

Grade 11 & Grade 12 (HUMANITIES) – Learning Area specific course descriptions

ENGLISH

The objective of the course is to make the students proficient in the English Language. It is designed to enable students to cater to the requirements of academic study as well as language skill at the workplace, to listen, read and comprehend presentations on various topics, to develop greater confidence and proficiency in the use of language skills (Reading, Writing, Listening and Speaking), to participate in group discussions, interviews, and to perceive the over-all meaning and organization of the text. Reading Comprehension helps them to enhance their comprehension skills – Development of major reading skills – skimming, scanning and inferential reading and development of vocabulary. Writing work enables them to make a purposeful, personalized and imaginative writing. Literature – Aims at deeper understanding of the text and understand local, global and thematic content of the lesson. The course also develops the capacity to appreciate literary use of English and also use English creatively and imaginatively. Students are equipped to read and comprehend extended texts, in the genre – fiction, poetry, biography, autobiography and travel.

POLITICAL SCIENCE

Students are introduced to the diverse concerns of a Political Scientist by learning this subject. At this level, there is a need to enable students to engage with political processes that surround them and provide them with an understanding of the historical context that has shaped the present. The various streams of the discipline of Political Science include - Political Theory, Indian Politics, and International Politics. They explore topics like Comparative Politics and Public Administration. The intention of the course is to lay a strong foundation for the subject matter using hands-on learning experiences and activities.

HISTORY

The History syllabus is designed to help students understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading sources critically. They learn to appreciate how historians follow the trails that lead to the past, and how historical knowledge develops. The syllabus will also enable students to store/relate/compare developments in different situations, analyze connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.

The syllabus in Grade XI is organized around some major themes in world history that focus on some important developments in different spheres - political, social, cultural and economic. It includes but is not limited to narratives of development - urbanization, industrialization and modernization - but also processes of displacements and marginalization. Through the study of these themes students will acquire a sense of the wider historical processes as well as an idea of the specific debates around them.

In Grade XII the focus will shift to a detailed study of some themes in ancient, medieval and modern Indian history.

ECONOMICS

The course of study of Economics includes providing students with opportunities to acquire analytical skills to observe and understand the economic realities of the country. At the senior

secondary stage, the learners are in a position to understand abstract ideas, exercise the power of thinking and develop their own perception. It is at this stage, the learners are exposed to the rigour of the discipline of economics in a systematic way. Students are introduced to the economic realities that the nation is facing today along with some basic statistical tools to understand these broader economic realities. In the later stage, the learners are introduced to economics as a theory of abstraction. The economics courses also contain many projects and activities. These will provide opportunities for the learners to explore various economic issues both from their day-to-day life and also from issues, which are broader and invisible in nature. The academic skills that they learn in these courses would help to develop the projects and activities. The syllabus is also expected to provide opportunities to use information and communication technologies to facilitate their learning process.

PSYCHOLOGY

Psychology is introduced as an elective subject at the higher secondary stage of school education. As a discipline, psychology specializes in the study of experiences, behaviours, and mental processes of human beings within a socio-cultural historical context. Learners are introduced to the basic ideas, principles, and methods in Psychology. The course deals with psychological knowledge and practices which are contextually rooted. It emphasizes the complexity of behavioural processes and discourages simplistic cause-effect thinking. This is pursued by encouraging critical reasoning, allowing students to appreciate the role of cultural factors in behaviour, and illustrating how biology and experiences shape behavior. Learning Psychology at this level entails using relevant case studies, narratives, experiential exercises, analysis of common everyday experiences, etc.

LEGAL STUDIES

The course is designed to provide students with a background of the evolution of the Indian Legal system. Students develop an understanding of the essential features of the Indian constitution, role and importance of fundamental rights, structure and operation of courts and basic principles of statutory interpretation. It also gives students a brief idea about various systems of law.

PHYSICAL EDUCATION

The course empowers the students to participate in Physical Activity as they understand how it influences their own well-being and that of others. Students get an idea about the motor skills required to participate successfully in a variety of physical activities. They develop social skills that demonstrate the importance of teamwork and cooperation in group activities. They also get an understanding of anatomy and physiology in physical education.

LIFESKILLS

The life-skills curriculum in Senior School is modeled off habits of the mind and heart, used by both students and teachers. This helps students develop a realistic sense of their personal abilities, qualities, strengths and the factors that influence and affect their emotional responses. Students participate in discussions on real life situations and understand how to tackle such instances – learning how to deal with roles and responsibilities and importance of teamwork. Students are able to express themselves freely in a positive and safe environment.

Through role plays and activities, they learn to show respect for and understand others' perspectives. As learners, they manage and monitor their own emotional responses, and persist in completing tasks and overcoming hurdles. Students are exposed to problem solving and decision making skills that teach them how to use particular strategies to manage themselves in a range of situations. Students reflect on and evaluate their learning, identify personal characteristics and learn from success and failure.