षा हेतु भार विभाजन

	खंड-क (अपठित बोध)	18 अंक
1	01 अपठित गद्यांश (लगभग 250 शब्दों का) पर आधारित बोध, चिंतन, विश्लेषण पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक \times 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक \times 01 प्रश्न = 1 अंक, लघूत्तरात्मक प्रश्न 02 अंक \times 3 प्रश्न = 6 अंक)	10 अंक
2	01 अपठित पद्यांश (लगभग 100 शब्दों का) पर आधारित बोध, सराहना, सौंदर्य, चिंतन, विश्लेषण आदि पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक \times 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक \times 01 प्रश्न = 01 अंक, लघूत्तरात्मक प्रश्न 02 अंक \times 02 प्रश्न = 04 अंक)	08 अंक
	खंड- ख (अभिव्यक्ति और माध्यम पाठ्यपुस्तक के आधार पर) पाठ संख्या 1, 2, 9, 10, 14, 15 तथा 16 पर आधारित	22 अंक
3	दिए गए 03 अप्रत्याशित विषयों में से किसी 01 विषय पर आधारित लगभग 120 शब्दों में रचनात्मक लेखन (06 अंक \times 01 प्रश्न)	06 अंक
4	औपचारिक पत्र लेखन। (विकल्प सहित) (05 अंक \times 01 प्रश्न)	05 अंक
5	पाठ संख्या 1, 2, 9, 10, 14, 15 तथा 16 पर आधारित 04 प्रश्न (विकल्प सहित) (02 अंक \times 04 प्रश्न = 8 अंक) (लगभग 40 शब्दों में), (03 अंक \times 01 प्रश्न = 3 अंक) (लगभग 60 शब्दों में)	11 अंक

	खंड- ग (आरोह भाग – 1 एवं वितान भाग-1 पाठ्य पुस्तकों के आधार पर)	40 अंक
6	पठित काव्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05 अंक
7	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06 अंक
8	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
9	पठित गद्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05 अंक
10	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06 अंक
11	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
12	वितान के पाठों पर आधारित 03 में से 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (05 अंक x 02 प्रश्न)	10 अंक
13	(अ) श्रवण तथा वाचन (ब) परियोजना कार्य	10+10 = 20 अंक
कुल अंक		100 अंक

निर्धारित पाठ्यपुस्तकें :

1. आरोह, भाग-1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
 2. वितान भाग-1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
 3. अभिव्यक्ति और माध्यम, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
- नोट – पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं ।**

आरोह भाग - 1	काव्य खंड	<ul style="list-style-type: none"> • कबीर (पद 2) - संतो देखत जग बौराना • मीरा (पद 2) - पग घुंगरू बांधि मीरा नाची • रामनरेश त्रिपाठी - पथिक (पूरा पाठ) • सुमित्रानंदन पंत - वे आँखें (पूरा पाठ)
	गद्य खंड	<ul style="list-style-type: none"> • कृष्णनाथ - स्पीति में बारिश (पूरा पाठ) • सैयद हैदर रज़ा - आत्मा का ताप (पूरा पाठ)

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
QUESTION PAPER DESIGN
CLASS-XI (2025-26)**

Section	Competencies	Total marks
Reading Skills	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	26
Grammar and Creative Writing Skills	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriate style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	23
Literature Text Book and Supplementary Reading Text	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency, Critical Thinking.	31
	TOTAL	80
Internal Assessment	Assessment of Listening and Speaking Skills	10
	<ul style="list-style-type: none"> • Listening • Speaking 	5+5
	<ul style="list-style-type: none"> • Project Work 	10
	GRAND TOTAL	100

GUIDELINES FOR INTERNAL ASSESSMENT

Classes XI-XII

Total Marks: 20

ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Assessment of Listening and Speaking Skills: (5+5=10 Marks)**i. Activities:**

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment: The listening and speaking skills are to be assessed on the following parameters:

- Interactive competence (Initiation & turn taking, relevance to the topic)
- Fluency (cohesion, coherence and speed of delivery)
- Pronunciation
- Language (grammar and vocabulary)

SUGGESTIVE RUBRICS

	1	2	3	4	5
Interaction	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and developed • Takes turn but needs some prompting 	<ul style="list-style-type: none"> • Initiates & logically develops simple conversation on familiar topics • Takes turns appropriately
Fluency & Coherence	<ul style="list-style-type: none"> • Noticeably/ long pauses; rate of speech is slow 	<ul style="list-style-type: none"> • Usually fluent; produces simple speech 	<ul style="list-style-type: none"> • Is willing to speak at length, however repetition is 	<ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition 	<ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal

	<ul style="list-style-type: none"> • Frequent repetition and/or self-correction this is all right in informal conversation • Links only basic sentences; breakdown of coherence evident 	fluently, but loses coherence in complex communication <ul style="list-style-type: none"> • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically 	noticeable <ul style="list-style-type: none"> • Hesitates and/or self corrects; occasionally loses coherence • Topics developed, but usually not logically concluded 	<ul style="list-style-type: none"> • Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction • Topics not fully developed to merit. 	hesitation Develops topic fully & coherently
Pronunciation	<ul style="list-style-type: none"> • Frequent inaccurate pronunciation • Communication is severely affected 	<ul style="list-style-type: none"> • Frequently unintelligible articulation • Frequent phonological errors • Major communication problems 	<ul style="list-style-type: none"> • Largely correct pronunciation & clear articulation except occasional errors 	<ul style="list-style-type: none"> • Mostly correct pronunciation & clear articulation • Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> • Pronounces correctly & articulates clearly • Is always comprehensible • uses appropriate intonation
Vocabulary & Grammar	<ul style="list-style-type: none"> • Demonstrates almost no flexibility, and mostly struggles for appropriate words • Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> • Is able to communicate on some of the topics, with limited vocabulary. • Frequent errors, but self-corrects 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics with appropriate vocabulary • Minor errors that do not hamper communication 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expression • No grammatical errors

iii. Schedule:

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

Project Work + Viva: 10 Marks

Out of ten marks, 5 marks will be allotted for the project report/script /essay etc. and 5 marks for the viva

I. Schedule:

- Schools may refer to the suggestive timeline given in these guidelines for the planning, preparation and viva-voce of ALS based projects.
- The final assessment of the skills may be done on the basis of parameters suggested by the Board. Language teachers, however, have the option to adopt/ modify these parameters according to their school specific requirements.

II. Suggestions for Project Work:

- The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme.
- Such topics may be taken up that provide students with opportunities for listening and speaking. Some suggestions are as follows:

a) Interview-Based research:

Example:

- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic: "Evolving food tastes in my neighbourhood" or "Corona pandemic and the fallout on families." Read the available literature.
 - The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.
 - The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He/ She will then take a viva on the research project. The project can be done individually or in pairs/ groups
- b)** Students listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words report and submit. Take a viva on the report.
- c)** Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:
- Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
 - What are the elements that need to be part of the script?
 - Will the video/audio have an interview with one or more guests?

- Would they prefer to improvise while chatting with guests, or work from a script?
- What would be the duration?
- How would they present the script/report to the teacher? Can it be in the form of a narrative?

d) Students write, direct and present a theatrical production, /One act play

This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play. The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow as 21st century critical thinkers.

II. Instructions for the Teachers: -

1. Properly orient students about the Project work, as per the present Guidelines.
2. Facilitate the students in the selection of theme and topic.
3. Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment:
 - Teachers need to familiarize themselves with the method of assessing students with the rubric— a table with different criteria and a grading scale.
 - Choose the criteria on which you will grade students and list them along the left side of the page.
 - Create an even number of columns along the top of the page. These columns will represent potential skill levels of the students.
 - Assessing students on four/five criteria is an easy way to begin. For each criterion, define the ability that student would exhibit at each of the levels.
 - The more detailed you make your criteria, the easier it will be to evaluate each student and define the level at which the student is presenting.

{Sample Rubric is attached at the end for reference}

III. Parameters for Overall Assessment: -

1. Pronunciation:

- When evaluating the pronunciation of the students, teachers must listen for clearly articulated words, pronunciation of unusual spellings and intonation.
- Assess the students for the pronunciation skills and determine at which level the student needs improvement.

2. Vocabulary:

After noting their pronunciation levels, evaluate the students on the use of extensive and appropriate **vocabulary** during the viva. Check if students are using vocabulary appropriate to the context about which they are speaking.

3. Accuracy:

Grammar has always been an important component of language skills. As students speak/ answer the questions during the viva, listen to their **grammatical structures**. *Are they competent enough to use multiple tenses? Is their word order correct in a given sentence?* An effective speaker will automatically use the correct grammatical structures of his language.

4. Communication:

Assessing the **communication skills** of the students means looking at more than language. Look at how creatively students use the language to make their points understood. Students with a low level of vocabulary and grammar may still have good communication skills if they are able to make the teacher understand their point of view.

5. Interaction:

- During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students.
- It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions.
- Teachers need to observe how students answer the questions that are posed to them: *Are they able to understand and answer questions independently or can they answer only when the questions are translated into simpler words or repeated? Are they able to give appropriate responses in a conversation?*
- These elements of **interaction** are necessary for clear and effective communication. A student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.

6. Fluency:

- Fluency may be the easiest quality to judge in the students' speech: *How comfortable are they as they speak and express themselves? How easily do the words come out? Are there inappropriate pauses and gaps in the way a student speaks?*
- **Fluency** is a judgement of this communication and is an important criterion when evaluating speaking skills. These criteria: pronunciation, vocabulary, accuracy, interaction and fluency are all the hallmarks of a student's overall speaking abilities.
- Teachers must also remember that some **students may excel in one area and struggle in another**. Helping the students understand these issues will enable them to become effective speakers in future. Let your students know that you will be assessing them in these various areas when you evaluate their progress and encourage them to work and improve in these areas.
- **Finally**, teachers must remember that a proper evaluation of the students will take into consideration **more than just one oral interview on the final ASL project**. Teachers must take note of a student's progress throughout the academic year.

IV. Project-Portfolio/ Project Report

The **Project-Portfolio/Project Report** is a compilation of the work that the students produce during the process of working on their ALS Project.

The Project-Portfolio may include the following:

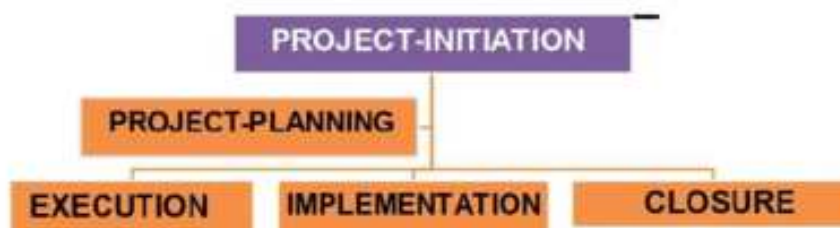
- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Students Action Plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for interview, written assignments, essays, survey-reports and other material evidence of learning progress and academic accomplishment.
- The 800-1000 words essay/Script/Report.
- Student/group reflections.
- If possible, Photographs that capture the positive learning experiences of the student(s).
- List of resources/bibliography

The following points must be kept for consideration while assessing the project portfolios:

- Quality of content of the project
- Accuracy of information
- Adherence to the specified timeline
- Content in respect of (spellings, grammar, punctuation)
- Clarity of thoughts and ideas
- Creativity
- Contributions by group members
- Knowledge and experience gained

V. Suggestive Timeline:

The FIVE Steps in Project Plan



Month	Objectives
Planning and Research for the Project Work Preferably till November-December	<ul style="list-style-type: none"> Teachers plan a day to orient students about the ALS projects, details are shared with all stakeholders. Students choose a project, select team members and develop project- plan. Group meets (preferably online) and reports to the team leader about the progress: shortfalls and successes are detailed. Team leader apprises teacher-mentor. Students working individually or in pairs also update the teachers. A logical, deliverable and practical plan is drafted by the team/ pair/individual. Goals/objectives are clearly defined for all. Work is delegated to team members by the team leader. Students wishing to work alone develop their own plan of Action. Detailed project schedules are shared with the teacher.
December- January	<ul style="list-style-type: none"> Suggestions and improvements are shared by the teacher, wherever necessary. Group members coordinate and keep communication channels open for interaction. Gaps (if any) are filled with the right skill sets by the Team Leader/ individual student. The final draft of the project portfolio/ report is prepared and submitted for evaluation.
January-February	<ul style="list-style-type: none"> Students are assessed on their group/pair/individual presentations on allotted days. Final Viva is conducted by the External/Internal examiner.
February-March or as per the timelines given by the Board	<ul style="list-style-type: none"> Marks are uploaded on the CBSE website.

**SAMPLE RUBRIC FOR ALS Project Work (For Theatre/Role Play/Oral presentation/
Interview/ Podcast)**

CATEGORY	1	2	3	4	5
TIME LIMIT	Presentation is less than or more than 5 minutes long	Presentation exceeded or less than specified time limit by 4 to 5 minutes	Presentation exceeded or less than specified time limit by 3 to 4 minutes	Presentation exceeded or less than specified time limit by 2 to 3 mins	Student/ group adhered to the given time limit
CONTENT/ SCRIPT/ QUESTIONNAIRE	Script is not related to topic or issue	Well written script/content shows little understanding of parts of topic	Well written script/content shows good understanding of parts of topic	Well written script/content shows a good understanding of subject topic	Well written script/content shows full understanding of subject topic
CREATIVITY	No props/ costumes/ stage presentation lack-lustre	Some work done, average stage set-up and costumes	Well organized presentation, could have improved	Logical use of props, reasonable work done, creative	Suitable props /effort seen/ considerable work done/ Creative and relevant costumes
PREPAREDNESS	Student/ group seems to be unprepared	Some visible preparedness but Rehearsal is lacking	Somewhat prepared, rehearsal is lacking	Good preparedness but need better rehearsal	Complete Preparedness /rehearsed presentation
CLARITY OF SPEECH	Lack of clarity in presentation many words mis-pronounced	Speaks clearly some words are mis-pronounced	Speaks clearly 90% of the time/ a few mis-pronounced words	Speaks clearly and distinctly 95% of time/ Few mis-pronounced words	Speaks clearly distinctly 95% of time/ fluency in pronunciation
USE OF PROPS (Theatre/Role Play)	Only 1/no relevant props used Very little use of facial expressions /body language, Does not generate much interest	1 to 2 relevant props used Little Use of facial expressions and body language	2 to 3 relevant props used Facial expressions and body language is used to try to generate some enthusiasm	3 to 4 relevant props used Facial expression and body language sometimes generate enthusiasm with the topic	4 to 5 relevant props used Facial expression and body language generate enthusiasm with the topic
PORTFOLIO-PRESENTATION	Inadequate & unimpressive	Somewhat suitable & convincing	Adequate & relevant	Interesting, enjoyable & relevant	Brilliant, creative& exceptional

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.
<p>IV</p> <p>TOWARDS</p> <p>MODERNISATION</p>	<p>Timeline IV</p> <p>(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.)

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2025-2026

ARTIFICIAL INTELLIGENCE (SUB. CODE - 843)

JOB ROLE: AI Assistant

CLASS – XI

OBJECTIVES OF THE COURSE

AI is a discipline in computer science that focuses on developing intelligent machines, machines that can learn and then teach themselves. These machines, then, can process vast amounts of data than humans can, and several times faster. However, AI can go across all disciplines to change the world for the better– from creating new healthcare solutions, to designing hospitals of the future, improving farming and our food supply, helping refugees acclimatize to the new environments, improving educational resources and access, and even cleaning our oceans, air, and water supply. The potential for humans to improve the world through AI is endless, as long as we know how to use it.

LEARNING OUTCOMES

In this course, the students will develop knowledge, skills and values to understand AI and its implications for our society and the world and to use AI to solve authentic problems, now and in the future. The students will engage with a host of multi-media online resources, as well as hands-on activities and sequence of learning experiences.

The following are the main objectives of the course:

1. Develop informed citizens with an understanding of AI and the skills to think critically and knowledgeably about the implications of AI for society and the world.
2. Develop engaged citizens with a rigorous understanding of how AI can be harnessed to improve life and the world we live in.
3. Stimulate interest and prepare students for further study to take up careers as AI scientists and developers to solve complex real-world problems.

SCHEME OF UNITS

This course is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students opting for skill subject along with other education subjects. The unit-wise distribution of hours and marks for class XI is as follows:

CBSE | DEPARTMENT OF SKILL EDUCATION

ARTIFICIAL INTELLIGENCE (SUBJECT CODE - 843)

CLASS – XI (SESSION 2025-2026)

Total Marks: 100 (Theory-50 + Practical-50)

	UNITS	NO. OF HOURS		MAX MARKS
PART A	Employability skills			
	Unit 1: Communication Skills – III	15		2
	Unit 2: Self-Management Skills – III	10		2
	Unit 3: ICT Skills – III	15		2
	Unit 4: Entrepreneurial Skills – III	10		2
	Unit 5: Green Skills – III	10		2
	TOTAL	60		10
PART B	Subject specific skills	Theory	Practical	
	Unit 1: Introduction: Artificial Intelligence for Everyone	4	10	4
	Unit 2: Unlocking your Future in AI	6	10	5
	Unit 3: Python Programming	10	20	5
	Unit 4: Introduction to Capstone Project	6	15	5
	Unit 5: Data Literacy – Data Collection to Data Analysis	6	15	6
	Unit 6: Machine Learning Algorithms	9	15	6
	Unit 7: Leveraging Linguistics and Computer Science	5	10	5
	Unit 8: AI Ethics and Values	4	5	4
	TOTAL	50	100	40
PART C	PRACTICAL WORK / PROJECT WORK			
	IBM Skills Build Certification/any other industry certification			5
	Capstone Project			12
	Bootcamps/ Internship/other startups			7
	Practical File			10
	Lab Test/ Written Exam (based on practical file)			10
	Viva Voce (based on practical file and project)			6
	TOTAL			50
	GRAND TOTAL			100

DETAILED CURRICULUM/TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills – III	15
2.	Unit 2: Self-Management Skills – III	10
3.	Unit 3: Basic Information and Communication Technology Skills – III	15
4.	Unit 4: Entrepreneurial Skills – III	10
5.	Unit 5: Green Skills – III	10
	TOTAL	60

NOTE: Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

Part-B – SUBJECT SPECIFIC SKILLS

- ❖ Unit 1 – Introduction: Artificial Intelligence for Everyone
- ❖ Unit 2 – Unlocking your Future in AI
- ❖ Unit 3 – Python Programming
- ❖ Unit 4 – Introduction to Capstone Project
- ❖ Unit 5 – Data Literacy – Data Collection to Data Analysis
- ❖ Unit 6 – Machine Learning Algorithms
- ❖ Unit 7 – Leveraging Linguistics and Computer Science
- ❖ Unit 8 – AI Ethics and Values

UNIT 1 - INTRODUCTION: ARTIFICIAL INTELLIGENCE FOR EVERYONE

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Students will be able to – <ul style="list-style-type: none">• Communicate effectively about AI concepts and applications in written and oral formats.• Describe the historical development of AI.• Differentiate between various types and domains of AI, including their applications.• Recognize the key terminologies and concepts related to machine learning and deep learning.• Formulate informed opinions on the potential benefits and limitations of AI in various contexts.	<ul style="list-style-type: none">• What is Artificial Intelligence?• Evolution of AI• Types of AI• Domains of AI• AI Terminologies• Benefits and limitations of AI	<ul style="list-style-type: none">• Categorize the given applications into the three domains. Examples of Machine Learning & Reinforcement Learning given in the course below: IBM Skills Build – Introduction to AI

UNIT 2 - UNLOCKING YOUR FUTURE IN AI

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	<p>Students will be able to –</p> <ul style="list-style-type: none"> • Articulate the demand for AI professionals and the diverse career opportunities available in the field. • Identify the requisite skills and tools needed to pursue a career in artificial intelligence. • Understand the potential roles and responsibilities of AI professionals across different industries. • Explore resources for further learning and skill development in the field of AI. • Evaluate their own interests and skills to determine potential pathways for a career in AI. 	<ul style="list-style-type: none"> • The Global Demand • Some Common Job Roles In AI • Essential Skills and Tools for Prospective AI Careers • Opportunities in AI across Various Industries 	<ul style="list-style-type: none"> • Identify ten companies currently hiring employees for in specific AI positions. • Note down the technical skills and soft skills listed by any two companies for the specific AI position. <p><u>IBM Skills Build: Your Future in AI: The Job Landscape</u></p>

UNIT 3 - PYTHON PROGRAMMING

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	<p>Students will be able to –</p> <ul style="list-style-type: none"> • Explain the basics of python programming language and write programs with basic concepts of tokens. • Use selective and iterative statements effectively. • Gains practical knowledge on how to use the libraries efficiently. 	<p>Level 1: Basics of python programming, character sets, tokens, modes, operators, datatypes, Control Statements</p> <p>Level 2: CSV Files, Libraries – NumPy, Pandas, Scikit-learn</p>	<ul style="list-style-type: none"> • Minimum five programs to be taught using operators, data types, control statements (Level 1) • Minimum 5 programs on NumPy, Pandas, Scikit-learn (Level 2) <p><u>IBM SkillsBuild - Python for Data Science</u></p>

UNIT 4 - INTRODUCTION TO CAPSTONE PROJECT

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	<p>Students will be able to –</p> <ul style="list-style-type: none"> • Decompose any problem using the 5W1H method. • Apply Design thinking methodology. • Create empathy maps. • Align problems to SDGs. • Apply all the learnings in solving real world problems. • Express their solution to a problem in non-technical words. 	<ul style="list-style-type: none"> • Design Thinking • Empathy Map • Sustainable Development Goals • Capstone Project 	<ul style="list-style-type: none"> • Create an empathy map for a given scenario. • Project Abstract Creation Using Design Thinking Framework. <p><u>IBM SkillsBuild - What is Design thinking?</u></p>

UNIT 5 - DATA LITERACY – DATA COLLECTION TO DATA ANALYSIS

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	<p>Students will be able to –</p> <ul style="list-style-type: none"> • Explain the importance of data literacy in AI. • Identify different data collection methods and their applications. • Comprehend mathematical concepts related to matrices, its operations, and applications. • Apply basic data analysis techniques to analyse data. • Visualize the data using different techniques. 	<ul style="list-style-type: none"> • What is Data Literacy? • Data Collection • Exploring Data • Statistical Analysis of data • Representation of data, Python Programs for Statistical Analysis and Data Visualization • Introduction to Matrices • Data Pre-processing • Data in Modelling and Evaluation 	<ul style="list-style-type: none"> • Identification of the level of measurement. • Python programs to demonstrate the use of mean, median, mode, standard deviation and variance. • Python programs to visualise the line graph, bar graph, histogram, scatter graph and pie chart using matplotlib. rainfall.csv <p>IBM SkillsBuild - Data Visualisation with Python (Modules 1,2,3)</p>

UNIT 6 – MACHINE LEARNING ALGORITHMS

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	<p>Students will be able to –</p> <ul style="list-style-type: none"> • Differentiate the different types of machine learning methods. • They will be able to understand the concept behind each machine learning methods. • Apply these methods to develop simple solutions for some day-to-day situations. • Build up this knowledge to the next level to apply during Capstone Project development. 	<ul style="list-style-type: none"> • Machine Learning in a nutshell • Types of Machine Learning • Supervised Learning • Understanding Correlation, Regression, Finding the line, Linear Regression algorithm • Classification – How it works, Types, k – Nearest Neighbour algorithm • Unsupervised Learning • Clustering – How it works, Types, k -means Clustering algorithm 	<ul style="list-style-type: none"> • Calculation of Pearson correlation coefficient in MS – Excel. • Demonstration of Linear regression in MS – Excel. • Demonstration of Linear regression using python program. (**For Advanced Learners) • Demonstration of k – Nearest Neighbour using python program. (**For Advanced Learners) • Demonstration of k – means clustering using python program. (**For Advanced Learners) <p>IBM SkillsBuild - Machine learning with Python</p>

UNIT 7 – LEVERAGING LINGUISTICS AND COMPUTER SCIENCE

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	<p>Students will be able to –</p> <ul style="list-style-type: none"> • Develop a better understanding of the complexities of language and the challenges involved in NLP tasks. • Learn new techniques and algorithms for NLP tasks. 	<ul style="list-style-type: none"> • Understanding Human Language Complexity • Introduction to Natural Language Processing (NLP) - Emotion Detection and Sentiment Analysis, Classification Problems, Chatbot • Phases of NLP • Applications of NLP 	<ul style="list-style-type: none"> • Write an article on “IBM Project Debater – Interesting facts”. • Create a chatbot on ordering ice-creams using any of the following platforms: <ul style="list-style-type: none"> • Google Dialogflow • Botsify.com • Botpress.com • Program to print the POS tags of a statement. (**For Advanced Learners) • Creating a simple rule based chatbot using Python. (**For Advanced Learners) <p>IBM SkillsBuild - Natural Language Processing</p>

UNIT 8 – AI ETHICS AND VALUES

S. No	LEARNING OUTCOMES	THEORY	PRACTICAL
1	<p>Students will be able to –</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the fundamental principles of ethics and gain insight into ethical considerations related to AI technologies. • Develop an understanding of AI bias, its sources, and its real-world implications, as well as the ethical considerations. • Identify and apply strategies for mitigating bias in AI systems to promote fairness and transparency in technology. • Recognize the significance of AI policies in promoting responsible, safe, and ethical use of AI technologies. 	<ul style="list-style-type: none"> • Ethics in Artificial Intelligence • The five pillars of AI Ethics • Bias, Bias Awareness, Sources of Bias • Mitigating Bias in AI Systems • Developing AI Policies • Moral Machine Game • Survival of the Best Fit Game 	<ul style="list-style-type: none"> • Summarize your insights and interpretations from the video "Humans need not apply." • Activity: Role Play on biased AI systems • Comparative study of AI policies (that involve examining guidelines and principles) established by various organizations and regulatory bodies. • Understanding ethical dilemma using: Moral machine Survival of the best fit <p>IBM SkillsBuild - AI Ethics</p>

****Note- All portions under Advanced Learners are not to be evaluated in Theory or Practical Examinations.**

PART – C

1. Practical File

Note: The following to be included in the Practical File

- **One certification (IBM SkillsBuild (any of the courses listed above) /any other industry certification)**
- **At least one activity from each unit**
- **One participation certificate of bootcamp/internship**

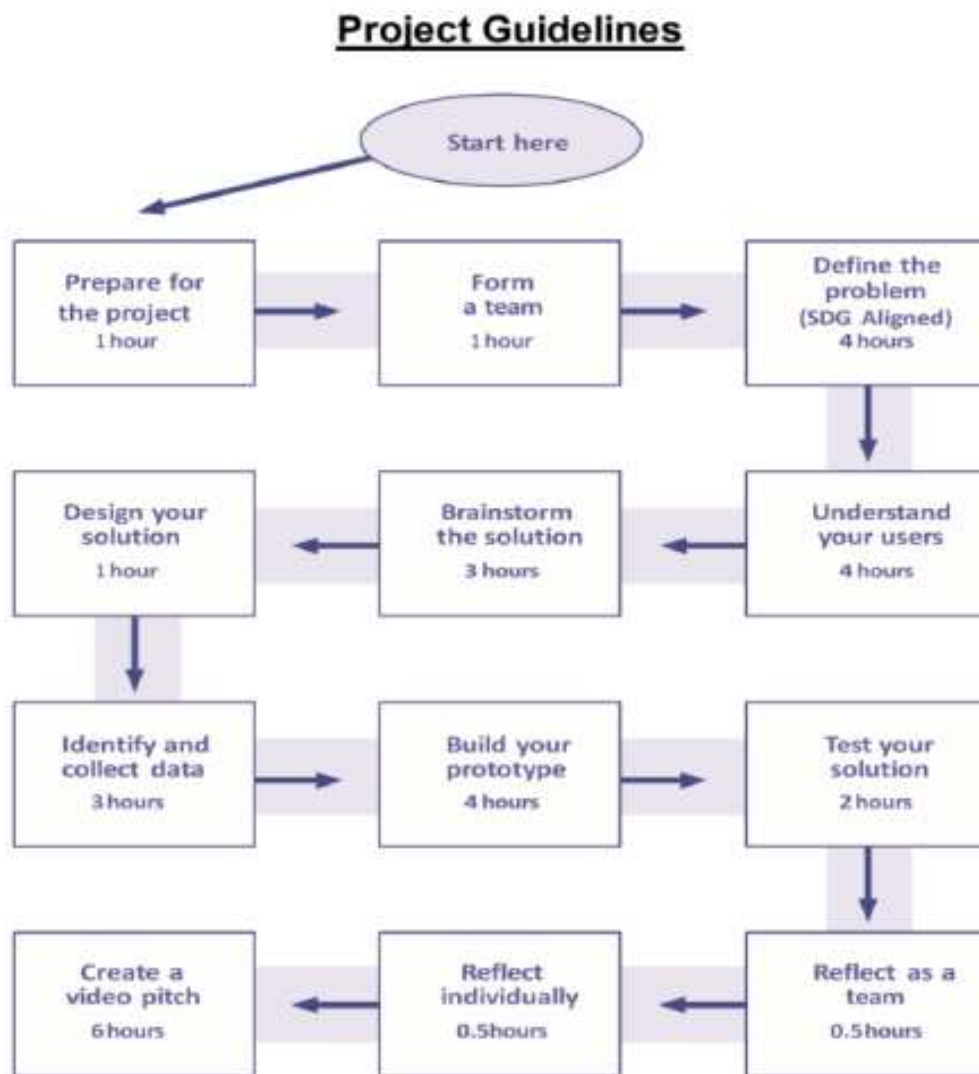
Unit-wise sample activities for Practical file given as below:

1. Categorize the given applications into the three domains as given on pg. 5 of the Students Handbook.
2. Identify ten companies currently hiring employees for in specific AI positions.
3. Note down the technical skills and soft skills listed by any two companies for the specific AI position.
4. Python programs using operators, data types, control statements (**Level 1**)
5. Python programs on NumPy, Pandas, Scikit-learn (**Level 2**)
6. Create an empathy map for a given scenario.
7. Project Abstract Creation Using Design Thinking Framework.
8. Python programs to demonstrate the use of mean, median, mode, standard deviation and variance.
9. Python programs to visualise the line graph, bar graph, histogram, scatter graph and pie chart using matplotlib.
10. Calculation of Pearson's correlation coefficient in MS – Excel.
11. Demonstration of Linear regression in MS – Excel.
12. Create a chatbot on ordering ice-creams using any of the following platforms:
 - a. Google Dialogflow
 - b. Botsify.com
 - c. Botpress.com
 - d. Any other online platform
13. Summarize your insights and interpretations from the video "Humans need not apply."
14. Comparative study of AI policies (that involve examining guidelines and principles) established by various organizations and regulatory bodies.
15. Understanding ethical dilemma using
 - Moral machine
 - Survival of the best fit

Additional programs for Practice (not to be evaluated)

[Sample programs for regression, classification and clustering along with the dataset is in this link.](#)

2. Capstone Project



Note: Prepare for the project; Form a team; Define the problem (SDG aligned); Understand your users; Brainstorm the solution; Design your solution; stages must be completed in the project documentation.

Project Documentation(As per the process given in “Project Guidelines”, on page 2 of [CBSE IBM Projects Cookbook](#))

LIST OF EQUIPMENTS/ MATERIALS:

The list given below is suggestive and an exhaustive list should be compiled by the teacher(s) teaching the subject. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

S. NO.	ITEM NAME, DESCRIPTION & SPECIFICATION
A	HARDWARE
1	Computer with latest configuration or minimum core I5 Processor or equivalent with minimum 8 GB RAM, 512 GB SSD, 17" LED Monitor, NIC Card, 3 button Mouse, Camera, 105 keys keyboard, speakers, mic, Wi-Fi / Internet connectivity, Webcam, UPS, Dual Band Wireless Connectivity Min 100 Mbps and integrated graphic cards
2	Fire extinguisher
B	SOFTWARE SPECIFICATIONS
1	Any Operating System with antivirus activated
2	Python IDLE
3	Anaconda Navigator Distribution – Python IDE installed with software: NumPy, Pandas, Matplotlib, Scikit Learn)
4	Productivity Suite: Any (Google+ Suite recommended)

Additional Recommendations:

- Ensure regular updates and maintenance for all installed software to benefit from bug fixes, security patches, and new features.
- Provide licenses for commercial software, such as MS Office, as per the school's requirements and budget.
- Encourage teachers and students to stay updated with the latest versions of the software and tools and provide resources for learning and support.
- Consider implementing version control systems (e.g., Git) to facilitate collaborative coding and project management.

TEACHER'S/ TRAINER'S QUALIFICATIONS:

Qualification and other requirements for appointment of teachers/trainers for teaching this subject, on contractual basis should be decided by the State/ UT. The suggestive qualifications and minimum competencies for the teacher should be as follows:

Qualification	Minimum Competencies	Age Limit
Diploma in Computer Science/ Information Technology OR Bachelor Degree in Computer Application/ Science/ Information Technology (BCA, B.Sc. Computer Science/ Information Technology) OR Graduate with PGDCA OR DOEACCA Level Certificate. The suggested qualification is the minimum criteria. However higher qualifications will also be acceptable.	The candidate should have a minimum of 1 year of work experience in the same job role. S/he should be able to communicate in English and local language. S/he should have knowledge of equipment, tools, material, Safety, Health & Hygiene.	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules

Teachers/Trainers form the backbone of Skill (Vocational) Education being imparted as an integral part of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). They are directly involved in teaching of Skill (vocational) subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Teachers/ Trainers, Educational Qualifications, Industry Experience, and Certification/ Accreditation.

The State may engage Teachers/Trainers in schools approved under the component of scheme of Vocationalisation of Secondary and Higher Secondary Education under RMSA in following ways:

- (i) Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC).

OR

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organizations involved in education and training must meet in order to be accredited by competent bodies to provide government- funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.

The educational qualifications required for being a Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers/ trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record. To ensure the quality of the Teachers/Trainers, the State should ensure that a standardized procedure for selection of (Vocational) Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP. The State should ensure that the Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools. The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education. The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the (Vocational) Teachers/Trainers:

- Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- Make effective use of learning aids and ICT tools during the classroom sessions;
- Engage students in learning activities, which include a mix of different methodologies, such as project-based work, team work, practical and simulation-based learning experiences;
- Work with the institution's management to organise skill demonstrations, site visits, on job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- Identify the weaknesses of students and assist them in up-gradation of competency;
- Cater to different learning styles and level of ability of students;
- Assess the learning needs and abilities, when working with students with different abilities
- Identify any additional support the student may need and help to make special arrangements for that support;
- Provide placement assistance

Assessment and evaluation of (Vocational) Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the (Vocational) Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the (Vocational) Teachers/Trainers.

Following parameters may be considered during the appraisal process:

- Participation in guidance and counseling activities conducted at Institutional, District and State level;
- Adoption of innovative teaching and training methods;
- Improvement in result of vocational students of Class X or Class XII;
- Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
- Membership of professional society at District, State, Regional, National and International level;
- Development of teaching-learning materials in the subject area;
- Efforts made in developing linkages with the Industry/Establishments;
- Efforts made towards involving the local community in Vocational Education
- Publication of papers in National and International Journals;
- Organization of activities for promotion of vocational subjects;
- Involvement in placement of students/student support services.

INFORMATICS PRACTICES
Subject Code - 065
Class XI (2025-26)

1. **Prerequisite.** None

2. **Learning Outcomes**

At the end of this course, students will be able to:

- Identify the components of computer system.
- Create Python programs using different data types, lists and dictionaries.
- Understand database concepts and Relational Database Management Systems.
- Retrieve and manipulate data in RDBMS using Structured Query Language
- Identify the Emerging trends in the fields of Information Technology.

3. **Distribution of Marks and Periods**

Unit No	Unit Name	Marks
1	Introduction to computer system	10
2	Introduction to Python	25
3	Database concepts and the Structured Query Language	30
4	Introduction to Emerging Trends	5
	Practical	30
	Total	100

4. **Unit Wise syllabus**

Unit 1: Introduction to Computer System

Introduction to computer and computing: evolution of computing devices, components of a computer system and their interconnections, Input/output devices.

Computer Memory: Units of memory, types of memory – primary and secondary, data deletion, its recovery and related security concerns.

Software: purpose and types – system and application software, generic and specific purpose software.

Unit 2: Introduction to Python

Basics of Python programming, execution modes: - interactive and script mode, the structure of a program, indentation, identifiers, keywords, constants, variables, types of operator, precedence of operators, data types, mutable and immutable data types, statements, expression evaluation, comments, input and output statements, data type conversion, debugging.

Control Statements: if-else, if-elif-else, while loop, for loop

Lists: list operations - creating, initializing, traversing and manipulating lists, list methods and built-in functions – len(),list(),append(),insert(), count(),index(),remove(), pop(), reverse(), sort(), min(),max(),sum()

Dictionary: concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions – dict(), len(), keys(), values(), items(), update(), del(), clear()

Introduction to NumPy: Introduction, Creation of NumPy Arrays from List

Unit 3: Database concepts and the Structured Query Language

Database Concepts: Introduction to database concepts and its need, Database Management System.

Relational data model: Concept of domain, tuple, relation, candidate key, primary key, alternate key

Advantages of using Structured Query Language, Data Definition Language, Data Query Language and Data Manipulation Language, Introduction to MySQL, creating a database using MySQL, Data Types

Data Definition: CREATE DATABASE, CREATE TABLE, DROP, ALTER

Data Query: SELECT, FROM, WHERE with relational operators, BETWEEN, logical operators, IS NULL, IS NOT NULL

Data Manipulation: INSERT, DELETE, UPDATE

Unit 4: Introduction to the Emerging Trends

Artificial Intelligence, Machine Learning, Natural Language Processing, Immersive experience (AR, VR), Robotics, Big data and its characteristics, Internet of Things (IoT), Sensors, Smart cities, Cloud Computing and Cloud Services (SaaS, IaaS, PaaS); Grid Computing, Block chain technology.

Practical Marks Distribution

S.No.	Unit Name	Marks
1	Problem solving using Python programming language	11
2	Creating database using MySQL and performing Queries	7
3	Practical file (minimum of 14 python programs, and 14 SQL queries)	7
4	Viva-Voce	5
	Total	30

5. Suggested Practical List

5.1 Programming in Python

1. To find average and grade for given marks.
2. To find sale price of an item with given cost and discount (%).
3. To calculate perimeter/circumference and area of shapes such as triangle, rectangle, square and circle.
4. To calculate Simple and Compound interest.
5. To calculate profit-loss for given Cost and Sell Price.
6. To calculate EMI for Amount, Period and Interest.
7. To calculate tax - GST / Income Tax.
8. To find the largest and smallest numbers in a list.
9. To find the third largest/smallest number in a list.
10. To find the sum of squares of the first 100 natural numbers.
11. To print the first 'n' multiples of given number.
12. To count the number of vowels in user entered string.
13. To print the words starting with an alphabet in a user entered string.
14. To print number of occurrences of a given alphabet in each string.
15. Create a dictionary to store names of states and their capitals.
16. Create a dictionary of students to store names and marks obtained in 5 subjects.
17. To print the highest and lowest values in the dictionary.

5.2 Data Management: SQL Commands

1. To create a database
2. To create student table with the student id, class, section, gender, name, dob, and marks as attributes where the student id is the primary key.

3. To insert the details of at least 10 students in the above table.
4. To display the entire content of table.
5. To display Rno, Name and Marks of those students who are scoring marks more than 50.
6. To display Rno, Name, DOB of those students who are born between '2005-01-01' and '2005-12-31'.

Suggested material

NCERT Informatics Practices - Text book for class - XI (ISBN- 978-93-5292-148-5)

MASS MEDIA STUDIES (SUB. CODE 835)

CLASS – XI (SESSION 2025-2026)

Total Marks: 100 (Theory-60 + Practical-40)

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
Part A	Employability Skills			
	Unit 1: Communication Skills-III	10		2
	Unit 2: Self-management Skills-III	10		2
	Unit 3: ICT Skills-III	10		2
	Unit 4: Entrepreneurial Skills-III	15		2
	Unit 5: Green Skills-III	05		2
	Total	50		10
Part B	Subject Specific Skills	Theory	Practical	
	Unit 1: Introduction of Mass Communication	10	15	07
	Unit 2: Evolution of the Media	25	20	09
	Unit 3: Understanding Media	30	45	17
	Unit 4: Preproduction Skills	25	40	17
	Total	90	120	50
Part C	Practical Work			
	Practical Examination / Written Test			15
	Viva Voce			05
	Total			20
Part D	Project Work/Field Visit/ Practical File/ Student Portfolio			15
	Viva Voce			05
	Total			20
		260		100

DETAILED CURRICULUM/TOPICS FOR CLASS XI

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-III	10
2.	Unit 2: Self-management Skills-III	10
3.	Unit 3: Information and Communication Technology Skills-III	10
4.	Unit 4: Entrepreneurial Skills-III	15
5.	Unit 5: Green Skills-III	05
	TOTAL DURATION	50

Note: The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website

Part-B – SUBJECT SPECIFIC SKILLS

UNIT-I: INTRODUCTION TO MASS COMMUNICATION

11. Definition and functions of Mass Media and Mass Communication
12. Aspects of Mass Communication
13. Barriers to Communication

UNIT-II: EVOLUTION OF THE MEDIA

Evolution of Cinema

1. Hindi Cinema
 - DG Phalke and silent era
 - Coming of sound, Studio era, Post-Independence era
2. Satyajit Ray and non-mainstream cinema

Evolution of Television

1. Doordarshan in the first phase of local stations and black and white transmission

Site Experiment

- Colour television, AASUAD 1982-Satellite Transmission (INSAT)
- Evolution of Print media
- Development of print journalism in India

Evolution of radio

1. Pre and post-independence development of radio in India

Evolution of new media

1. Evolution of the internet in India

UNIT-III: UNDERSTANDING MEDIA

Chapter 1: Media Literacy

1. Introduction of Media Literacy
2. Introduction to Mass Media
3. Audience Theories
4. Media Ownership
5. Media Representation
6. Media and Violence

Chapter 2: Analysis of Films

1. The concept of mise en scene
2. Film Analysis
 1. Short film-fiction (5) Short film-nonfiction (5)OR
 2. Feature film

Chapter 3: Analysis of TV Programmes

1. The concept of a soap opera - Daily soap, Weekly soap
2. Genres of Soap Opera, primary audience of each genre
3. The Segmented nature of the audience
4. Gaze of the audience, concept of a flow, continuous interruption
5. Culture of Film based programmes
6. Culture of Music based programmes
7. Educational TV, non-fiction on TV

Chapter4: Content Analysis of Radio Programmes

News - the format, the language, frequency Talks, magazine programmes-unidirectional nature, feedback with a time phase difference Dramas - the unique nature of radio plays Interactive programmes - phone in, live interaction, music, experiences, memories as content of these programmes

Chapter 5: Content Analysis of Newspapers and Periodicals

Newspapers –

1. The Macro composition of a daily-various sections like the front page, edit page, sports page, business page.
2. The Micro composition of a daily-proportion of visual and text, language, highlighting.

Periodicals –

1. The Macro composition of a periodical - various sections like the cover page, cover story, features, columns, business page.
2. The Micro composition of a periodical - proportion of visual and text, language, highlighting.

UNIT–IV: Pre-Production Skills

Understanding Fiction

1. Story as a self content world
2. Story as a subjective experience
3. Content of a story
Theme/subject Plot, time and space Characters
4. Techniques of story telling
Description
Dialogue View point

UNIT–V: Pre-Production Skills (Project)

1. Fiction
2. Researcher
3. Script
4. Storyboard
5. Nonfiction

5. TEACHING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the teacher to the Head of the Institution.

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate. Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

6. ORGANISATION OF FIELD VISITS/EDUCATIONAL TOURS

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

7. PRACTICAL GUIDELINES

Portfolio Assessment:

The Portfolio will consist of a compilation of all written submissions over the duration of the course. It is the sum total of the creative work executed by the student over the year. The Portfolio will consist of all written submissions over the duration of the course. The assignments would include written, project work and production output will be collected. The submission would include both the original and improved versions of assigned tasks reflective of gradual improvement.

Aims of the exercise of Portfolio are –

- To create a desire in the student to go beyond the text and class room learning
 - To inculcate in the student the spirit of research
 - To offer the scope for imaginative thinking
 - To develop the power of interpretation
 - To imbibe the notions of subjectivity and objectivity
- Objectives of the exercise of Portfolio are –

- The student begins to think independently and critically about the subject
- The student learns to develop his/her own themes
- The student learns to systematically gather facts and sift the data
- The student learns to use the data in a coherent and logical manner
- The student learns to follow one's imagination to create an original work
- The student learns the difference between analyzing someone else's work and creating one's own
- The student learns to develop distinct creative approaches to Fiction and Nonfiction
- The student learns to conceive and execute ideas that are medium-specific
- The student learns to identify upon his/her own strengths and weaknesses

Assessment of the Portfolio-

The basic guideline for Assessment of the Portfolio is to judge the student's individual growth along the aims and objectives stated above. Both quality and quantity of the work done cumulatively should receive equal consideration.

PROJECT - NON-FICTION: STUDENTS WILL CONCEIVE, WRITE, DIRECT AND EDIT A NON-FICTION FILM PROJECT OF 3-5 MINUTES DURATION.

Guidelines

In this, they will follow the film making process of going through the pre- production, production and post-production process. The idea will be submitted to the teacher first. It shall be discussed and approved. It is only after that, the student can undertake to do further research and writing of the script. The script shall be submitted along with the shooting schedule, the same will be approved by teacher and only after the clearance from the teacher will the shooting take place. Students will complete the project on video tape and submit it along as a video tape as well as in the DVD format with the docket containing all the paper work done by them.

1. Subjects of the films should be suitable for the audience of their own age group.
2. Social issues like Gender issues, Environmental issues, Education, Health, Livelihood, Rights on disability, Access, Road Safety, documentaries on Historical monuments, Art and Craft can be chosen. Initial research is very important with regard to pre-production and production. Students must understand and read about media ethics and understand the sensitivity of the issue concerned. Students must take up issues which they closely relate to in their everyday lives and are able to work on within their academic concerns.
3. Themes to illustrate facets of other arts could also be chosen. Issues relating to media could also be a domain. Students must understand their roots and cultural heritage which surrounds them. It is part of what they are. This consists of not just historical monuments; it surpasses subjects like rituals, traditional medicinal practices, folklore and anecdotes from their grandparents, about the city they live in, various performing arts and more.
4. Portraits of personalities with respect to their contribution to life may also be chosen. People who have made a difference within their community, their role models, people they look up to, those who inspire them or have encouraged them, they could be their relative, teacher, a household help or anyone known to them.
5. Basic Handycam video cameras and basic editing software like Adobe Premier or Windows Movie maker should suffice. Technical quality is important, but technological sophistication by itself will not carry much weight, as the purpose is to judge the overall programme making ability.
6. The preparation is as important as the product and will carry half the percentage in the total assessment of the project.
7. The time limit of 3-5 minutes is to be strictly observed. Anything drastically more or less in duration will negatively affect the assessment.

These guidelines should be very clearly explained to the students and there should be no basic doubts about the approach in their minds.

8. LIST OF EQUIPMENT AND MATERIAL

CAMERA

1. One DSLR minimum 18 mega pixels, output 18-55mm and 70-300mm lens with external microphone connectivity.
2. One HD handycam video camera with external microphone connectivity. Video format MOV or MPEG4. OR One smart phone with external microphone connectivity.
3. One tripod.

MICROPHONE

1. One gun microphone with RCA output.
2. One lapel microphone with RCA output.
3. One mic for Radio studio multidirectional or unidirectional.

(If school is not able to arrange microphone try to put subject closer to camera and in silence area for their byte and record dialogue and must off fan and air conditioner during without microphone shoot. These steps will help students to shoot without specific equipment.)

LIGHTS

To create basic three-point lighting in any studio or classroom required lights are mentioned below-

- a. Two LED soft lights
- b. Two Baby spot lights
- c. Two flood Cool lights
- d. Multi 10 and multi 20 Reflectors silver and Gold or thermocol sheets.
- e. Light Cutter stands with black clothes.

(If school is not capable for arranging lighting equipment so shoot is preferred in natural sunlight.)

EDITING SYSTEM

1. One computer system windows or Mac. Software required FCP (final cut pro) or Adobe premiere pro, Adobe Photoshop, Adobe After effects, capture card, Graphics card sound card.

SCHOOL STUDIO SETUP

1. Green Chroma wall.
2. Teleprompter.
3. Monitor.

These are the basic requirements for any Television or Radio production.

A screening room equipped with a television set or projector and speakers for playback of video or screening images through a computer.

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:
	1. Olympism – Concept and Olympics Values (Excellence, Friendship & Respect)	<ul style="list-style-type: none"> To make the students aware of Concepts and Olympics Values (Excellence, Friendship & Respect) 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, 	<ul style="list-style-type: none"> Incorporate values of Olympism in your life.
	2. Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind	<ul style="list-style-type: none"> To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind 	<ul style="list-style-type: none"> Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<ul style="list-style-type: none"> Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games
	3. Ancient and Modern Olympics	<ul style="list-style-type: none"> To make students understand ancient and modern Olympic games. 		<ul style="list-style-type: none"> Identity the Olympic Symbol and Ideals
	4. Olympics - Symbols, Motto, Flag, Oath, and Anthem	<ul style="list-style-type: none"> To make the students aware of Olympics - Symbols, Motto, Flag, Oath, and Anthem 		
	5. Olympic Movement Structure - IOC, NOC, IFS, Other members	<ul style="list-style-type: none"> To make students learn about the working and functioning of IOC, NOC and IFS, and other members. 		<ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> a) Elections and democracy b) Election system in India <ul style="list-style-type: none"> • First Past the Post System • Proportional Representation c) Why did India adopt the FPTP system? d) Reservation of constituencies e) Free and fair elections <ul style="list-style-type: none"> • Universal franchise and right to contest • Independent Election Commission f) 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 <ul style="list-style-type: none"> a) What is an executive? b) What are the different types of executives? c) Parliamentary executive in India <ul style="list-style-type: none"> • Power and position of President • Discretionary Powers of the President d) Prime Minister and Council of ministers e) 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 <ul style="list-style-type: none"> a) Why do we need a parliament? b) Why do we need two houses of parliament? <ul style="list-style-type: none"> • Rajya Sabha • Lok Sabha c) What does the parliament do? <ul style="list-style-type: none"> • Powers of Rajya Sabha • Special Powers of Rajya Sabha d) How does the parliament make laws? e) How does the parliament control the executive? f) What do the committees of parliament do? g) 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 <ul style="list-style-type: none"> a) Why do we need an independent judiciary? <ul style="list-style-type: none"> • Independence of Judiciary • Appointment of Judges • Removal of Judges b) 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

<p>c) Jurisdiction of supreme Court</p> <ul style="list-style-type: none"> • Original Jurisdiction • Writ Jurisdiction • Appellate Jurisdiction • Advisory Jurisdiction • Judicial Activism <p>d) Judiciary and Rights</p> <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.
<p>7. Federalism</p> <p>a) What is Federalism?</p> <p>b) Federalism in the Indian Constitution</p> <ul style="list-style-type: none"> • Division of Powers <p>c) Federalism with a strong central government</p> <p>d) Conflicts in India's federal system</p> <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 <p>e) Special provisions</p> <ul style="list-style-type: none"> • Jammu and Kashmir 	<p>Students will be able to:</p> <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.
<p>8. Local Governments</p> <p>a) Why local governments?</p> <p>b) Growth of Local Government in India</p> <ul style="list-style-type: none"> • Local Governments in Independent India <p>c) 73rd and 74th amendments</p> <p>d) 73rd Amendment</p> <ul style="list-style-type: none"> • Three Tier Structure • Elections • Reservations • Transfer of Subjects • State Election Commissioners • State Finance Commission <p>e) 74th Amendment</p> <ul style="list-style-type: none"> • Implementation of 73rd and 74th Amendments 	<p>Students will be able to:</p> <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
<p>Constitution as a Living Document</p> <p>a) Are constitutions static?</p> <p>b) How to amend the constitution?</p> <p>c) Why have there been so many amendments?</p>	<p>Students will be able to:</p> <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.

PART B POLITICAL THEORY

<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
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2. Freedom <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 need to be sanctioned by law. • Describe the features of different kinds of rights.
6. Citizenship <ul style="list-style-type: none"> 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	<p>Motivation and Emotion</p> <p><i>The topics in this unit are:</i></p> <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
<p>Practical (Projects/small study, experiments, etc.) 30 marks</p> <p>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:</p> <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

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%

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2025-2026

YOGA (SUBJECT CODE - 841)

CLASS – XI

COURSE OVERVIEW:

In view of today's global problems, the course of yoga is compulsory, as mental and physical stress is increasing everywhere, students will benefit from this course. Just as the word yoga means to connect, the students will also have loyalty and engagement towards their duty towards society and our society will move towards a positive thinking.

WHO has also emphasized the role of yoga in prevention therapy. For this reason, the popularity of yoga will increase globally.

Yoga is a new topic for the international community, which is why the world is trying to understand yoga more. For this reason, yoga has very good opportunities internationally.

OBJECTIVES OF THE COURSE:

Following are the main objectives of this course.

- To enable the student to have good health.
- To practice mental hygiene.
- To possess emotional stability.
- To integrate moral values.
- To attain higher level of consciousness.

SALIENT FEATURES:

- Yoga course is cost effective.
- Another very important feature for this course is that students of all category can do this course very easily

LIST OF EQUIPMENT AND MATERIALS:

The items required for the course are as follows:

Teaching/Training Aids:

- Computer (optional)
- Sutra Neti
- Rubber Neti
- Jalneti
- Jalneti pot
- Vastra Dhoti
- Soap
- Tratak stand
- Candle
- Yoga Mat

CAREER OPPORTUNITIES:

- Yoga teacher
- Yoga therapist
- Resource officer in yoga
- Yoga instructor
- Naturopathy Doctor

VERTICAL MOBILITY:

After, following career options are available in field:

- Paramedical physiotherapist
- Fitness trainer
- Aerobic or Zumba trainer

CURRICULUM:

This course is a planned sequence of instructions consisting of Units meant for developing employability and skills competencies of students of Class XI and XII opting for the subject along with other subjects.

YOGA (SUBJECT CODE - 841)
CLASS –XI (SESSION 2025-2026)
Total Marks: 100 (Theory - 50 + Practical - 50)

	UNITS	NO. OF HOURS for Theory and Practical	MAX. MARKS for Theory and Practical
Part A	Employability Skills		
	Unit 1 : Communication Skills - III	13	2
	Unit 2 : Self-Management Skills - III	07	2
	Unit 3 : ICT Skills - III	13	2
	Unit 4 : Entrepreneurial Skills - III	10	2
	Unit 5 : Green Skills - III	07	2
	Total	50	10
Part B	Subject Specific Skills		
	Unit 1 – Introduction to Yoga and Yogic Practices - I	25	12
	Unit 2 – Introduction to Yoga Texts - I	40	12
	Unit 3 – Yoga for Health Promotion - I	40	16
	Total	105	40
Part C	Practical Work		
	Project	105	10
	Viva		05
	Practical File		15
	Demonstration of skill competency via Lab Activities		20
	Total	105	50
	GRAND TOTAL	260	100

NOTE: Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

DETAILS OF THE UNITS OF CLASS - XI

Total Marks: 100 (Theory - 50 + Practical - 50)

PART-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-III	13
2.	Unit 2: Self-Management Skills-III	07
3.	Unit 3: Information and Communication Technology Skills-III	13
4.	Unit 4: Entrepreneurial Skills-III	10
5.	Unit 5: Green Skills-III	07
	TOTAL DURATION	50

NOTE: Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

Part-B – SUBJECT SPECIFIC SKILLS

- ❖ Unit 1 – Introduction to Yoga and Yogic Practices - I
- ❖ Unit 2 – Introduction to Yoga Texts - I
- ❖ Unit 3 – Yoga for Health Promotion – I

Unit 1 – Introduction to Yoga and Yogic Practices - I

- Yoga Etymology, definition, Aim, objective and misconception text
- Yoga origin, history and development
- Rules and regulations to be followed by yoga practitioners
- Introduction to Major schools of Yoga (Janan, Yoga Bhakti, Yoga Karma, Patanjali, Hatha)
- Introduction to yogic practices (Sukshama Vyayama, Surya Namaskar and Asanas)

Unit 2 – Introduction to Yoga Texts - I

- Introduction and study of Patanjali Yoga Sutra including memorization of selected Sutra
- Introduction and study of Bhagavad Gita including memorization of selected Slokas
- Introduction of Hata Pradpika.
- Introduction and study of Gheranda Samhita.

Unit 3 – Yoga for Health Promotion – I

- Brief introduction to human body
- Role of yoga for health promotion
- Yogic attitudes and practices
- Holistic approach of yoga towards the health and diseases
- Introduction to yoga diet and its relevance and importance in yoga Sadhana
- Dincharya and Ritucharya with respect of yogic lifestyle

PRACTICAL GUIDELINES FOR CLASS - XI

Assessment of performance:

The two internal examiners, assigned for the conduct and assessment of Practical Examinations each in **Senior Secondary School Curriculum (Under NSQF)**. Question for the viva examinations should be conducted by two internal examiners. Question to be more of General nature, project work or the curriculum. Investigatory Project especially those that show considerable amount of effort and originality, on the part of the student, should get suitable high marks, while project of a routine or stereotyped nature should only receive MEDIOCRE marks.

Procedure for Record of Marks in the Practical answer-books:

The examiner will indicate separately marks of practical examination on the title page of the answer-books under the following heads:

Project -10 marks

Projects for the final practical is given below. Student may be assigned

Viva based on Project -05 marks

The teacher conducting the final practical examination may ask verbal questions related to the project, if any, done by the student. Alternatively, if no project has been assigned to the students, viva may be based on questions of practical nature from the field of subject as per the Curriculum

Practical File -15 Marks

Students to make a power point presentation / assignment / practical file / report. Instructor shall assign them any outlet to study the elements in Yoga.

Suggested list of Practical –

1. Practice of Sukshnavyayama
2. Practice of Surya Namaskar
3. Practice of Asanas

4. Practice of Halasana
5. Practice of Pawanmuktasana
6. Practice of Bhujangasana
7. Practice of Shalabhasana
8. Practice of Gomukhasana
9. Practice of Vakrasana
10. Practice of Ustrasana
11. Practice of Mandukasana
12. Practice of Sasankasana
13. Practice of Janusirasana
14. Practice of Virkshasana
15. Practice of Padhastasana
16. Practice of Nadi Shudhi
17. Practice of Dhyana Mudra
18. Meditation
19. Project on Patanjali Yoga Sutras
20. Yoga effect on Human Body
21. Steps of Sithaili Pranayama
22. Steps of Ujjayai Pranayam
23. Steps of Paschimottansana
24. Conducting Yoga project on common diseases Yoga sessions on suryanamaskar
25. Asanas board
26. Yoga for Weight loss
27. Improved Posture. Let's face it, all of us have slouched at some time or another
28. Increased flexibility of body through Yoga.
29. Practical Asana, Pranayama, Meditation, Mudras and Bandha

Demonstration of skill competency in Lab Activities -20 marks

Guidelines for Project Preparation:

The final project work should encompass chapters on:

- a) Introduction,
- b) Identification of core and advance issues,
- c) Learning and understanding and
- d) Observation during the project period.