

PAINTING THEORY
CLASS–XI

Theory Paper
Unit wise Weightage

30 Marks
Time: 2 Hours

Units	History of Indian Art	Marks
1	Pre-Historic rock paintings and art of Indus / Sindhu Saraswati Civilization (Indus valley Civilization) Buddhist, Jain and Hindu Art	15
2	Temple Sculptures, Bronzes and Artistic aspects of Indo-Islamic architecture	15

Unit 1	Content
Pre-Historic Rock-Paintings	
1.	<ul style="list-style-type: none"> • Introduction • Period and Location • Study and appreciation of following pre-historic paintings: Wizard's Dance, Bhimbethaka • Extension: In about 1500 miles. Harappa & Mohenjo-daro (Now in Pakistan) Ropar, Lothal, Rangpur, Alamgirpur, Kali Bangan, Banawali and Dholavira (in India)
2	Study and appreciation of following: Sculptures in Bronze and Terra cottas: Introduction to Method of Bronze casting
	<ul style="list-style-type: none"> • Dancing girl (Mohenjo-daro) Bronze, 10.5 x 5 x 2.5 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi). • Male Torso (Harappa) Red lime Stone, 9.2 x 5.8 x 3 cms. Circa 2500 B.C. (Collection: National Museum, New Delhi) • Mother Goddess (Mohenjo-daro) terracotta, 22 x 8 x 5 c Circa 2500 B.C. (Collection: National Museum, New Delhi)
3	Study and appreciation of following Seal: <ul style="list-style-type: none"> • Bull (Mohenjo-daro) Stone (Steatite), 2.5 x 2.5 x 1.4 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi). • Decoration on earthen wares: Painted earthen-ware (Jar) Mohenjo-daro (Collection: National Museum, New Delhi).

Buddhist, Jain and Hindu Art (3rd century B.C. to 8th century A.D.)	
1.	General Introduction and understanding of Art during <ul style="list-style-type: none"> Mauryan Period: Mirror like polish (eg. Chauri Bearer from Didar Ganj/Yakshi called Monalisa of India, Iron Pillar of Qutab Minar that has never rusted. Shunga: Kushana Period: evolution and mutation of Gandhara, Mathura Gupta Period: Amalgamation of Gandhara, Mathura into Gupta Style
2.	Study and appreciation of following Sculptures. <ol style="list-style-type: none"> Lion Capital from Sarnath Circa: 3rd Century BCE Period: Mauryan Material: Polished sandstone, Collection: Sarnath Museum, U.P. Chauri Bearer from Didar Ganj (Yakshi) Circa 3rd Century BCE Period: Mauryan Material: Polished sandstone, Collection: Patna Museum, Bihar. Seated Buddha from Katra Mound, Mathura Circa 3rd Century C.E. Period: Kushan (Mathura Style) Material: Red-spotted Sandstone, Collection: Govt. Museum, Mathura Jain Tirathankara Circa: 5th Century Period: Gupta period: 5th Century CE Material: Stone Collection: State Museum, Lucknow U.P.
3.	Introduction to Ajanta Location Period: 5 th Century CE No of caves: 30 Chaitya Caves: 5 (9,10,19,26,29) subject matter- Buddha meditating Vihara Caves: 25 subject matter- Bodhisattva Padmapani Techniques: Rock cut Architecture, sculpture, fresco painting

Unit 2	Temple Sculpture, Bronzes and artistic aspects of Indo- Islamic Architecture
(A)	Artistic aspects of Indian Temple sculpture Period: 6th Century CE to 13th Century CE 1. Introduction to Temple Sculpture Overview of temple sculpture practices in India, with a focus on key periods, regions, and stylistic developments between the 6th and 13th centuries CE.

	<p>2. Study and Appreciation of Notable Temple Sculptures:</p> <p>Descent of Ganga</p> <ul style="list-style-type: none"> • Period: Circa 7th Century CE • Dynasty: Pallava • Material: Granite Rock • Location: Mahabalipuram, Tamil Nadu <p>Trimurti</p> <ul style="list-style-type: none"> • Period: Circa 9th Century CE • Material: Stone • Location: Elephanta, Maharashtra <p>Lakshmi Narayana (Kandariya Mahadev Temple)</p> <ul style="list-style-type: none"> • Period: Circa 10th Century CE • Dynasty: Chandela • Material: Stone • Location: Khajuraho, Madhya Pradesh <p>Cymbal Player (Konark Sun Temple)</p> <ul style="list-style-type: none"> • Period: Circa 13th Century CE • Dynasty: Ganga Dynasty • Material: Stone • Location: Odisha <p>Mother and Child (Vimal-Shah Temple, Dilwara)</p> <ul style="list-style-type: none"> • Period: Circa 13th Century CE • Dynasty: Solanki Dynasty • Material: White Marble • Location: Mount Abu, Rajasthan
(B)	<p>Bronzes:</p> <ol style="list-style-type: none"> 1. Introduction to Indian Bronzes. 2. Method of casting (solid and hollow) 3. Study and appreciation of following South Indian Bronze: <p>Nataraj</p> <ul style="list-style-type: none"> • Period: Circa 12th Century CE • Dynasty: Chola • Location: Thanjavur District, Tamil Nadu • Collection: National Museum, New Delhi
(C)	<p>Artistic aspects of the Indo-Islamic architecture:</p> <ol style="list-style-type: none"> 1. Introduction 2. Study and appreciation of following architecture: <ul style="list-style-type: none"> • Qutub Minar, Delhi • Gol Gumbad of Bijapur

ECONOMICS (Subject Code 030) CLASS – XI (2025-26)

Theory: 80 Marks

3 Hours

Project: 20 Marks

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

Part A: Statistics for Economics

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

Unit 1: Introduction

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

Unit 2: Collection, Organisation and Presentation of data

Collection of data - sources of data - primary and secondary; how basic data is collected with concepts of Sampling; methods of collecting data; some important sources of secondary data: Census of India and National Sample Survey Organisation.

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

Presentation of Data: Tabular Presentation and Diagrammatic Presentation of Data:
(i) Geometric forms (bar diagrams and pie diagrams), (ii) Frequency diagrams (histogram, polygon and Ogive) and (iii) Arithmetic line graphs (time series graph).

Unit 3: Statistical Tools and Interpretation

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

Measures of Central Tendency- Arithmetic mean, Median and Mode

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

Introduction to Index Numbers - meaning, types - Wholesale Price Index, Consumer Price Index and index of industrial production, uses of index numbers; Inflation and Index Numbers, Simple Aggregative Method.

Part B: Introductory Microeconomics

Unit 4: Introduction

Meaning of microeconomics and macroeconomics; positive and normative economics

What is an economy? Central problems of an economy: what, how and for whom to produce; concepts of Production Possibility Frontier and Opportunity Cost.

Unit 5: Consumer's Equilibrium and Demand

Consumer's equilibrium - meaning of Utility, Marginal Utility, Law of Diminishing Marginal Utility, conditions of consumer's equilibrium using marginal utility analysis.

Indifference curve analysis of consumer's equilibrium-the consumer's budget (budget set and budget line), preferences of the consumer (indifference curve, indifference map) and conditions of consumer's equilibrium.

Demand, market demand, determinants of demand, demand schedule, demand curve and its slope, movement along and shifts in the demand curve; price elasticity of demand - factors affecting price elasticity of demand; measurement of price elasticity of demand – percentage-change method and total expenditure method.

Unit 6: Producer Behaviour and Supply

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

Total Product, Average Product and Marginal Product.

Returns to a Factor

Cost – Short run costs - Total Cost, Total Fixed Cost, Total Variable Cost; Average Cost; Average Fixed Cost, Average Variable Cost and Marginal Cost - meaning and their relationships.

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

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

Supply, market supply, determinants of supply, supply schedule, supply curve and its slope, movements along and shifts in supply curve, price elasticity of supply; measurement of price elasticity of supply - percentage-change method.

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

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

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

Part C: Project in Economics

Guidelines as given in Class XII curriculum

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

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 x 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 01 प्रश्न = 1 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 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 x 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक x 01 प्रश्न = 01 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 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 x 01 प्रश्न)	06 अंक
4	औपचारिक पत्र लेखन। (विकल्प सहित) (05 अंक x 01 प्रश्न)	05 अंक
5	पाठ संख्या 1, 2, 9, 10, 14, 15 तथा 16 पर आधारित 04 प्रश्न (विकल्प सहित) (02 अंक x 04 प्रश्न= 8 अंक) (लगभग 40 शब्दों में), (03 अंक x 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 I

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)

COURSE STRUCTURE

CLASS XI (2025-26)

Three Hours

Max Marks: 80

No.	Units	Marks
I.	Sets and Functions	23
II.	Algebra	25
III.	Coordinate Geometry	12
IV.	Calculus	08
V.	Statistics and Probability	12
	Total	80
	Internal Assessment	20

*No chapter/unit-wise weightage. Care to be taken to cover all the chapters.

Unit-I: Sets and Functions

1. Sets

Sets and their representations, Empty set, Finite and Infinite sets, Equal sets, Subsets, Subsets of a set of real numbers especially intervals (with notations). Universal set. Venn diagrams. Union and Intersection of sets. Difference of sets. Complement of a set. Properties of Complement.

2. Relations & Functions

Ordered pairs. Cartesian product of sets. Number of elements in the Cartesian product of two finite sets. Cartesian product of the set of reals with itself (up to $\mathbb{R} \times \mathbb{R} \times \mathbb{R}$). Definition of relation, pictorial diagrams, domain, co-domain and range of a relation. Function as a special type of relation. Pictorial representation of a function, domain, co-domain and range of a function. Real valued functions, domain and range of these functions, constant, identity, polynomial, rational, modulus, signum, exponential, logarithmic and greatest integer functions, with their graphs. Sum, difference, product and quotients of functions.

3. Trigonometric Functions

Positive and negative angles. Measuring angles in radians and in degrees and conversion from one measure to another. Definition of trigonometric functions with the help of unit circle. Truth of the identity $\sin^2 x + \cos^2 x = 1$, for all x . Signs of trigonometric functions. Domain and range of trigonometric functions and their graphs. Expressing $\sin(x \pm y)$ and $\cos(x \pm y)$ in terms of $\sin x$, $\sin y$, $\cos x$ & $\cos y$ and their simple applications. Deducing identities like the following:

$$\tan(x \pm y) = \frac{\tan x \pm \tan y}{1 \mp \tan x \tan y}, \cot(x \pm y) = \frac{\cot x \mp \cot y}{\cot y \pm \cot x}$$

$$\sin \alpha \pm \sin \beta = 2 \sin \frac{1}{2}(\alpha \pm \beta) \cos \frac{1}{2}(\alpha \mp \beta)$$

$$\cos \alpha + \cos \beta = 2 \cos \frac{1}{2}(\alpha + \beta) \cos \frac{1}{2}(\alpha - \beta)$$

$$\cos \alpha - \cos \beta = -2 \sin \frac{1}{2}(\alpha + \beta) \sin \frac{1}{2}(\alpha - \beta)$$

Identities related to $\sin 2x$, $\cos 2x$, $\tan 2x$, $\sin 3x$, $\cos 3x$ and $\tan 3x$.

Unit-II: Algebra

1. Complex Numbers and Quadratic Equations

Need for complex numbers, especially $\sqrt{-1}$, to be motivated by inability to solve some of the quadratic equations. Algebraic properties of complex numbers. Argand plane.

2. Linear Inequalities

Linear inequalities. Algebraic solutions of linear inequalities in one variable and their representation on the number line.

3. Permutations and Combinations

Fundamental principle of counting. Factorial n . $(n!)$ Permutations and combinations, derivation of Formulae for ${}^n P_r$, ${}^n C_r$ and their connections, simple applications.

4. Binomial Theorem

Historical perspective, statement and proof of the binomial theorem for positive integral indices. Pascal's triangle, simple applications.

5. Sequence and Series

Sequence and Series. Arithmetic Mean (A.M.) Geometric Progression (G.P.), general term of a G.P., sum of n terms of a G.P., infinite G.P. and its sum, geometric mean (G.M.), relation between A.M. and G.M

Unit-III: Coordinate Geometry

1. Straight Lines

Brief recall of two-dimensional geometry from earlier classes. Slope of a line and angle between two lines. Various forms of equations of a line: parallel to axis, point -slope form, slope-intercept form, two-point form, intercept form. Distance of a point from a line.

2. Conic Sections

Sections of a cone: circles, ellipse, parabola, hyperbola, a point, a straight line and a pair of intersecting lines as a degenerated case of a conic section. Standard equations and simple properties of parabola, ellipse and hyperbola. Standard equation of a circle.

3. Introduction to Three-dimensional Geometry

Coordinate axes and coordinate planes in three dimensions. Coordinates of a point. Distance between two points.

Unit-IV: Calculus

1. Limits and Derivatives

Derivative introduced as rate of change both as that of distance function and geometrically. Intuitive idea of limit. Limits of polynomials and rational functions trigonometric, exponential and logarithmic functions. Definition of derivative relate it to slope of tangent of the curve, derivative of sum, difference, product and quotient of functions of polynomial and trigonometric functions.

Unit-V Statistics and Probability

1. Statistics

Measures of Dispersion: Range, Mean deviation, variance and standard deviation of ungrouped/grouped data.

2. Probability

Events; occurrence of events, 'not', 'and' and 'or' events, exhaustive events, mutually exclusive events, Axiomatic (set theoretic) probability, connections with other theories of earlier classes. Probability of an event, probability of 'not', 'and' and 'or' events.

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, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<ul style="list-style-type: none"> Incorporate values of Olympism in your life. Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games
	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"> Identity the Olympic Symbol and Ideals
	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"> Describe the structure of the Olympic movement structure
	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. 		

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.

<p>3. Election and Representation</p> <ol style="list-style-type: none"> Elections and democracy Election system in India <ul style="list-style-type: none"> First Past the Post System Proportional Representation Why did India adopt the FPTP system? Reservation of constituencies Free and fair elections <ul style="list-style-type: none"> Universal franchise and right to contest Independent Election Commission Electoral Reforms 	<p>Students will be able to:</p> <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.
<p>4. Executive</p> <ol style="list-style-type: none"> What is an executive? What are the different types of executives? Parliamentary executive in India <ul style="list-style-type: none"> Power and position of President Discretionary Powers of the President Prime Minister and Council of ministers Permanent Executive: Bureaucracy 	<p>Student will be able to:</p> <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.
<p>5. Legislature</p> <ol style="list-style-type: none"> Why do we need a parliament? Why do we need two houses of parliament? <ul style="list-style-type: none"> Rajya Sabha Lok Sabha What does the parliament do? <ul style="list-style-type: none"> Powers of Rajya Sabha Special Powers of Rajya Sabha How does the parliament make laws? How does the parliament control the executive? What do the committees of parliament do? How does the parliament regulate itself? 	<p>Students will be able to:</p> <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.
<p>6. Judiciary</p> <ol style="list-style-type: none"> Why do we need an independent judiciary? <ul style="list-style-type: none"> Independence of Judiciary Appointment of Judges Removal of Judges Structure of the Judiciary 	<p>Students will be able to:</p> <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.
<p>PART B POLITICAL THEORY</p>	
<p>1. Political Theory: An Introduction</p> <p>a) What is politics?</p> <p>b) What do we study in political theory?</p> <p>c) Putting Political theory into practice</p> <p>d) Why should we study political theory?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define the term politics and identify various political principles. • Explain the innate ideas of various Political theories. • Appreciate the contribution of Political Thinkers

2. Freedom <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

<p>7. Nationalism</p> <p>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</p>	<p>Students will be able to:</p> <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
<p>8. Secularism</p> <p>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 </p>	<p>Student will be able to:</p> <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.