

**CLASS XI
COURSE STRUCTURE**

Chapter No	Chapter Name	No. of Periods	Weightage allotted	Marks allocated (70)
1.	Astronomy in India	25	19%	13
2.	Chemistry in India	For internal assessment only		
3.	Indian literature part I - introduction of Indian literature	28	21%	15
4.	Indian philosophical systems	27	20%	14
5.	Indian Traditional Knowledge on Environmental Conservation	For internal assessment only		
6.	Life sciences (1): Ayurveda for life, health and well-being Written	29	21%	15
7.	Life sciences (2): the historical evolution of medical tradition in ancient India Written	25	19%	13
8.	Mathematics in India	For internal assessment only		
9.	Theatre and Drama in India	For internal assessment Only		
Total		134	100	70

CLASS XI
COURSE CONTENT

Chapter No. and Name	Specific Learning Objectives	Teaching Learning Process	Learning Outcomes with specific Competencies
<p style="text-align: center;">1 Astronomy in India</p>	<ul style="list-style-type: none"> • Examine the main characteristics of Indian Astronomy from their historical perspective • research and present how the subject of Astronomy had a profound impact on humans especially in ancient India • Investigate and concur on methods used in ancient astronomy to infer on the astronomical predictions that are validated even today • Research and relate methods used in ancient astronomy with modern methods of astronomical predications/events by modern scientists 	<ul style="list-style-type: none"> ▪ Textual reading and presenting a summary by way of Graphic Organizers ▪ Presenting their learning/ discussions through debates ▪ Examine case studies and interpret the data/ information given and infer therein ▪ Use varied pedagogical learning structures like story telling/role play/arts integration/ ▪ Reflective practices (3-2-1) ▪ Discussion (student led) on comparing and contrasting ancient versus modern methods used in astronomy 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ summarize the beginnings of the Indian Astronomy ❖ analyse the method of reading the Indian calendar/ Panchangam, Indian dates, each day's nakshatra etc. And infer on their perfection of timings with reference to celestial occurrences like eclipses/ full moon/new moon and so on ❖ examine and Identify some of the nakshatras correlating the constellations on a clear night sky. ❖ Compare and contrast the Indian 12 Rishis and European Usi zodiac signs and summarize the commonalities and differences if any ❖ Identify /locate some of the architectural marvels based on

			<p>astronomical importance like Jantar Mantar and others</p> <ul style="list-style-type: none"> ❖ present views on the ancient and modern methods of astronomical predictions
2 Chemistry in India	For Internal assessment Only.	Refer page no11:4	
3 Indian literature part I - introduction of Indian literature	<ul style="list-style-type: none"> • to re-connect the young minds with the large body of intellectual activity that has always happened in India • to relate the knowledge available to the contemporary life, theories and practices. • to develop, wherever feasible, a comparative view on a level ground of the contemporary Western ideas and the Indian theories and practices. • to extend students' horizons beyond what is presented or is available and contemplate on possible new meanings, extensions and uses of the ideas. 	<ul style="list-style-type: none"> ▪ Students will read different genres of Indian literature available in translated versions in English -a class discussion will take place where they examine the author's intent/ story setting/cultural settings/characters analysis /values and attitudes exposed through the reading ▪ Students will examine the case studies in the text/have discussions/analyse and infer based on their readings ▪ Group work -to enhance collaboration/ effective communication /critical thinking ▪ Presentation through pedagogical techniques: role play/ arts integration (any form) story telling/ panel 	<ul style="list-style-type: none"> ❖ Compare and contrast different genres in Indian literature ❖ Critique the author's style/ story. ❖ Cite specific examples of Indian cultural heritage being expressed in the books ❖ Students will create products to demonstrate their appreciation for Indian Literature by expressing through different modes like a Journal/ E books/ Newspaper and other related products ❖ Analyse the content of literary works and their connection with contemporary issues in society ❖ infer how these issues impact our society even today

		<p>discussion/ meet the authors/ and so on</p> <ul style="list-style-type: none"> ▪ Reflective writing after the session -Log books 	
<p>4 Indian philosophical systems</p>	<ul style="list-style-type: none"> • identify the direct relationship between philosophy and ordinary day to day life. • distinguish between ethics and philosophy/ their intricate links and their significance in our lives • Analyse how philosophical systems differ based on the nature of right knowledge. • Explore how Indian philosophical systems are essentially democratic by nature 	<ul style="list-style-type: none"> ▪ Students will read and analyse passages on philosophy and present their analyses in modes suggested by the teacher (PPT/ Comic strips/ flow charts) ▪ Show understanding of the terms in different systems by using them appropriately in different contexts-through Journal writing/ essays ▪ Create and use mind maps to present summary of learning perform role plays of abstract qualities personified to explain the philosophical thought ▪ Make presentations on the different philosophers and their contributions ▪ Use Venn diagrams to present similarities and dissimilarities on the systems studied 	<ul style="list-style-type: none"> ❖ Enlist the 9 systems of philosophy and the key features of each system ❖ Evaluate these systems on their application to ordinary or day to day lives of people ❖ Express their reflections on ethical goals in western thoughts and Indian thoughts of philosophy ❖ Present similarities and dissimilarities of systems ❖ present the core ideas of different philosophers ❖ Tabulate the practical dimension of Indian philosophy ❖ Illustrate how philosophy has true democratization & civilizational value in India

		<ul style="list-style-type: none"> ▪ Quizzes on various aspects of the chapter that require recall ▪ Panel discussions on given topics ▪ Role play that simulates the study of philosophy and various systems 	
5 Indian Traditional Knowledge on Environmental Conservation	Internal assessment only	Refer page no 4	
6 Life sciences ayurveda for life, health and well-being- Part 1	<ul style="list-style-type: none"> • examine various aspects of how Ayurveda is a holistic study and practice that balances the inner environment with the external. • Appraise the concept of good health according to Ayurveda • Explore and verify the role of dietary and behavioral changes in restoring health. • Examine how Ayurveda is relevant in modern ailments too • Analyse and infer how Ayurveda conforms to the concept of an "Integrative medicine" 	<ul style="list-style-type: none"> ▪ Gather information on common plants within our reach and their medicinal use-with focus on locally available medicinal plants ▪ Prepare a recipe that will have at least one medicinal plant among its ingredients. ▪ Watch relevant URLs among the internet resources on Ayurveda listed and explain the content. ▪ Role play to depict the difference between happy life and a wholesome life ▪ Case studies as exploratory projects on interviewing people who have recovered with ayurveda 	<ul style="list-style-type: none"> ❖ List the eight specific factors constituting a balanced diet and discuss how one would improve diet. ❖ Describe the Principles of ayurvedic healing ❖ Summarize what is the impact of diet and yoga on humans and how it requires to be modified depending on time and place. ❖ Present through research that Ayurveda dosage forms as prescribed in texts of Ayurveda- have commonality with Health Information Portability Accountability Act, enforced in countries like USA

			<ul style="list-style-type: none"> ❖ Discuss and explain the difference between a happy life and a wholesome life
<p style="text-align: center;">7 Life sciences (2): The historical evolution of medical tradition in ancient India</p>	<ul style="list-style-type: none"> • understand the key concepts and developments in the evolution of medical tradition in ancient times • Examine the historical context of medical tradition in ancient India, including its development, spread, and influence. • evaluate the evidence and sources used to study the historical evolution of medical tradition in ancient India and infer therein • evaluate the various aspects of the medical tradition in ancient India, such as its practices, beliefs, and treatments. • know about the cultural awareness of the medical tradition in ancient India and its impact on society and individuals. 	<ul style="list-style-type: none"> ▪ Research based Learning ▪ Interviews with Ayurvedic Doctors ▪ Group discussions-Like Panel discussions/ Hard Talk. ▪ Graphic Organizers-like Flow Charts/ KWL-3-2-1 ▪ Display charts (arts integration) ▪ Story telling 	<ul style="list-style-type: none"> ❖ recall facts about the historical evolution of medical tradition in ancient India and its impact on society and individuals. ❖ present the key concepts and developments in the evolution of medical tradition in ancient India. ❖ express the historical context of medical tradition in varied formats of presentation ❖ summarize the various aspects of the medical tradition in ancient India and its impact on society and individuals. ❖ evaluate the evidence and sources used to study the historical evolution of medical tradition in ancient India. ❖ review /present views on the cultural awareness of the medical tradition in ancient India and its impact on society and individuals.

	<ul style="list-style-type: none"> • examine the historical evolution of medical tradition in ancient India. • connect the history of medical tradition in ancient India to other subjects, such as philosophy, religion, and science. • develop a respect for diversity by understanding the differences and similarities between the medical traditions of ancient India and other cultures. 		<ul style="list-style-type: none"> ❖ describe the historical evolution of medical tradition in ancient India through different presentation modes ❖ present the link between the history of medical tradition in ancient India with other subjects, such as philosophy, religion, and science ❖ express ideas on the unique diversity based on their understanding of the differences and similarities between the medical traditions of ancient India and other cultures. ❖ summarize how the 8 branches of Ayurveda are used in the medical field today
8 Mathematics in India	For internal Assessment only	Refer Page no.4	
9. Theatre and Drama in India	For internal Assessment only	Refer Page no. 4	

GUIDELINES FOR INTERNAL ASSESSMENT

1	Research based Project (2*10) (Term I&II)	20
2	Portfolio	5
3	Viva voce	5
	Total	30

CHAPTERS FOR PROJECT WITH GUIDELINES

Chapter No. and Name	Mode of assessment	Guidelines
2 Chemistry in India	Internal	<ol style="list-style-type: none"> Students must do 2 projects (1 PER TERM) out of the topics given under Internal Assessment-and present their work in the form of a Portfolio that includes research and extended learning of this topic Topics not covered under the 2 Projects must be completed using other forms of Assessment of simple presentations by students-e.g. Debate/ Scrap Book with appropriate captions/ role Play/ panel discussion/ comic strips and other forms of Arts Integration/ speech. The Rubric given for the Projects need to be adhered to and marks allotted appropriately As Group work and 21st Century skills are the core focus of Projects -teachers must design projects that lend themselves to Group work and use of the 21st Century skills like collaboration/ creative thinking/ critical thinking and problem solving/effective communication/ leadership/initiative/ productivity /flexibility/ literacy skills of information usage/ media/ technology Multi-disciplinary or Inter Disciplinary usage is also strongly recommended though not mandatory
5 Indian Traditional Knowledge on Environmental Conservation	Internal	
8 Mathematics in India	Internal	
9 Theatre and drama in India	Internal	