

ACCOUNTANCY (Code No. 055)

Rationale

The course in accountancy is introduced at plus two stage of senior second of school education, as the formal commerce education is provided after ten years of schooling. With the fast changing economic scenario, accounting as a source of financial information has carved out a place for itself at the senior secondary stage. Its syllabus content provide students a firm foundation in basic accounting concepts and methodology and also acquaint them with the changes taking place in the preparation and presentation of financial statements in accordance to the applicable accounting standards and the Companies Act 2013.

The course in accounting put emphasis on developing basic understanding about accounting as an information system. The emphasis in Class XI is placed on basic concepts and process of accounting leading to the preparation of accounts for a sole proprietorship firm. The students are also familiarized with basic calculations of Goods and Services Tax (GST) in recording the business transactions. The accounting treatment of GST is confined to the syllabus of class XI.

The increased role of ICT in all walks of life cannot be overemphasized and is becoming an integral part of business operations. The learners of accounting are introduced to Computerized Accounting System at class XI and XII. Computerized Accounting System is a compulsory component which is to be studied by all students of commerce in class XI; whereas in class XII it is offered as an optional subject to Company Accounts and Analysis of Financial Statements. This course is developed to impart skills for designing need based accounting database for maintaining book of accounts.

The complete course of Accountancy at the senior secondary stage introduces the learners to the world of business and emphasize on strengthening the fundamentals of the subject.

Objectives:

1. To familiarize students with new and emerging areas in the preparation and presentation of financial statements.
2. To acquaint students with basic accounting concepts and accounting standards.
3. To develop the skills of designing need based accounting database.
4. To appreciate the role of ICT in business operations.
5. To develop an understanding about recording of business transactions and preparation of financial statements.
6. To enable students with accounting for Not-for-Profit organizations, accounting for Partnership Firms and company accounts.

Accountancy (Code No.055)

Course Structure

Class-XI (2024-25)

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units	Periods	Marks
Part A: Financial Accounting-1		
Unit-1: Theoretical Framework	25	12
Unit-2: Accounting Process	115	44
Part B: Financial Accounting-II		
Unit-3: Financial Statements of Sole Proprietorship	60	24
Part C: Project Work		
	20	20

PART A: FINANCIAL ACCOUNTING - I

Unit-1: Theoretical Frame Work

Units/Topics	Learning Outcomes
<p>Introduction to Accounting</p> <ul style="list-style-type: none">Accounting- concept, meaning, as a source of information, objectives, advantages and limitations, types of accounting information; users of accounting information and their needs. Qualitative Characteristics of Accounting Information. Role of Accounting in Business.Basic Accounting Terms- Entity, Business Transaction, Capital, Drawings. Liabilities (Non Current and Current). Assets (Non Current, Current); Expenditure (Capital and Revenue), Expense, Revenue, Income, Profit, Gain, Loss, Purchase, Sales, Goods, Stock, Debtor, Creditor, Voucher, Discount (Trade discount and Cash Discount) <p>Theory Base of Accounting</p> <ul style="list-style-type: none">Fundamental accounting assumptions: GAAP: ConceptBasic Accounting Concept : Business Entity,	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none">describe the meaning, significance, objectives, advantages and limitations of accounting in the modern economic environment with varied types of business and non-business economic entities.identify / recognise the individual(s) and entities that use accounting information for serving their needs of decision making.explain the various terms used in accounting and differentiate between different related terms like current and non-current, capital and revenue.give examples of terms like business transaction, liabilities, assets, expenditure and purchases.explain that sales/purchases include both cash and credit sales/purchases relating to the accounting year.

<p>Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition, Matching, Full Disclosure, Consistency, Conservatism,</p> <ul style="list-style-type: none"> • Materiality and Objectivity • System of Accounting. Basis of Accounting: cash basis and accrual basis • Accounting Standards: Applicability of Accounting Standards (AS) and Indian Accounting Standards (IndAS) • Goods and Services Tax (GST): Characteristics and Advantages. 	<ul style="list-style-type: none"> • differentiate among income, profits and gains. • state the meaning of fundamental accounting assumptions and their relevance in accounting. • describe the meaning of accounting assumptions and the situation in which an assumption is applied during the accounting process. • explain the meaning, applicability, objectives, advantages and limitations of accounting standards. • appreciate that various accounting standards developed nationally and globally are in practice for bringing parity in the accounting treatment of different items. • acknowledge the fact that recording of accounting transactions follows double entry system. • explain the bases of recording accounting transaction and to appreciate that accrual basis is a better basis for depicting the correct financial position of an enterprise. • Explain the meaning, advantages and characteristic of GST.
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Unit-2: Accounting Process

Units/Topics	Learning Outcomes
<p>Recording of Business Transactions</p> <ul style="list-style-type: none"> • Voucher and Transactions: Source documents and Vouchers, Preparation of Vouchers, Accounting Equation Approach: Meaning and Analysis, Rules of Debit and Credit. • Recording of Transactions: Books of Original Entry- Journal • Special Purpose books: • Cash Book: Simple, cash book with bank column and petty cashbook 	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • explain the concept of accounting equation and appreciate that every transaction affects either both the sides of the equation or a positive effect on one item and a negative effect on another item on the same side of accounting equation. • explain the effect of a transaction (increase or decrease) on the assets, liabilities, capital, revenue and expenses.

- Purchases book
- Sales book
- Purchases return book
- Sales return book
- Journal proper

Note: Including trade discount, freight and cartage expenses for simple GST calculation.

- Ledger: Format, Posting from journal and subsidiary books, Balancing of accounts

Bank Reconciliation Statement:

- Need and preparation, Bank Reconciliation Statement

Depreciation, Provisions and Reserves

- Depreciation: Meaning, Features, Need, Causes, factors
- Other similar terms: Depletion and Amortisation
- Methods of Depreciation:
 - i. Straight Line Method (SLM)
 - ii. Written Down Value Method (WDV)

Note: Excluding change of method

- Difference between SLM and WDV; Advantages of SLM and WDV
- Method of recoding depreciation
 - i. Charging to asset account
 - ii. Creating provision for depreciation/accumulated depreciation account
- Treatment of disposal of asset
- Provisions, Reserves, Difference Between Provisions and Reserves.
- Types of Reserves:
 - i. Revenue reserve
 - ii. Capital reserve
 - iii. General reserve
 - iv. Specific reserve
 - v. Secret Reserve
- Difference between capital and revenue reserve

- appreciate that on the basis of source documents, accounting vouchers are prepared for recording transaction in the books of accounts.
- develop the understanding of recording of transactions in journal and the skill of calculating GST.
- explain the purpose of maintaining a Cash Book and develop the skill of preparing the format of different types of cash books and the method of recording cash transactions in Cash book.
- describe the method of recording transactions other than cash transactions as per their nature in different subsidiary books .
- appreciate that at times bank balance as indicated by cash book is different from the bank balance as shown by the pass book / bank statement and to reconcile both the balances, bank reconciliation statement is prepared.
- develop understanding of preparing bank reconciliation statement.
- appreciate that for ascertaining the position of individual accounts, transactions are posted from subsidiary books and journal proper into the concerned accounts in the ledger and develop the skill of ledger posting.
- explain the necessity of providing depreciation and develop the skill of using different methods for computing depreciation.
- understand the accounting treatment of providing depreciation directly to the concerned asset account or by creating provision for depreciation account.
- appreciate the method of asset disposal through the concerned asset account or by preparing asset disposal account.
- appreciate the need for creating reserves and

<p>Trial balance and Rectification of Errors</p> <ul style="list-style-type: none"> • Trial balance: objectives, meaning and preparation <p>(Scope: Trial balance with balance method only)</p> <ul style="list-style-type: none"> • Errors: classification-errors of omission, commission, principles, and compensating; their effect on Trial Balance. • Detection and rectification of errors; <ul style="list-style-type: none"> (i) Errors which do not affect trial balance (ii) Errors which affect trial balance • preparation of suspense account. 	<p>also making provisions for events which may belong to the current year but may happen in next year.</p> <ul style="list-style-type: none"> • appreciate the difference between reserve and reserve fund. • state the need and objectives of preparing trial balance and develop the skill of preparing trial balance. • appreciate that errors may be committed during the process of accounting. • understand the meaning of different types of errors and their effect on trial balance. • develop the skill of identification and location of errors and their rectification and preparation of suspense account.
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Part B: Financial Accounting - II

Unit 3: Financial Statements of Sole Proprietorship

Units/Topics	Learning Outcomes
<p>Financial Statements</p> <p>Meaning, objectives and importance; Revenue and Capital Receipts; Revenue and Capital Expenditure; Deferred Revenue expenditure. Opening journal entry. Trading and Profit and Loss Account: Gross Profit, Operating profit and Net profit. Preparation. Balance Sheet: need, grouping and marshalling of assets and liabilities. Preparation. Adjustments in preparation of financial statements with respect to closing stock, outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation, bad debts, provision for doubtful debts, provision for discount on debtors, Abnormal loss, Goods taken for personal use/staff welfare, interest on capital and managers commission. Preparation of Trading and Profit and Loss account and Balance Sheet of a sole proprietorship with adjustments.</p>	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of financial statements the purpose of preparing financial statements. • state the meaning of gross profit, operating profit and net profit and develop the skill of preparing trading and profit and loss account. • explain the need for preparing balance sheet. • understand the technique of grouping and marshalling of assets and liabilities. • appreciate that there may be certain items other than those shown in trial balance which may need adjustments while preparing financial statements. • develop the understanding and skill to do adjustments for items and their presentation in financial statements like depreciation, closing stock, provisions, abnormal loss etc. • develop the skill of preparation of trading and profit and loss account and balance sheet.

Incomplete Records	
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Features, reasons and limitations.

Ascertainment of Profit/Loss by Statement of Affairs method. (excluding conversion method)

Part C: Project Work (Any One)

1. Collection of source documents, preparation of vouchers, recording of transactions with the help of vouchers.
2. Preparation of Bank Reconciliation Statement with the given cash book and the pass book with twenty to twenty-five transactions.
3. Comprehensive project of any sole proprietorship business. This may state with journal entries and their ledgering, preparation of Trial balance. Trading and Profit and Loss Account and Balance Sheet. Expenses, incomes and profit (loss), assets and liabilities are to be depicted using pie chart / bar diagram. This may include simple GST related transactions.

PROJECT WORK

It is suggested to undertake this project after completing the unit on preparation of financial statements. The student(s) will be allowed to select any business of their choice or develop the transaction of imaginary business. The project is to run through the chapters and make the project an interesting process. The amounts should emerge as more realistic and closer to reality.

Specific Guidelines for Teachers

Give a list of options to the students to select a business form. You can add to the given list:

- | | | |
|-------------------------|-------------------------------|--------------------------|
| 1. A beauty parlour | 10. Men's wear | 19. A coffee shop |
| 2. Men's saloon | 11. Ladies wear | 20. A music shop |
| 3. A tailoring shop | 12. Kiddies wear | 21. A juice shop |
| 4. A canteen | 13. A Saree shop | 22. A school canteen |
| 5. A cake shop | 14. Artificial jewellery shop | 23. An ice cream parlour |
| 6. A confectionery shop | 15. A small restaurant | 24. A sandwich shop |
| 7. A chocolate shop | 16. A sweet shop | 25. A flower shop |
| 8. A dry cleaner | 17. A grocery shop | |
| 9. A stationery shop | 18. A shoe shop | |

After selection, advise the student(s) to visit a shop in the locality (this will help them to settle on a realistic amounts different items. The student(s) would be able to see the things as they need to invest in furniture, decor, lights, machines, computers etc.

A suggested list of different item is given below.

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|--|---|
| 1. Rent | 19. Wages and Salary |
| 2. Advance rent [approximately three months] | 20. Newspaper and magazines |
| 3. Electricity deposit | 21. Petty expenses |
| 4. Electricity bill | 22. Tea expenses |
| 5. Electricity fitting | 23. Packaging expenses |
| 6. Water bill | 24. Transport |
| 7. Water connection security deposit | 25. Delivery cycle or a vehicle purchased |
| 8. Water fittings | 26. Registration |
| 9. Telephone bill | 27. Insurance |
| 10. Telephone security deposit | 28. Auditors fee |
| 11. Telephone instrument | 29. Repairs & Maintenance |
| 12. Furniture | 30. Depreciations |
| 13. Computers | 31. Air conditioners |
| 14. Internet connection | 32. Fans and lights |
| 15. Stationery | 33. Interior decorations |
| 16. Advertisements | 34. Refrigerators |
| 17. Glow sign | 35. Purchase and sales |
| 18. Rates and Taxes | |

At this stage, performas of bulk of originality and ledger may be provided to the students and they may be asked to complete the same.

In the next step the students are expected to prepare the trial balance and the financial statements.

Suggested Question Paper Design
Accountancy (Code No. 055)
Class XI (2024-25)

Theory: 80 Marks
Project: 20 Marks

3 hrs.

S N	Typology of Questions	Marks	Percentage
1	<p>Remembering and 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</p>	44	55%
3	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	19	23.75%
4	<p>Analysing, Evaluating and Creating: 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. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>	17	21.25%
TOTAL		80	100%

Accountancy (Code No. 055)
Class-XII (2024-25)

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units		Periods	Marks
Part A	Accounting for Partnership Firms and Companies		
	Unit 1. Accounting for Partnership Firms	105	36
	Unit 2. Accounting for Companies	45	24
		150	60
Part B	Financial Statement Analysis		
	Unit 3. Analysis of Financial Statements	30	12
	Unit 4. Cash Flow Statement	20	8
		50	20
Part C	Project Work	20	20
	Project work will include:		
	Project File	12 Marks	
	Viva Voce	8 Marks	
Or			
Part B	Computerized Accounting		
	Unit 4. Computerized Accounting	50	20
Part C	Practical Work	20	20
	Practical work will include:		
	Practical File 12 Marks		
	Viva Voce 8 Marks		

Part A: Accounting for Partnership Firms and Companies

Unit 1: Accounting for Partnership Firms

Units/Topics	Learning Outcomes
<ul style="list-style-type: none"> • Partnership: features, Partnership Deed. • Provisions of the Indian Partnership Act 1932 in the absence of partnership deed. • Fixed v/s fluctuating capital accounts. Preparation of Profit and Loss Appropriation account- division of profit among partners, guarantee of profits. • Past adjustments (relating to interest on capital, interest on drawing, salary and profit sharing ratio). • Goodwill: meaning, nature, factors affecting and methods of valuation - average profit, super profit and capitalization. <p>Note: Interest on partner's loan is to be treated as a charge against profits.</p> <p>Goodwill: meaning, factors affecting, need for valuation, methods for calculation (average profits, super profits and capitalization), adjusted through partners capital/ current account.</p> <p>Accounting for Partnership firms - Reconstitution and Dissolution.</p> <ul style="list-style-type: none"> • Change in the Profit Sharing Ratio among the existing partners - sacrificing ratio, gaining ratio, accounting for revaluation of assets and reassessment of liabilities and treatment of reserves, accumulated profits and losses. Preparation of revaluation account and balance sheet. • Admission of a partner - effect of admission of a partner on change in the profit sharing ratio, treatment of goodwill (as per AS 26), treatment for revaluation of assets and re-assessment of liabilities, treatment of reserves, accumulated profits and losses, 	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of partnership, partnership firm and partnership deed. • describe the characteristic features of partnership and the contents of partnership deed. • discuss the significance of provision of Partnership Act in the absence of partnership deed. • differentiate between fixed and fluctuating capital, outline the process and develop the understanding and skill of preparation of Profit and Loss Appropriation Account. • develop the understanding and skill of preparation profit and loss appropriation account involving guarantee of profits. • develop the understanding and skill of making past adjustments. • state the meaning, nature and factors affecting goodwill • develop the understanding and skill of valuation of goodwill using different methods. • state the meaning of sacrificing ratio, gaining ratio and the change in profit sharing ratio among existing partners. • develop the understanding of accounting treatment of revaluation assets and reassessment of liabilities and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet. • explain the effect of change in profit sharing ratio on admission of a new partner. • develop the understanding and skill of

<p>adjustment of capital accounts and preparation of capital, current account and balance sheet.</p> <ul style="list-style-type: none"> • Retirement and death of a partner: effect of retirement / death of a partner on change in profit sharing ratio, treatment of goodwill (as per AS 26), treatment for revaluation of assets and reassessment of liabilities, adjustment of accumulated profits, losses and reserves, adjustment of capital accounts and preparation of capital, current account and balance sheet. Preparation of loan account of the retiring partner. • Calculation of deceased partner's share of profit till the date of death. Preparation of deceased partner's capital account and his executor's account. • Dissolution of a partnership firm: meaning of dissolution of partnership and partnership firm, types of dissolution of a firm. Settlement of accounts - preparation of realization account, and other related accounts: capital accounts of partners and cash/bank a/c (excluding piecemeal distribution, sale to a company and insolvency of partner(s)). <p>Note:</p> <p>(i) If the realized value of tangible assets is not given it should be considered as realized at book value itself.</p> <p>(ii) If the realized value of intangible assets is not given it should be considered as nil (zero value).</p> <p>(ii) In case, the realization expenses are borne by a partner, clear indication should be given regarding the payment thereof.</p>	<p>treatment of goodwill as per AS-26, treatment of revaluation of assets and re-assessment of liabilities, treatment of reserves and accumulated profits, adjustment of capital accounts and preparation of capital, current account and balance sheet of the new firm.</p> <ul style="list-style-type: none"> • explain the effect of retirement / death of a partner on change in profit sharing ratio. • develop the understanding of accounting treatment of goodwill, revaluation of assets and re-assessment of liabilities and adjustment of accumulated profits, losses and reserves on retirement / death of a partner and capital adjustment. • develop the skill of calculation of deceased partner's share till the time of his death and prepare deceased partner's and executor's account. • discuss the preparation of the capital accounts of the remaining partners and the balance sheet of the firm after retirement / death of a partner. • understand the situations under which a partnership firm can be dissolved. • develop the understanding of preparation of realisation account and other related accounts.
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Unit-3 Accounting for Companies

Units/Topics	Learning Outcomes
<p>Accounting for Share Capital</p> <ul style="list-style-type: none"> • Features and types of companies. • Share and share capital: nature and types. 	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of share and share capital

<ul style="list-style-type: none"> Accounting for share capital: issue and allotment of equity and preference shares. Public subscription of shares - over subscription and under subscription of shares; issue at par and at premium, calls in advance and arrears (excluding interest), issue of shares for consideration other than cash. Concept of Private Placement and Employee Stock Option Plan (ESOP), Sweat Equity. Accounting treatment of forfeiture and re-issue of shares. Disclosure of share capital in the Balance Sheet of a company. <p>Accounting for Debentures</p> <ul style="list-style-type: none"> Debentures: Meaning, types, Issue of debentures at par, at a premium and at a discount. Issue of debentures for consideration other than cash; Issue of debentures with terms of redemption; debentures as collateral security-concept, interest on debentures (concept of TDS is excluded). Writing off discount / loss on issue of debentures. <p>Note: Discount or loss on issue of debentures to be written off in the year debentures are allotted from Security Premium Reserve (if it exists) and then from Statement of Profit and Loss as Financial Cost (AS 16)</p>	<p>and differentiate between equity shares and preference shares and different types of share capital.</p> <ul style="list-style-type: none"> understand the meaning of private placement of shares and Employee Stock Option Plan. explain the accounting treatment of share capital transactions regarding issue of shares. develop the understanding of accounting treatment of forfeiture and re-issue of forfeited shares. describe the presentation of share capital in the balance sheet of the company as per schedule III part I of the Companies Act 2013. explain the accounting treatment of different categories of transactions related to issue of debentures. develop the understanding and skill of writing off discount / loss on issue of debentures. understand the concept of collateral security and its presentation in balance sheet. develop the skill of calculating interest on debentures and its accounting treatment. state the meaning of redemption of debentures.
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Part B: Financial Statement Analysis

Unit 4: Analysis of Financial Statements

Units/Topics	Learning Outcomes
<p>Financial statements of a Company: Meaning, Nature, Uses and importance of financial Statement. Statement of Profit and Loss and Balance Sheet in</p>	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> develop the understanding of major headings and sub-headings (as per Schedule III to the

<p>prescribed form with major headings and sub headings (as per Schedule III to the Companies Act, 2013)</p> <p>Note: <i>Exceptional items, extraordinary items and profit (loss) from discontinued operations are excluded.</i></p> <ul style="list-style-type: none"> • Financial Statement Analysis: Meaning, Significance Objectives, importance and limitations. • Tools for Financial Statement Analysis: Comparative statements, common size statements, Ratio analysis, Cash flow analysis. • Accounting Ratios: Meaning, Objectives, Advantages, classification and computation. • Liquidity Ratios: Current ratio and Quick ratio. • Solvency Ratios: Debt to Equity Ratio, Total Asset to Debt Ratio, Proprietary Ratio and Interest Coverage Ratio. Debt to Capital Employed Ratio. • Activity Ratios: Inventory Turnover Ratio, Trade Receivables Turnover Ratio, Trade Payables Turnover Ratio, Fixed Asset Turnover Ratio, Net Asset Turnover Ratio and Working Capital Turnover Ratio. • Profitability Ratios: Gross Profit Ratio, Operating Ratio, Operating Profit Ratio, Net Profit Ratio and Return on Investment. 	<p>Companies Act, 2013) of balance sheet as per the prescribed norms / formats.</p> <ul style="list-style-type: none"> • state the meaning, objectives and limitations of financial statement analysis. • discuss the meaning of different tools of 'financial statements analysis'. • develop the skill of preparation of preparation of comparative and common size statement, understand their uses and difference between the two. • state the meaning, objectives and significance of different types of ratios. • develop the understanding of computation of current ratio and quick ratio. • develop the skill of computation of debt equity ratio, total asset to debt ratio, proprietary ratio and interest coverage ratio. • develop the skill of computation of inventory turnover ratio, trade receivables and trade payables ratio and working capital turnover ratio and others. • develop the skill of computation of gross profit ratio, operating ratio, operating profit ratio, net profit ratio and return on investment.
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Note: Net Profit Ratio is to be calculated on the basis of profit before and after tax.

Unit 5: Cash Flow Statement

Units/Topics	Learning Outcomes
<ul style="list-style-type: none"> • Meaning, objectives Benefits, Cash and Cash Equivalents, Classification of Activities and preparation (as per AS 3 (Revised) (Indirect Method only) 	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning and objectives of cash flow statement.

<p>Note:</p> <p><i>(i) Adjustments relating to depreciation and amortization, profit or loss on sale of assets including investments, dividend (both final and interim) and tax.</i></p> <p><i>(ii) Bank overdraft and cash credit to be treated as short term borrowings.</i></p> <p><i>(iii) Current Investments to be taken as Marketable securities unless otherwise specified.</i></p>	<ul style="list-style-type: none">• develop the understanding of preparation of Cash Flow Statement using indirect method as per AS 3 with given adjustments.
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Note: Previous years' Proposed Dividend to be given effect, as prescribed in AS-4, Events occurring after the Balance Sheet date. Current years' Proposed Dividend will be accounted for in the next year after it is declared by the shareholders.

Project Work

One specific project based on financial statement analysis of a company covering any two aspects from the following:

1. Comparative and common size financial statements
2. Accounting Ratios
3. Segment Reports
4. Cash Flow Statements

OR

Part B: Computerised Accounting

Unit 4: Computerised Accounting

Overview of Computerised Accounting System

- Introduction: Application in Accounting.
- Features of Computerised Accounting System.
- Structure of CAS.
- Software Packages: Generic; Specific; Tailored.

Accounting Application of Electronic Spreadsheet.

- Concept of electronic spreadsheet.
- Features offered by electronic spreadsheet.
- Application in generating accounting information - bank reconciliation statement; asset accounting; loan repayment of loan schedule, ratio analysis
- Data representation- graphs, charts and diagrams.

Using Computerized Accounting System.

- Steps in installation of CAS, codification and Hierarchy of account heads, creation of accounts.
- Data: Entry, validation and verification.
- Adjusting entries, preparation of balance sheet, profit and loss account with closing entries and opening entries.
- Need and security features of the system.

Part C: Practical Work

Prescribed Books:

Financial Accounting -I	Class XI	NCERT Publication
Accountancy -II	Class XI	NCERT Publication
Accountancy -I	Class XII	NCERT Publication
Accountancy -II	Class XII	NCERT Publication
Accountancy – Computerised Accounting System	Class XII	NCERT Publication

Suggested Question Paper Design
Accountancy (Code No. 055)
Class XII (2024-25)

Theory: 80 Marks
Project: 20 Marks

3 hrs.

S N	Typology of Questions	Marks	Percentage
1	Remembering and 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	44	55%
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	19	23.75%
4	Analysing, Evaluating and Creating: 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. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	17	21.25%
	TOTAL	80	100%

BIOLOGY (Code No. 044)
Classes XI & XII (2024-25)

The present curriculum provides the students with updated concepts along with an extended exposure to contemporary areas of the subject. The curriculum also aims at emphasizing the underlying principles that are common to animals, plants and microorganisms as well as highlighting the relationship of Biology with other areas of knowledge. The format allows a simple, clear, sequential flow of concepts. It relates the study of biology to real life through the developments in use of technology. It links the discoveries and innovations in biology to everyday life such as environment, industry, health and agriculture. The updated curriculum also focuses on understanding and application of scientific principles, while ensuring that ample opportunities and scope for learning and appreciating basic concepts continue to be available within its framework. The prescribed syllabus is expected to:

- promote understanding of basic principles of Biology
- encourage learning of emerging knowledge and its relevance to individual and society
- promote rational/scientific attitude towards issues related to population, environment and development
- enhance awareness about environmental issues, problems and their appropriate solutions
- create awareness amongst the learners about diversity in the living organisms and developing respect for other living beings
- appreciate that the most complex biological phenomena are built on essentially simple processes

It is expected that the students would get an exposure to various branches of Biology in the curriculum in a more contextual and systematic manner as they study its various units.

BIOLOGY (Code No. 044) COURSE STRUCTURE
CLASS XI (2024 -25)
(THEORY)

Time: 03 Hours

Max. Marks: 70

Unit	Title	Marks
I	Diversity of Living Organisms	15
II	Structural Organization in Plants and Animals	10
III	Cell: Structure and Function	15
IV	Plant Physiology	12
V	Human Physiology	18
	Total	70

Unit-I Diversity of Living Organisms

Chapter-1: The Living World

Biodiversity; Need for classification; three domains of life; taxonomy and systematics; concept of species and taxonomical hierarchy; binomial nomenclature

Chapter-2: Biological Classification

Five kingdom classification; Salient features and classification of Monera, Protista and Fungi into major groups; Lichens, Viruses and Viroids.

Chapter-3: Plant Kingdom

Classification of plants into major groups; Salient and distinguishing features and a few examples of Algae, Bryophyta, Pteridophyta, Gymnospermae (Topics excluded – Angiosperms, Plant Life Cycle and Alternation of Generations)

Chapter-4: Animal Kingdom

Salient features and classification of animals, non-chordates up to phyla level and chordates upto class level (salient features and at a few examples of each category).
(No live animals or specimen should be displayed.)

Unit-II Structural Organization in Plants and Animals

Chapter-5: Morphology of Flowering Plants

Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed. Description of family Solanaceae

Chapter-6: Anatomy of Flowering Plants

Anatomy and functions of tissue systems in dicots and monocots.

Chapter-7: Structural Organisation in Animals

Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of frog.

Unit-III Cell: Structure and Function

Chapter-8: Cell-The Unit of Life

Cell theory and cell as the basic unit of life, structure of prokaryotic and eukaryotic cells; Plant cell and animal cell; cell envelope; cell membrane, cell wall; cell organelles - structure and function; endomembrane system, endoplasmic reticulum, golgi bodies, lysosomes, vacuoles, mitochondria, ribosomes, plastids, microbodies; cytoskeleton, cilia, flagella, centrioles (ultrastructure and function); nucleus.

Chapter-9: Biomolecules

Chemical constituents of living cells: biomolecules, structure and function of proteins, carbohydrates, lipids, and nucleic acids; Enzyme - types, properties, enzyme action. (Topics excluded: Nature of Bond Linking Monomers in a Polymer, Dynamic State of Body Constituents Concept of Metabolism, Metabolic Basis of Living, The Living State)

Chapter-10: Cell Cycle and Cell Division

Cell cycle, mitosis, meiosis and their significance

Unit-IV Plant Physiology

Chapter-13: Photosynthesis in Higher Plants

Photosynthesis as a means of autotrophic nutrition; site of photosynthesis, pigments involved in photosynthesis (elementary idea); photochemical and biosynthetic phases of photosynthesis; cyclic and non-cyclic photophosphorylation; chemiosmotic hypothesis; photorespiration; C3 and C4 pathways; factors affecting photosynthesis.

Chapter-14: Respiration in Plants

Exchange of gases; cellular respiration - glycolysis, fermentation (anaerobic), TCA cycle and electron transport system (aerobic); energy relations - number of ATP molecules generated; amphibolic pathways; respiratory quotient.

Chapter-15: Plant - Growth and Development

Seed germination; phases of plant growth and plant growth rate; conditions of growth; differentiation, dedifferentiation and redifferentiation; sequence of developmental processes in a plant cell; plant growth regulators - auxin, gibberellin, cytokinin, ethylene, ABA.

Unit-V Human Physiology

Chapter-17: Breathing and Exchange of Gases

Respiratory organs in animals (recall only); Respiratory system in humans; mechanism of breathing and its regulation in humans - exchange of gases, transport of gases and regulation of respiration, respiratory volume; disorders related to respiration - asthma, emphysema, occupational respiratory disorders.

Chapter-18: Body Fluids and Circulation

Composition of blood, blood groups, coagulation of blood; composition of lymph and its function; human circulatory system - Structure of human heart and blood vessels; cardiac cycle, cardiac output, ECG; double circulation; regulation of cardiac activity; disorders of circulatory system - hypertension, coronary artery disease, angina pectoris, heart failure.

Chapter-19: Excretory Products and their Elimination

Modes of excretion - ammonotelism, ureotelism, uricotelism; human excretory system – structure and function; urine formation, osmoregulation; regulation of kidney function - renin - angiotensin, atrial natriuretic factor, ADH and diabetes insipidus; role of other organs in excretion; disorders - uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant.

Chapter-20: Locomotion and Movement

Types of movement - ciliary, flagellar, muscular; skeletal muscle, contractile proteins and muscle contraction; skeletal system and its functions; joints; disorders of muscular and skeletal systems - myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout.

Chapter-21: Neural Control and Coordination

Neuron and nerves; Nervous system in humans - central nervous system; peripheral nervous system and visceral nervous system; generation and conduction of nerve impulse

Chapter-22: Chemical Coordination and Integration

Endocrine glands and hormones; human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads; mechanism of hormone action (elementary idea); role of hormones as messengers and regulators, hypo - and hyperactivity and related disorders; dwarfism, acromegaly, cretinism, goiter, exophthalmic goitre, diabetes, Addison's disease.

Note: Diseases related to all the human physiological systems to be taught in brief.

PRACTICALS

Time: 03 Hours

Max. Marks: 30

Evaluation Scheme		Marks
One Major Experiment Part A (Experiment No- 1,3,7,8)		5 Marks
One Minor Experiment Part A (Experiment No- 6,9,10,11,12,13)		4 Marks
Slide Preparation Part A (Experiment No- 2,4,5)		5 Marks
Spotting Part B		7 Marks
Practical Record + Viva Voce	(Credit to the student's work over the academic session may be given)	4 Marks
Project Record + Viva Voce		5 Marks
Total		30 Marks

A: List of Experiments

1. Study and describe locally available common flowering plants, from family Solanaceae (Poaceae, Asteraceae or Brassicaceae can be substituted in case of particular geographical location) including dissection and display of floral whorls, anther and ovary to show number of chambers (floral formulae and floral diagrams), type of root (tap and adventitious); type of stem (herbaceous and woody); leaf (arrangement, shape, venation, simple and compound).
2. Preparation and study of T.S. of dicot and monocot roots and stems (primary).
3. Study of osmosis by potato osmometer.
4. Study of plasmolysis in epidermal peels (e.g. Rhoeo/lily leaves or flashy scale leaves of onion bulb).
5. Study of distribution of stomata on the upper and lower surfaces of leaves.
6. Comparative study of the rates of transpiration in the upper and lower surfaces of leaves.
7. Test for the presence of sugar, starch, proteins and fats in suitable plant and animal materials.
8. Separation of plant pigments through paper chromatography.

9. Study of the rate of respiration in flower buds/leaf tissue and germinating seeds.
10. Test for presence of urea in urine.
11. Test for presence of sugar in urine.
12. Test for presence of albumin in urine.
13. Test for presence of bile salts in urine.

B. Study and Observe the following (spotting):

1. Parts of a compound microscope.
2. Specimens/slides/models and identification with reasons - Bacteria, *Oscillatoria*, *Spirogyra*, *Rhizopus*, mushroom, yeast, liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen.
3. Virtual specimens/slides/models and identifying features of - *Amoeba*, *Hydra*, liver fluke, *Ascaris*, leech, earthworm, prawn, silkworm, honey bee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit.
4. Mitosis in onion root tip cells and animals cells (grasshopper) from permanent slides.
5. Different types of inflorescence (cymose and racemose).
6. Human skeleton and different types of joints with the help of virtual images/models only.

Practical Examination for Visually Impaired Students Class XI

Note: The 'Evaluation schemes' and 'General Guidelines' for visually impaired students as given for Class XII may be followed.

A. Items for Identification/Familiarity with the apparatus /equipment /animal and plant material / chemicals for assessment in practicals (All experiments)

B. Equipment - compound microscope, test tube, petri dish, chromatography paper, chromatography chamber, beaker, scalpel

Chemical – alcohol

Models – Model of Human skeleton to show – Ball and socket joints of girdles and limbs, Rib cage, Honeycomb, Mollusc shell, Pigeon and Star fish, cockroach

Specimen/Fresh Material – mushroom, succulents such as *Aloe vera*/ kalenchoe, raisins, potatoes, seeds of monocot and dicot- maize and gram or any other plant, plants of Solanaceae - Brinjal, Petunia, any other

C. List of Practical

1. Study locally available common flowering plants of the family – Solanaceae and identify type of stem (Herbaceous or Woody), type of leaves (Compound or Simple).
2. Study the parts of a compound microscope- eye piece and objective lens, mirror, stage, coarse and fine adjustment knobs.
3. Differentiate between monocot and dicot plants on the basis of venation patterns.
4. Study the following parts of human skeleton (Model): Ball and socket joints of thigh and shoulder
5. Rib cage
6. Study honeybee/butterfly, snail/sheik snail through shell, Starfish, Pigeon (through models).
7. Identify the given specimen of a fungus – mushroom, gymnosperm-pine cone
8. Identify and relate the experimental set up with the aim of experiment: For Potato Osmometer/endosmosis in raisins.

Note: The above practicals may be carried out in an experiential manner rather than only recording observations.

Prescribed Books:

1. Biology Class-XI, Published by NCERT
2. Other related books and manuals brought out by NCERT (including multimedia).

**CLASS XII (2024-25)
(THEORY)**

Time: 03 Hours

Max. Marks: 70

Unit	Title	Marks
VI	Reproduction	16
VII	Genetics and Evolution	20
VIII	Biology and Human Welfare	12
IX	Biotechnology and its Applications	12
X	Ecology and Environment	10
	Total	70

Unit-VI Reproduction

Chapter-2: Sexual Reproduction in Flowering Plants

Flower structure; development of male and female gametophytes; pollination - types, agencies and examples; out breeding devices; pollen-pistil interaction; double fertilization; post fertilization events - development of endosperm and embryo, development of seed and formation of fruit; special modes- apomixis, parthenocarpy, polyembryony; Significance of seed dispersal and fruit formation.

Chapter-3: Human Reproduction

Male and female reproductive systems; microscopic anatomy of testis and ovary; gametogenesis -spermatogenesis and oogenesis; menstrual cycle; fertilisation, embryo development upto blastocyst formation, implantation; pregnancy and placenta formation (elementary idea); parturition (elementary idea); lactation (elementary idea).

Chapter-4: Reproductive Health

Need for reproductive health and prevention of Sexually Transmitted Diseases (STDs); birth control - need and methods, contraception and medical termination of pregnancy (MTP); amniocentesis; infertility and assisted reproductive technologies - IVF, ZIFT, GIFT (elementary idea for general awareness).

Unit-VII Genetics and Evolution

Chapter-5: Principles of Inheritance and Variation

Heredity and variation: Mendelian inheritance; deviations from Mendelism – incomplete dominance, co-dominance, multiple alleles and inheritance of blood groups, pleiotropy; elementary idea of polygenic inheritance; chromosome theory of inheritance; chromosomes and genes; Sex determination - in humans, birds and honey bee; linkage and crossing over; sex linked inheritance - haemophilia, colour blindness; Mendelian disorders in humans - thalassemia; chromosomal disorders in humans; Down's syndrome, Turner's and Klinefelter's syndromes.

Chapter-6: Molecular Basis of Inheritance

Search for genetic material and DNA as genetic material; Structure of DNA and RNA; DNA packaging; DNA replication; Central Dogma; transcription, genetic code, translation; gene expression and regulation - lac operon; Genome, Human and rice genome projects; DNA fingerprinting.

Chapter-7: Evolution

Origin of life; biological evolution and evidences for biological evolution (paleontology, comparative anatomy, embryology and molecular evidences); Darwin's contribution, modern synthetic theory of evolution; mechanism of evolution - variation (mutation and recombination) and natural selection with examples, types of natural selection; Gene flow and genetic drift; Hardy-Weinberg's principle; adaptive radiation; human evolution.

Unit-VIII: Biology and Human Welfare

Chapter-8: Human Health and Diseases

Pathogens; parasites causing human diseases (malaria, dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control; Basic concepts of immunology - vaccines; cancer, HIV and AIDS; Adolescence - drug and alcohol abuse.

Chapter-10: Microbes in Human Welfare

Microbes in food processing, industrial production, sewage treatment, energy generation and microbes as bio-control agents and bio-fertilizers. Antibiotics; production and judicious use.

Unit-IX Biotechnology and its Applications

Chapter-11: Biotechnology - Principles and Processes

Genetic Engineering (Recombinant DNA Technology).

Chapter-12: Biotechnology and its Applications

Application of biotechnology in health and agriculture: Human insulin and vaccine production, stem cell technology, gene therapy; genetically modified organisms - Bt crops; transgenic animals; biosafety issues, biopiracy and patents.

Unit-X Ecology and Environment

Chapter-13: Organisms and Populations

Population interactions - mutualism, competition, predation, parasitism; population attributes - growth, birth rate and death rate, age distribution. (Topics excluded: Organism and its Environment, Major Abiotic Factors, Responses to Abiotic Factors, Adaptations)

Chapter-14: Ecosystem

Ecosystems: Patterns, components; productivity and decomposition; energy flow; pyramids of number, biomass, energy (Topics excluded: Ecological Succession and Nutrient Cycles).

Chapter-15: Biodiversity and its Conservation

Biodiversity-Concept, patterns, importance; loss of biodiversity; biodiversity conservation; hotspots, endangered organisms, extinction, Red Data Book, Sacred Groves, biosphere reserves, national parks, wildlife, sanctuaries and Ramsar sites.

PRACTICALS

Time allowed: 3 Hours

Max. Marks: 30

Evaluation Scheme		Marks
One Major Experiment	5	5
One Minor Experiment	2 & 3	4
Slide Preparation	1 & 4	5
Spotting		7
Practical Record + Viva Voce	(Credit to the student's work over the academic session may be given)	4
Investigatory Project and its Project Record + Viva Voce		5
Total		30

A. List of Experiments

1. Prepare a temporary mount to observe pollen germination.
2. Study the plant population density by quadrat method.
3. Study the plant population frequency by quadrat method.
4. Prepare a temporary mount of onion root tip to study mitosis.
5. Isolate DNA from available plant material such as spinach, green pea seeds, papaya, etc.

B. Study and observe the following (Spotting):

1. Flowers adapted to pollination by different agencies (wind, insects, birds).
2. Pollen germination on stigma through a permanent slide or scanning electron micrograph.
3. Identification of stages of gamete development, i.e., T.S. of testis and T.S. of ovary through permanent slides (from grasshopper/mice).
4. Meiosis in onion bud cell or grasshopper testis through permanent slides.
5. T.S. of blastula through permanent slides (Mammalian).
6. Mendelian inheritance using seeds of different colour/sizes of any plant.
7. Prepared pedigree charts of any one of the genetic traits such as rolling of tongue, blood groups, ear lobes, widow's peak and colour blindness.

8. Controlled pollination - emasculation, tagging and bagging.
9. Common disease causing organisms like *Ascaris*, *Entamoeba*, *Plasmodium*, any fungus causing ringworm through permanent slides, models or virtual images or specimens. Comment on symptoms of diseases that they cause.
10. Models specimen showing symbiotic association in root nodules of leguminous plants, *Cuscuta* on host, lichens.
11. Flash cards models showing examples of homologous and analogous organs.

Practical Examination for Visually Impaired Students of Classes XI and XII

Evaluation Scheme

Time: 02 Hours

Max. Marks: 30

Topic	Marks
Identification/Familiarity with the apparatus	5
Written test (Based on given / prescribed practicals)	10
Practical Records	5
Viva	10
Total	30

General Guidelines

- The practical examination will be of two hour duration. A separate list of ten experiments is included here.
- The written examination in practicals for these students will be conducted at the time of practical examination of all other students.
- The written test will be of 30 minutes duration.
- The question paper given to the students should be legibly typed. It should contain a total of 15 practical skill based very short answer type questions. A student would be required to answer any 10 questions.
- A writer may be allowed to such students as per CBSE examination rules.
- All questions included in the question paper should be related to the listed practicals. Every question should require about two minutes to be answered.
- These students are also required to maintain a practical file. A student is expected to record at least five of the listed experiments as per the specific instructions for each subject. These practicals should be duly checked and signed by the internal examiner.
- The format of writing any experiment in the practical file should include aim, apparatus required, simple theory, procedure, related practical skills, precautions etc.

- Questions may be generated jointly by the external/internal examiners and used for assessment.
- The viva questions may include questions based on basic theory / principle / concept, apparatus / materials / chemicals required, procedure, precautions, sources of error etc.

Class XII

A. Items for Identification/ familiarity with the apparatus for assessment in practicals

(All experiments) Beaker, flask, petriplates, soil from different sites - sandy, clayey, loamy, small potted plants, aluminium foil, paint brush, test tubes, starch solution, iodine, ice cubes, Bunsen burner/spirit lamp/water bath, large flowers, Maize inflorescence, model of developmental stages highlighting morula and blastula of frog, beads/seeds of different shapes/size/texture *Ascaris*, Cactus/*Opuntia* (model).

B. List of Practicals

1. Study of flowers adapted to pollination by different agencies (wind, insects).
2. Identification of T.S of morula or blastula of frog (Model).
3. Study of Mendelian inheritance pattern using beads/seeds of different sizes/texture.
4. Preparation of pedigree charts of genetic traits such as rolling of tongue, colour blindness.
5. Study of emasculation, tagging and bagging by trying out an exercise on controlled pollination.
6. Identify common disease causing organisms like *Ascaris* (model) and learn some common symptoms of the disease that they cause.
7. Comment upon the morphological adaptations of plants found in xerophytic conditions.

Note: The above practicals may be carried out in an experiential manner rather than recording observations.

Prescribed Books:

1. Biology, Class-XII, Published by NCERT
2. Other related books and manuals brought out by NCERT (consider multimedia also)
3. Biology Supplementary Material (Revised). Available on CBSE website.

Question Paper Design (Theory) 2024-25

Class XII Biology (044)

Competencies	
Demonstrate Knowledge and Understanding	50%
Application of Knowledge / Concepts	30%
Analyse, Evaluate and Create	20%

Note:

- Typology of questions: VSA including MCQs, Assertion – Reasoning type questions; SA; LA-I; LA-II; Source-based/ Case-based/ Passage-based/ Integrated assessment questions.
- An internal choice of approximately 33% would be provided.

Suggestive verbs for various competencies

- **Demonstrate, Knowledge and Understanding**
State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- **Application of Knowledge/Concepts**
Calculate, illustrate, show, adapt, explain, distinguish, etc.
- **Analyze, Evaluate and Create**
Interpret, analyse, compare, contrast, examine, evaluate, discuss, construct, etc.

BUSINESS STUDIES (Code No. 054)

Rationale

The courses in Business Studies and Accountancy are introduced at + 2 stage of Senior Secondary Education as formal commerce education is provided after first ten years of schooling. Therefore, it becomes necessary that instructions in these subjects are given in such a manner that students have a good understanding of the principles and practices bearing in business (trade and industry) as well as their relationship with the society.

Business is a dynamic process that brings together technology, natural resources and human initiative in a constantly changing global environment. To understand the framework in which a business operates, a detailed study of the organisation and management of business processes and its interaction with the environment is required. Globalisation has changed the way organizations transact their business.

Information Technology is becoming a part of business operations in more and more organisations. Computerised systems are fast replacing other systems. E-business and other related concepts are picking up fast which need to be emphasized in the curriculum.

The course in Business Studies prepares students to analyse, manage, evaluate and respond to changes which affect business. It provides a way of looking at and interacting with the business environment. It recognizes the fact that business influences and is influenced by social, political, legal and economic forces.

It allows students to appreciate that business is an integral component of society and develops an understanding of many social and ethical issues.

Therefore, to acquire basic knowledge of the business world, a course in Business Studies would be useful. It also informs students of a range of study and work options and bridges the gap between school and work.

Objectives:

- To inculcate business attitude and develop skills among students to pursue higher education, world of work including self employment.
- To develop students with an understanding of the processes of business and its environment;
- To acquaint students with the dynamic nature and inter-dependent aspects of business;
- To develop an interest in the theory and practice of business, trade and industry;
- To familiarize students with theoretical foundations of the process of organizing and managing the operations of a business firm;
- To help students appreciate the economic and social significance of business activity and the social cost and benefits arising there from;
- To acquaint students with the practice of managing the operations and resources of business;
- To enable students to act more effectively and responsibly as consumers, employers, employees and citizens;

BUSINESS STUDIES (Code No. 054)
CLASS–XI (2024-25)

Theory: 80 Marks
Project: 20 Marks

3 Hours

Units		Periods	Marks
Part A	Foundations of Business		
1	Nature and Purpose of Business	18	16
2	Forms of Business Organisations	24	
3	Public, Private and Global Enterprises	18	14
4	Business Services	18	
5	Emerging Modes of Business	10	10
6	Social Responsibility of Business and Business Ethics	12	
	Total	100	40
Part B	Finance and Trade		
7	Sources of Business Finance	30	20
8	Small Business	16	
9	Internal Trade	30	20
10	International Business	14	
	Total	90	40
	Project Work (One)	30	20

Part A: Foundation of Business

Concept includes meaning and features

Unit 1: Evolution and Fundamentals of Business

Content	After going through this unit, the student/ learner would be able to:
History of Trade and Commerce in India: Indigenous Banking System, Rise of Intermediaries, Transport, Trading Communities: Merchant Corporations, Major Trade Centres, Major Imports and Exports, Position of Indian Sub-Continent in the World Economy	<ul style="list-style-type: none"> To acquaint the History of Trade and Commerce in India
Business – meaning and characteristics	<ul style="list-style-type: none"> Understand the meaning of business with special reference to economic and non-economic activities. Discuss the characteristics of business.
Business, profession and employment – Concept	<ul style="list-style-type: none"> Understand the concept of business, profession and employment. Differentiate between business, profession and employment.

Objectives of business	<ul style="list-style-type: none"> • Appreciate the economic and social objectives of business. • Examine the role of profit in business.
Classification of business activities - Industry and Commerce	<ul style="list-style-type: none"> • Understand the broad categories of business activities- industry and commerce.
Industry-types: primary, secondary, tertiary Meaning and subgroups	<ul style="list-style-type: none"> • Describe the various types of industries.
Commerce-trade: (types-internal, external; wholesale and retail) and auxiliaries to trade; (banking, insurance, transportation, warehousing, communication, and advertising) – meaning	<ul style="list-style-type: none"> • Discuss the meaning of commerce, trade and auxiliaries to trade. • Discuss the meaning of different types of trade and auxiliaries to trade. • Examine the role of commerce-trade and auxiliaries to trade.
Business risk-Concept	<ul style="list-style-type: none"> • Understand the concept of risk as a special characteristic of business. • Examine the nature and causes of business risks.

Unit 2: Forms of Business organizations

Sole Proprietorship-Concept, merits and limitations	<ul style="list-style-type: none"> • List the different forms of business organizations and understand their meaning. • Identify and explain the concept, merits and limitations of Sole Proprietorship.
Partnership-Concept, types, merits and limitation of partnership, registration of a partnership firm, partnership deed. Types of partners	<ul style="list-style-type: none"> • Identify and explain the concept, merits and limitations of a Partnership firm. • Understand the types of partnership on the basis of duration and on the basis of liability. • State the need for registration of a partnership firm. • Discuss types of partners –active, sleeping, secret, nominal and partner by estoppel.
Hindu Undivided Family Business: Concept	<ul style="list-style-type: none"> • Understand the concept of Hindu Undivided Family Business.
Cooperative Societies-Concept, merits, and limitations.	<ul style="list-style-type: none"> • Identify and explain the concept, merits and limitations of Cooperative Societies. • Understand the concept of consumers, producers, marketing, farmers, credit and housing co-operatives.

Company - Concept, merits and limitations; Types: Private, Public and One Person Company – Concept	<ul style="list-style-type: none"> • Identify and explain the concept, merits and limitations of private and public companies. • Understand the meaning of one person company. • Distinguish between a private company and a public company.
Formation of company - stages, important documents to be used in formation of a company	<ul style="list-style-type: none"> • Highlight the stages in the formation of a company. • Discuss the important documents used in the various stages in the formation of a company.
Choice of form of business organization	<ul style="list-style-type: none"> • Distinguish between the various forms of business organizations. • Explain the factors that influence the choice of a suitable form of business organization.

Unit 3: Public, Private and Global Enterprises

Public sector and private sector enterprises – Concept	<ul style="list-style-type: none"> • Develop an understanding of Public sector and private sector enterprises
Forms of public sector enterprises: Departmental Undertakings, Statutory Corporations and Government Company	<ul style="list-style-type: none"> • Identify and explain the features, merits and limitations of different forms of public sector enterprises
Global Enterprises – Feature Joint venture Public private partnership – concept	<ul style="list-style-type: none"> • Develop an understanding of global enterprises, public private partnership by studying their meaning and features.

Unit 4: Business Services

Business services – meaning and types. Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit account	<ul style="list-style-type: none"> • Understand the meaning and types of business services. • Discuss the meaning and types of Business service Banking • Develop an understanding of difference types of bank account.
Banking services with particular reference to Bank Draft, Bank Overdraft, Cash credit. E-Banking: meaning, types of digital payments	<ul style="list-style-type: none"> • Develop an understanding of the different services provided by banks
Insurance – Principles. Types – life, health, fire and marine insurance – concept	<ul style="list-style-type: none"> • Recall the concept of insurance • Understand Utmost Good Faith, Insurable Interest, Indemnity, Contribution, Doctrine of Subrogation and Causa Proxima as principles of insurance • Discuss the meaning of different

	types of insurance-life, health, fire, marine insurance.
Postal Service - Mail, Registered Post, Parcel, Speed Post, Courier - meaning	<ul style="list-style-type: none"> • Understand the utility of different telecom services

Unit 5: Emerging Modes of Business

E - business: concept, scope and benefits	<ul style="list-style-type: none"> • Give the meaning of e-business. • Discuss the scope of e-business. • Appreciate the benefits of e-business • Distinguish e-business from traditional business.
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Unit 6: Social Responsibility of Business and Business Ethics

Concept of social responsibility	<ul style="list-style-type: none"> • State the concept of social responsibility.
Case of social responsibility	<ul style="list-style-type: none"> • Examine the case for social responsibility.
Responsibility towards owners, investors, consumers, employees, government and community	<ul style="list-style-type: none"> • Identify the social responsibility towards different interest groups.
Role of business in environment protection	<ul style="list-style-type: none"> • Appreciate the role of business in environment protection.
Business Ethics - Concept and Elements	<ul style="list-style-type: none"> • State the concept of business ethics. • Describe the elements of business ethics.

Part B: Finance and Trade

Unit 7: Sources of Business Finance

Concept of business finance	<ul style="list-style-type: none"> • State the meaning, nature and importance of business finance.
Owners' funds- equity shares, preferences share, retained earnings	<ul style="list-style-type: none"> • Classify the various sources of funds into owners' funds. • State the meaning of owners' funds.
Borrowed funds: debentures and bonds, loan from financial institution and commercial banks, public deposits, trade credit, Inter Corporate Deposits (ICD)	<ul style="list-style-type: none"> • State the meaning of borrowed funds. • Discuss the concept of debentures, bonds, loans from financial institutions and commercial banks, Trade credit and inter corporate deposits. • Distinguish between owners' funds and borrowed funds.

Unit 8: Small Business and Enterprises

Entrepreneurship Development (ED): Concept, Characteristics and Need. Process of Entrepreneurship Development: Start-up India Scheme, ways to fund start-up. Intellectual Property Rights and Entrepreneurship	<ul style="list-style-type: none"> Understand the concept of Entrepreneurship Development (ED), Intellectual Property Rights
Small scale enterprise as defined by MSMED Act 2006 (Micro, Small and Medium Enterprise Development Act)	<ul style="list-style-type: none"> Understand the meaning of small business
Role of small business in India with special reference to rural areas	<ul style="list-style-type: none"> Discuss the role of small business in India
Government schemes and agencies for small scale industries: National Small Industries Corporation (NSIC) and District Industrial Centre (DIC) with special reference to rural, backward areas	<ul style="list-style-type: none"> Appreciate the various Government schemes and agencies for development of small scale industries. NSIC and DIC with special reference to rural, backward area.

Unit 9: Internal Trade

Internal trade - meaning and types services rendered by a wholesaler and a retailer	<ul style="list-style-type: none"> State the meaning and types of internal trade. Appreciate the services of wholesalers and retailers.
Types of retail-trade-Itinerant and small scale fixed shops retailers	<ul style="list-style-type: none"> Explain the different types of retail trade.
Large scale retailers-Departmental stores, chain stores – concept	<ul style="list-style-type: none"> Highlight the distinctive features of departmental stores, chain stores and mail order business.
GST (Goods and Services Tax): Concept and key-features	<ul style="list-style-type: none"> Understand the concept of GST

Unit 10: International Trade

International trade: concept and benefits	<ul style="list-style-type: none"> Understand the concept of international trade. Describe the scope of international trade to the nation and business firms.
Export trade – Meaning and procedure	<ul style="list-style-type: none"> State the meaning and objectives of export trade. Explain the important steps involved in executing export trade.
Import Trade - Meaning and procedure	<ul style="list-style-type: none"> State the meaning and objectives

	<p>of import trade.</p> <ul style="list-style-type: none"> • Discuss the important steps involved in executing import trade.
Documents involved in International Trade; indent, letter of credit, shipping order, shipping bills, mate's receipt (DA/DP)	<ul style="list-style-type: none"> • Develop an understanding of the various documents used in international trade. • Identify the specimen of the various documents used in international trade. • Highlight the importance of the documents needed in connection with international trade transactions
World Trade Organization (WTO) meaning and objectives	<ul style="list-style-type: none"> • State the meaning of World Trade Organization. • Discuss the objectives of World Trade Organization in promoting international trade.

Unit 11: Project Work

As per CBSE guidelines.

**Suggested Question Paper Design
Business Studies (Code No. 054)
Class XI (2024-25)
March 2025 Examination**

Marks: 80

Duration: 3 hrs.

SN	Typology of Questions	Marks	Percentage
1	<p>Remembering and 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</p>	44	55%
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way</p>	19	23.75%
3	<p>Analysing, Evaluating and Creating: 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. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>	17	21.25%
Total		80	100%

Business Studies CLASS–XII (2024-25)

Theory: 80 Marks
Project: 20 Marks

3 Hours

Units		Periods	Marks
Part A	Principles and Functions of Management		
1.	Nature and Significance of Management	12	16
2	Principles of Management	14	
3	Business Environment	12	
4	Planning	14	14
5	Organising	15	
6	Staffing	16	20
7	Directing	15	
8	Controlling	12	
	Total	110	50
Part B	Business Finance and Marketing		
9	Financial Management	20	15
10	Financial Markets	18	
11	Marketing Management	30	15
12	Consumer Protection	12	
	Total	80	30
Part C	Project Work (One)	30	20

Part A: Principles and Functions of Management

Unit 1: Nature and Significance of Management

Concept	After going through this unit, the student/ learner would be able to:
Management - concept, objectives, and importance	<ul style="list-style-type: none"> • Understand the concept of management. • Explain the meaning of 'Effectiveness and Efficiency. • Discuss the objectives of management. • Describe the importance of management.
Management as Science, Art and Profession	<ul style="list-style-type: none"> • Examine the nature of management as a science, art and profession.
Levels of Management	<ul style="list-style-type: none"> • Understand the role of top, middle and lower levels of management
Management functions-planning, organizing, staffing, directing and controlling	<ul style="list-style-type: none"> • Explain the functions of management
Coordination- concept and importance	<ul style="list-style-type: none"> • Discuss the concept and

	<p>characteristics of coordination.</p> <ul style="list-style-type: none"> • Explain the importance of coordination.
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Unit 2: Principles of Management

Principles of Management - concept and significance	<ul style="list-style-type: none"> • Understand the concept of principles of management. • Explain the significance of management principles.
Fayol's principles of management	<ul style="list-style-type: none"> • Discuss the principles of management developed by Fayol.
Taylor's Scientific management - principles and techniques	<ul style="list-style-type: none"> • Explain the principles and techniques of 'Scientific Management'. • Compare the contributions of Fayol and Taylor.

Unit 3: Business Environment

Business Environment- concept and importance	<ul style="list-style-type: none"> • Understand the concept of 'Business Environment'. • Describe the importance of business environment
Dimensions of Business Environment - Economic, Social, Technological, Political and Legal	<ul style="list-style-type: none"> • Describe the various dimensions of 'Business Environment'. • Understand the concept of demonetization
Demonetization - concept and features	

Unit 4: Planning

Planning: Concept, importance and limitation	<ul style="list-style-type: none"> • Understand the concept of planning. • Describe the importance of planning. • Understand the limitations of planning.
Planning process	<ul style="list-style-type: none"> • Describe the steps in the process of planning.
Single use and Standing Plans. Objectives, Strategy, Policy, Procedure, Method, Rule, Budget and Programme	<ul style="list-style-type: none"> • Develop an understanding of single use and standing plans • Describe objectives, policies, strategy, procedure, method, rule, budget and programme as types of plans.

Unit 5: Organising

Organising: Concept and importance	<ul style="list-style-type: none"> • Understand the concept of organizing as a structure and as a
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	<p>process.</p> <ul style="list-style-type: none"> • Explain the importance of organising.
Organising Process	<ul style="list-style-type: none"> • Describe the steps in the process of organizing
Structure of organisation- functional and divisional concept. Formal and informal organization - concept	<ul style="list-style-type: none"> • Describe functional and divisional structures of organisation. • Explain the advantages, disadvantages and suitability of functional and divisional structure. • Understand the concept of formal and informal organisation. • Discuss the advantages, disadvantages of formal and informal organisation.
Delegation: concept, elements and importance	<ul style="list-style-type: none"> • Understand the concept of delegation. • Describe the elements of delegation. • Appreciate the importance of Delegation.
Decentralization: concept and importance	<ul style="list-style-type: none"> • Understand the concept of decentralisation. • Explain the importance of decentralisation. • Differentiate between delegation and decentralisation.

Unit 6: Staffing

Staffing: Concept and importance of staffing	<ul style="list-style-type: none"> • Understand the concept of staffing. • Explain the importance of staffing
Staffing as a part of Human Resource Management concept	<ul style="list-style-type: none"> • Understand the specialized duties and activities performed by Human Resource Management
Staffing process	<ul style="list-style-type: none"> • Describe the steps in the process of staffing
Recruitment process	<ul style="list-style-type: none"> • Understand the meaning of recruitment. • Discuss the sources of recruitment. • Explain the merits and demerits of internal and external sources of recruitment.
Selection – process	<ul style="list-style-type: none"> • Understand the meaning of selection. • Describe the steps involved in the process of selection.
Training and Development - Concept and importance, Methods of training - on the	<ul style="list-style-type: none"> • Understand the concept of training and development.

job and off the job - vestibule training, apprenticeship training and internship training	<ul style="list-style-type: none"> • Appreciate the importance of training to the organisation and to the employees. • Discuss the meaning of induction training, vestibule training, apprenticeship training and internship training. • Differentiate between training and development. • Discuss on the job and off the job methods of training.
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Unit 7: Directing

Directing: Concept and importance	<ul style="list-style-type: none"> • Describe the concept of directing. • Discuss the importance of directing
Elements of Directing	<ul style="list-style-type: none"> • Describe the various elements of directing
Motivation - concept, Maslow's hierarchy of needs, Financial and non-financial incentives	<ul style="list-style-type: none"> • Understand the concept of motivation. • Develop an understanding of Maslow's Hierarchy of needs. • Discuss the various financial and non-financial incentives.
Leadership - concept, styles - authoritative, democratic and laissez faire	<ul style="list-style-type: none"> • Understand the concept of leadership. • Understand the various styles of leadership.
Communication - concept, formal and informal communication; barriers to effective communication, how to overcome the barriers?	<ul style="list-style-type: none"> • Understand the concept of communication • Understand the elements of the communication process. • Discuss the concept of formal and informal communication. • Discuss the various barriers to effective communication. • Suggest measures to overcome barriers to communication.

Unit 8: Controlling

Controlling - Concept and importance	<ul style="list-style-type: none"> • Understand the concept of controlling. • Explain the importance of controlling.
Relationship between planning and controlling	<ul style="list-style-type: none"> • Describe the relationship between planning and controlling
Steps in process of control	<ul style="list-style-type: none"> • Discuss the steps in the process of controlling.

Part B: Business Finance and Marketing

Unit 9: Financial Management

Financial Management: Concept, role and objectives	<ul style="list-style-type: none">• Understand the concept of financial management.• Explain the role of financial management in an organisation.• Discuss the objectives of financial management
Financial decisions: investment, financing and dividend - Meaning and factors affecting	<ul style="list-style-type: none">• Discuss the three financial decisions and the factors affecting them.
Financial Planning - concept and importance	<ul style="list-style-type: none">• Describe the concept of financial planning and its objectives.• Explain the importance of financial planning.
Capital Structure – concept and factors affecting capital structure	<ul style="list-style-type: none">• Understand the concept of capital structure.• Describe the factors determining the choice of an appropriate capital structure of a company.
Fixed and Working Capital - Concept and factors affecting their requirements	<ul style="list-style-type: none">• Understand the concept of fixed and working capital.• Describe the factors determining the requirements of fixed and working capital.

Unit 10: Financial Markets

Financial Markets: Concept	<ul style="list-style-type: none">• Understand the concept of financial market.
Money Market: Concept	<ul style="list-style-type: none">• Understand the concept of money market.
Capital market and its types (primary and secondary)	<ul style="list-style-type: none">• Discuss the concept of capital market.• Explain primary and secondary markets as types of capital market.• Differentiate between capital market and money market.• Distinguish between primary and secondary markets.
Stock Exchange - Functions and trading procedure	<ul style="list-style-type: none">• Give the meaning of a stock exchange.• Explain the functions of a stock exchange.• Discuss the trading procedure in a stock exchange.

	<ul style="list-style-type: none"> • Give the meaning of depository services and demat account as used in the trading procedure of securities.
Securities and Exchange Board of India (SEBI) - objectives and functions	<ul style="list-style-type: none"> • State the objectives of SEBI. • Explain the functions of SEBI.

Unit 11: Marketing

Marketing – Concept, functions and philosophies	<ul style="list-style-type: none"> • Understand the concept of marketing. • Explain the features of marketing. • Discuss the functions of marketing. • Explain the marketing philosophies.
Marketing Mix – Concept and elements	<ul style="list-style-type: none"> • Understand the concept of marketing mix. • Describe the elements of marketing mix.
Product – branding, labelling and packaging – Concept	<ul style="list-style-type: none"> • Understand the concept of product as an element of marketing mix. • Understand the concept of branding, labelling and packaging.
Price - Concept, Factors determining price	<ul style="list-style-type: none"> • Understand the concept of price as an element of marketing mix. • Describe the factors determining price of a product.
Physical Distribution – concept, components and channels of distribution	<ul style="list-style-type: none"> • Understand the concept of physical distribution. • Explain the components of physical distribution. • Describe the various channels of distribution.
Promotion – Concept and elements; Advertising, Personal Selling, Sales Promotion and Public Relations	<ul style="list-style-type: none"> • Understand the concept of promotion as an element of marketing mix. • Describe the elements of promotion mix. • Understand the concept of advertising. • Understand the concept of sales promotion. • Discuss the concept of public relations.

Unit 12: Consumer Protection

Consumer Protection: Concept and importance	<ul style="list-style-type: none"> • Understand the concept of consumer protection. • Describe the importance of
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	<p>consumer protection.</p> <ul style="list-style-type: none"> • Discuss the scope of Consumer Protection Act, 2019
<p>The Consumer Protection Act, 2019: <i>Source:</i> http://egazette.nic.in/WriteReadData/2019/210422.pdf</p> <p>Meaning of consumer Rights and responsibilities of consumers Who can file a complaint? Redressal machinery Remedies available</p>	<ul style="list-style-type: none"> • Understand the concept of a consumer according to the Consumer Protection Act, 2019. • Explain the consumer rights • Understand the responsibilities of consumers • Understand who can file a complaint and against whom? • Discuss the legal redressal machinery under Consumer Protection Act, 2019. • Examine the remedies available to the consumer under Consumer Protection Act, 2019.
<p>Consumer awareness - Role of consumer organizations and Non-Governmental Organizations (NGOs)</p>	<ul style="list-style-type: none"> • Describe the role of consumer organizations and NGOs in protecting consumers' interests.

Unit 13: Project Work

PROJECT WORK IN BUSINESS STUDIES FOR CLASS XI AND XII

Introduction

The course in Business Studies is introduced at Senior School level to provide students with a sound understanding of the principles and practices bearing in business (trade and industry) as well as their relationship with the society. Business is a dynamic process that brings together technology, natural resources and human initiative in a constantly changing global environment. With the purpose to help them understand the framework within which a business operates, and its interaction with the social, economic, technological and legal environment, the CBSE has introduced Project Work in the Business Studies Syllabus for Classes XI and XII. The projects have been designed to allow students to appreciate that business is an integral component of society and help them develop an understanding of the social and ethical issues concerning them.

The project work also aims to empower the teacher to relate all the concepts with what is happening around the world and the student's surroundings, making them appear more clear and contextual. This will enable the student to enjoy studies and use his free time effectively in observing what's happening around.

By means of Project Work the students are exposed to life beyond textbooks giving them opportunities to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep.

Objectives

After doing the Project Work in Business Studies, the students will be able to do the following:

- develop a practical approach by using modern technologies in the field of business and management;
- get an opportunity for exposure to the operational environment in the field of business management and related services;
- inculcate important skills of team work, problem solving, time management, information collection, processing, analysing and synthesizing relevant information to derive meaningful conclusions
- get involved in the process of research work; demonstrate his or her capabilities while working independently and
- make studies an enjoyable experience to cherish.

CLASS XI: GUIDELINES FOR TEACHERS

This section provides some basic guidelines for the teachers to launch the projects in Business Studies. 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 whether individually or in group are discussed at different stages right from assignment to drafts review and finalization. Students should be facilitated in terms of providing relevant

materials or suggesting websites, or obtaining required permissions from business houses, malls etc for their project. The periods assigned to the Project Work should be suitably spaced throughout the academic session. The teachers MUST ensure that the students actually go through the rigors and enjoy the process of doing the project rather than depending on any readymade material available commercially.

The following steps might be followed:

1. Students must take any one topic during the academic session of Class XI.
2. The project may be done in a group or individually.
3. The topic should be assigned after discussion with the students in the class and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion.
5. The teachers must ensure that the student's self esteem should go up, and he /she should be able to enjoy this process.
6. The project work for each term should culminate in the form of Power Point Presentation/Exhibition/ Skit before the entire class. This will help in developing ICT and communication skills among them.

The teacher should help students to identify any one project from the given topics.

I. Project One: Field Visit

The objective of introducing this project among the students is to give a first hand experience to them regarding the different types of business units operating in their surroundings, to observe their features and activities and relate them to the theoretical knowledge given in their text books. The students should select a place of field visit from the following: – (Add more as per local area availability.)

1. Visit to a Handicraft unit.
2. Visit to an Industry.
3. Visit to a Whole sale market (vegetables, fruits, flowers, grains, garments, etc.)
4. Visit to a Departmental store.
5. Visit to a Mall.

The following points should be kept in mind while preparing this visit.

1. Select a suitable day free from rush/crowd with lean business hours.
2. The teacher must visit the place first and check out on logistics. It's better to seek permission from the concerned business- incharge.
3. Visit to be discussed with the students in advance. They should be encouraged to prepare a worksheet containing points of observation and reporting.
4. Students may carry their cameras (at their own risk) with prior permission for collecting evidence of their observations.

1. Visit to a Handicraft Unit

The purpose of visiting a Handicraft unit is to understand nature and scope of its business, stake holders involved and other aspects as outlined below

- a) The raw material and the processes used in the business: People /parties/firms from which they obtain their raw material.
- b) The market, the buyers, the middlemen, and the areas covered. c) The countries to which exports are made.
- d) Mode of payment to workers, suppliers etc.
- e) Working conditions.
- f) Modernization of the process over a period of time.
- g) Facilities, security and training for the staff and workers.
- h) Subsidies available/ availed.
- i) Any other aspect that the teachers deem fit.

2. Visit to an Industry.

The students are required to observe the following:

- a) Nature of the business organisation.
- b) Determinants for location of business unit.
- c) Form of business enterprise: Sole Proprietorship, Partnership, Undivided Hindu Family, Joint Stock Company (a Multinational Company).
- d) Different stages of production/process
- e) Auxiliaries involved in the process.
- f) Workers employed, method of wage payment, training programmes and facilities available.
- g) Social responsibilities discharged towards workers, investors, society, environment and government.
- h) Levels of management.
- i) Code of conduct for employers and employees.
- j) Capital structure employed- borrowed v/s owned.
- k) Quality control, recycling of defective goods.
- l) Subsidies available/availed.
- m) Safety Measures employed.
- n) Working conditions for labour in observation of Labour Laws.
- o) Storage of raw material and finished goods.
- p) Transport management for employees, raw material and finished goods.
- q) Functioning of various departments and coordination among them (Production, Human Resource, Finance and Marketing)
- r) Waste Management.
- s) Any other observation.

3. Visit to a whole sale market: vegetables/fruits/flowers/grains/garments etc.

The students are required to observe the following:

- a) Sources of merchandise.
- b) Local market practices.
- c) Any linked up businesses like transporters, packagers, money lenders, agents, etc.
- d) Nature of the goods dealt in.
- e) Types of buyers and sellers.
- f) Mode of the goods dispersed, minimum quantity sold, types of packaging employed.
- g) Factors determining the price fluctuations.

- h) Seasonal factors (if any) affecting the business.
- i) Weekly/ monthly non-working days.
- j) Strikes, if any- causes thereof.
- k) Mode of payments.
- l) Wastage and disposal of dead stock.
- m) Nature of price fluctuations, reason thereof.
- n) Warehousing facilities available\availed.
- o) Any other aspect.

4. Visit to a Departmental store

The students are required to observe the following:

- a) Different departments and their lay out.
- b) Nature of products offered for sale.
- c) Display of fresh arrivals.
- d) Promotional campaigns.
- e) Spaces and advertisements.
- f) Assistance by Sales Personnel.
- g) Billing counter at store – Cash, Credit Card/ Debit Card, swipe facility. Added attractions and facilities at the counter.
- h) Additional facilities offered to customers
- i) Any other relevant aspect.

5. Visit to a Mall.

The students are required to observe the following:

- a) Number of floors, shops occupied and unoccupied.
- b) Nature of shops, their ownership status
- c) Nature of goods dealt in: local brands, international brands,
- d) Service business shops- Spas, gym, saloons etc.
- e) Rented spaces, owned spaces,
- f) Different types of promotional schemes.
- g) Most visited shops.
- h) Special attractions of the Mall- Food court, Gaming zone or Cinema etc.
- i) Innovative facilities.
- j) Parking facilities. Teachers may add more to the list.

II. Project Two: Case Study on a Product

- a) Take a product having seasonal growth and regular demand with which students can relate. For example,
 - Apples from Himachal Pradesh, Kashmir.
 - Oranges from Nagpur,
 - Mangoes from Maharashtra/U.P./Bihar/Andhra Pradesh etc.
 - Strawberries from Panchgani,
 - Aloe vera from Rajasthan,
 - Walnuts/almonds from Kashmir,
 - Jackfruit from South,
 - Guavas from Allahabad,

- Pineapples from North East India,
- Tea from Assam,
- Orchids from Sikkim and Meghalaya,
- Pottery of Manipur,
- Fishes from coastal areas.

Students may develop a Case Study on the following lines:

- (i) Research for change in price of the product. For example, apples in Himachal Pradesh during plucking and non plucking season.
- (ii) Effect on prices in the absence of effective transport system.
- (iii) Effect on prices in the absence of suitable warehouse facilities.
- (iv) Duties performed by the warehouses.
- (v) Demand and supply situation of the product during harvesting season, prices near the place of origin and away.

Students may be motivated to find out the importance of producing and selling these products and their processed items along with the roles of Transport, Warehousing, Advertising, Banking, Insurance, Packaging, Wholesale selling, Retailing, Co-operative farming, Co-operative marketing etc.

The teacher may develop the points for other projects on similar lines for students to work on.

The teacher may assign this project as 'group' project and may give different products to different groups. It could conclude in the form of an exhibition.

III. Project Three: Aids to Trade

Taking any one AID TO TRADE, for example Insurance and gathering information on following aspects

1. History of Insurance Lloyd's contribution.
2. Development of regulatory Mechanism.
3. Insurance Companies in India
4. Principles of Insurance.
5. Types of Insurance. Importance of insurance to the businessmen.
6. Benefits of crop, orchards, animal and poultry insurance to the farmers.
7. Terminologies used (premium, face value, market value, maturity value, surrender value) and their meanings.
8. Anecdotes and interesting cases of insurance. Reference of films depicting people committing fraudulent acts with insurance companies.
9. Careers in Insurance.

Teachers to develop such aspects for other aids to trade.

IV. Project Four: Import /Export Procedure

Any one from the following

1. Import /Export procedure

The students should identify a product of their city/country which is imported /exported. They are required to find the details of the actual import/export procedure. They may take help from the Chambers of Commerce, Banker, existing Importers/Exporters, etc.

They should find details of the procedure and link it with their Text knowledge.

The specimens of documents collected should be pasted in the Project file with brief description of each. They may also visit railway godowns/dockyards/ transport agencies and may collect pictures of the same.

Presentation and submission of project report.

At the end of the stipulated term, each student will prepare and submit his/her project report.

Following essentials are required to be fulfilled for its preparation and submission.

1. The total project will be in a file format, consisting of the recordings of the value of shares and the graphs.
2. The project will be handwritten.
3. The project will be presented in a neat folder.
4. The project report will be developed in the following sequence-
 - Cover page should project the title, student information, school and year.
 - List of contents.
 - Acknowledgements and preface (acknowledging the institution, the news papers read, T.V. channels viewed, places visited and persons who have helped).
 - Introduction.
 - Topic with suitable heading.
 - Planning and activities done during the project, if any.
 - Observations and findings while conducting the project.
 - News paper clippings to reflect the changes of share prices.
 - Conclusions (summarised suggestions or findings, future scope of study).
 - Appendix (if needed).
 - Teachers report.
 - Teachers will initial preface page.
 - At the completion of the evaluation of the project, it will be punched in the centre so that the report cannot be reused but is available for reference only.
 - The projects will be returned after evaluation. The school may keep the best projects.

V. Project Five: A visit to any State Emporium (other than your school state).

The purpose of this project is that it leads to -

- Development of deeper understanding of the diversity of products in the states like Assam, Tripura, Nagaland, Mizoram, Manipur, Meghalaya, Sikkim, Arunachal Pradesh, Jammu and Kashmir, Kerala, Chhatisgarh, Telangana, Andhra Pradesh and other states of the country.
- Sensitization and orientation of students about other states, their trade, business and commerce,
- Understanding the cultural and socio-economic aspects of the state by the students,

- Developing the understanding of role of folk art, artisanship and craftsmanship of the state in its growth and economic development
- Understanding the role of gifts of nature and natural produce in the development of trade, business and commerce
- Understanding the role of vocational skills and abilities on the livelihood of artisans/craftsman
- Understanding of entrepreneurial skills and abilities of the artisans/craftsman
- Understanding of the unemployment problem of the state and role of art and craft of the state in generating employment opportunities
- Value aspect -
 - Sense of gratitude - by appreciating the contributions made by others in the betterment of our lives
 - Appreciating the dignity of work
 - Sensitivity towards social, cultural, ethnical and religious differences Benefits of social harmony and peace
 - Understanding and appreciating the unity in diversity in India
 - Appreciating differences in race, skin colour, languages, religion, habits, festivals, clothing coexistence

Presentation and Submission of Project Report

At the end of the stipulated term, each student will prepare and submit his/her project report.

Following essentials are required to be fulfilled for its preparation and submission.

1. Nature of the business organisation (emporium)
2. Determinants for location of the concerned emporium
3. Is the space rented or owned
4. Nature of the goods dealt in
5. Sources of merchandise of the emporium
6. Role of co-operative societies in the manufacturing and/or marketing of the merchandise
7. Role of gifts of nature or natural produce in the development of goods/merchandise
8. Types of buyers and sellers
9. Modes of goods dispersed, minimum quantity sold and type of carrying bag or package used for delivery of the products sold
10. Factors determining the pricing at the emporium
11. Comparison between the prices of goods available at the emporium with the prices in the open market. Also highlight probable causes of variations if any.
12. Kind of raw material available naturally, used in making the products
13. The technique used in making the products i.e., hand made or machine made
14. Has the child labour being used in making the products sold at the emporium
15. Are the products eco-friendly, in terms of manufacturing, disposal and packing
16. Seasonal factors if any affecting the business of the emporium
17. Weekly/ Monthly non-working days
18. Mode of billing and payments - Cash, Credit Card/ Debit Card, Swipe facility.
19. Does the emporium sell its merchandise in installment / deferred payment basis
20. Do they provide home delivery and after sales services.
21. Different types of promotional campaigns / schemes
22. Assistance by Sales Personnel
23. Export orientation of this emporium and procedure used

24. Policies related to damaged/ returned goods
25. Any government facility available to the emporium
26. Warehousing facilities available / availed
27. Impact of tourism on the business of emporium
28. Additional facility offered to customers
29. Any Corporate Social Responsibility (CSR) assumed by the emporium
30. Contribution made by the emporium to its locality

ASSESSMENT

The marks will be allocated on the following heads.

1	Initiative, cooperativeness and participation	2 Mark
2	Creativity in presentation	2 Mark
3	Content, observation and research work	4 Marks
4	Analysis of situations	4 Marks
5	Viva	8 Marks
	Total	20 Marks

CLASS XII: GUIDELINES FOR TEACHERS

Students are supposed to select one unit out of four and are required to make only **ONE project** from the selected unit. (Consist of one project of 20 marks)

1. Help students to select any ONE Topic for the entire year.
2. The topic should be assigned after discussion with the students in the class and should then be discussed at every stage of the submission of the project.

The teacher should play the role of a facilitator and should closely supervise the process of project completion. The teachers must ensure that the project work assigned to the students whether individually or in group are discussed at different stages right from assignment to drafts review and finalization. Students should be facilitated in terms of providing relevant materials or suggesting websites, or obtaining required permissions from business houses, malls etc for their project. The periods assigned to the Project Work should be suitably spaced throughout the academic session. The teachers **MUST** ensure that the student actually go through the rigors and enjoy the process of doing the project rather than depending on any readymade material available outside.

3. The students must make a presentation of the project before the class.
4. The teachers must ensure that the student's self-esteem and creativity is enhanced and both the teacher and the student enjoy this process.
5. The teachers should feel pride in the fact that they have explored the different dimensions of the project in an innovative way and their students have put in genuine work.

I. Project One: Elements of Business Environment

The teachers should help the students in selecting any one element of the following:

1. Changes witnessed over the last few years on mode of packaging and its economic impact. The teacher may guide the students to identify the following changes:

- a) The changes in transportation of fruits and vegetables such as cardboard crates being used in place of wooden crates, etc. Reasons for above changes.
- b) Milk being supplied in glass bottles, later in plastic bags and now in tetra-pack and through vending machines.
- c) Plastic furniture [doors and stools] gaining preference over wooden furniture.
- d) The origin of cardboard and the various stages of changes and growth.
- e) Brown paper bags packing to recycled paper bags to plastic bags and cloth bags.
- f) Re use of packaging [bottles, jars and tins] to attract customers for their products.
- g) The concept of pyramid packaging for milk.
- h) Cost being borne by the consumer/manufacturer.
- i) Packaging used as means of advertisements.

2. The reasons behind changes in the following:

Coca – Cola and Fanta in the seventies to Thums up and Campa Cola in the eighties to Pepsi and Coke in nineties.

The teacher may guide the students to the times when India sold Coca Cola and Fanta which were being manufactured in India by the foreign companies.

The students may be asked to enquire about

- a) Reasons of stopping the manufacturing of the above mentioned drinks in India THEN.
- b) The introduction of Thums up and Campa cola range.
- c) Re entry of Coke and introduction of Pepsi in the Indian market.
- d) Factors responsible for the change.
- e) Other linkages with the above.
- f) Leading brands and the company having the highest market share.
- g) Different local brands venturing in the Indian market.
- h) The rating of the above brands in the market.
- i) The survival and reasons of failure in competition with the international brands.
- j) Other observations made by the students

The teacher may develop the following on the above lines

3. Changing role of the women in the past 25 years relating to joint families, nuclear families, women as a bread earner of the family, changes in the requirement trend of mixers, washing machines, micro wave and standard of living.

4. The changes in the pattern of import and export of different Products.

5. The trend in the changing interest rates and their effect on savings.

6. A study on child labour laws, its implementation and consequences.

7. The state of 'anti plastic campaign,' the law, its effects and implementation.

8. The laws of mining /setting up of industries, rules and regulations, licences required for running that business.

9. Social factors affecting acceptance and rejection of an identified product. (Dish washer, Atta maker, etc)

10. What has the effect of change in environment on the types of goods and services?

The students can take examples like:

- a) Washing machines, micro waves, mixers and grinder.
- b) Need for crèche, day care centre for young and old.
- c) Ready to eat food, eating food outside, and tiffin centres.

11. Change in the man-machine ratio with technological advances resulting in change of cost structure.
12. Effect of changes in technological environment on the behaviour of employee.

II. Project Two: Principles of Management

The students are required to visit any one of the following:

1. A departmental store.
2. An Industrial unit.
3. A fast food outlet.
4. Any other organisation approved by the teacher.

They are required to observe the application of the general Principles of management advocated by Fayol.

Fayol's principles

1. Division of work.
2. Unity of command.
3. Unity of direction.
4. Scalar chain
5. Espirit de corps
6. Fair remuneration to all.
7. Order.
8. Equity.
9. Discipline
10. Subordination of individual interest to general interest.
11. Initiative.
12. Centralisation and decentralisation.
13. Stability of tenure.
14. Authority and Responsibility

OR

They may enquire into the application of scientific management techniques by F.W. Taylor in the unit visited.

Scientific techniques of management.

1. Functional foremanship.
2. Standardisation and simplification of work.
3. Method study.
4. Motion Study.
5. Time Study.
6. Fatigue Study
7. Differential piece rate plan.

Tips to teacher

- (i) The teacher may organize this visit.
- (ii) The teacher should facilitate the students to identify any unit of their choice and guide them to identify the principles that are being followed.
- (iii) Similarly they should guide the students to identify the techniques of scientific management implemented in the organisation.
- (iv) It may be done as a group activity.

- (v) The observations could be on the basis of
- The different stages of division of work resulting to specialisation.
 - Following instructions and accountability of subordinates to higher authorities.
 - Visibility of order and equity in the unit.
 - Balance of authority and responsibility.
 - Communication levels and pattern in the organisation.
 - Methods and techniques followed by the organisation for unity of direction and coordination amongst all.
 - Methods of wage payments followed. The arrangements of fatigue study.
 - Derivation of time study.
 - Derivation and advantages of method study.
 - Organisational chart of functional foremanship.
 - Any other identified in the organisation

vi. It is advised that students should be motivated to pick up different areas of visit. As presentations of different areas in the class would help in better understanding to the other students.

vii. The students may be encouraged to develop worksheets. Teachers should help students to prepare observation tools to be used for undertaking the project.

Examples; worksheets, questionnaire, interviews and organisational chart etc.

III. Project Three: Stock Exchange

The purpose of this project is to teach school students the values of investing and utilising the stock market. This project also teaches important lessons about the economy, mathematics and financial responsibility.

The basis of this project is to learn about the stock market while investing a specified amount of fake money in certain stocks. Students then study the results and buy and sell as they see fit.

This project will also guide the students and provide them with the supplies necessary to successfully monitor stock market trends and will teach students how to calculate profit and loss on stock.

The project work will enable the students to:

- understand the topics like sources of business finance and capital market
- understand the concepts used in stock exchange
- inculcate the habit of watching business channels, reading business journals/newspapers and seeking information from their elders.

The students are expected to:

- a) Develop a brief report on History of Stock Exchanges in India. (your country)
- b) Prepare a list of at least 25 companies listed on a Stock Exchange.
- c) To make an imaginary portfolio totalling a sum of Rs. 50,000 equally in any of the 5 companies of their choice listed above over a period of twenty working days.

The students may be required to report the prices of the stocks on daily basis and present it diagrammatically on the graph paper.

- They will understand the weekly holidays and the holidays under the Negotiable Instruments Act.

They will also come across with terms like closing prices, opening prices, etc.

- During this period of recording students are supposed to distinctively record the daily and starting and closing prices of the week other days under the negotiable instrument act so that they acquire knowledge about closing and opening prices.
- The students may conclude by identifying the causes in the fluctuations of prices. Normally it would be related to the front page news of the a business journal, for example,
 - Change of seasons.
 - Festivals.
 - Spread of epidemic.
 - Strikes and accidents
 - Natural and human disasters.
 - Political environment.
 - Lack of faith in the government policies.
 - Impact of changes in government policies for specific industry.
 - International events.
 - Contract and treaties at the international scene.
 - Relations with the neighbouring countries.
 - Crisis in developed countries, etc.

The students are expected to find the value of their investments and accordingly rearrange their portfolio. The project work should cover the following aspects;

1. Graphical presentation of the share prices of different companies on different dates.
2. Change in market value of shares due to change of seasons, festivals, natural and human disasters.
3. Change in market value of shares due to change in political environment/ policies of various countries/crisis in developed countries or any other reasons
4. Identify the top ten companies out of the 25 selected on the basis of their market value of shares.

It does not matter if they have made profits or losses.

IV. Project Four: Marketing

- | | |
|-------------------------|---------------------|
| 1. Adhesives | 20. Cutlery |
| 2. Air conditioners | 21. Cycle |
| 3. Baby diapers | 22. DTH |
| 4. Bathing Soap | 23. Eraser |
| 5. Bathroom cleaner | 24. e-wash |
| 6. Bike | 25. Fairness cream |
| 7. Blanket | 26. Fans |
| 8. Body Spray | 27. Fruit candy |
| 9. Bread | 28. Furniture |
| 10. Breakfast cereal | 29. Hair Dye |
| 11. Butter | 30. Hair Oil |
| 12. Camera | 31. Infant dress |
| 13. Car | 32. Inverter |
| 14. Cheese spreads | 33. Jams |
| 15. Chocolate | 34. Jeans |
| 16. Coffee | 35. Jewellery |
| 17. Cosmetology product | 36. Kurti |
| 18. Crayons | 37. Ladies bag |
| 19. Crockery | 38. Ladies footwear |

- | | |
|--------------------|------------------------|
| 39. Learning Toys | 59. Sarees |
| 40. Lipstick | 60. Sauces/ Ketchup |
| 41. Microwave oven | 61. Shampoo |
| 42. Mixers | 62. Shaving cream |
| 43. Mobile | 63. Shoe polish |
| 44. Moisturizer | 64. Shoes |
| 45. Music player | 65. Squashes |
| 46. Nail polish | 66. Suitcase/ airbag |
| 47. Newspaper | 67. Sunglasses |
| 48. Noodles | 68. Tea |
| 49. Pen | 69. Tiffin Wallah |
| 50. Pen drive | 70. Toothpaste |
| 51. Pencil | 71. Wallet |
| 52. Pickles | 72. Washing detergent |
| 53. Razor | 73. Washing machine |
| 54. Ready Soups | 74. Washing powder |
| 55. Refrigerator | 75. Water bottle |
| 56. RO system | 76. Water storage tank |
| 57. Roasted snacks | 77. Wipes |
| 58. Salt | |

Any more as suggested by the teacher.

The teacher must ensure that the identified product should not be items whose consumption/use is discouraged by the society and government like alcohol products/pan masala and tobacco products, etc.

Identify one product/service from the above which the students may like to manufacture/provide [pre-assumption].

Now the students are required to make a project on the identified product/service keeping in mind the following:

1. Why have they selected this product/service?
2. Find out '5' competitive brands that exist in the market.
3. What permission and licences would be required to make the product?
4. What are your competitors Unique Selling Proposition.[U.S.P.]?
5. Does your product have any range give details?
6. What is the name of your product?
7. Enlist its features.
8. Draw the 'Label' of your product.
9. Draw a logo for your product.
10. Draft a tag line.
11. What is the selling price of your competitor's product?
 - (i) Selling price to consumer
 - (ii) Selling price to retailer
 - (iii) Selling price to wholesaler

What is the profit margin in percentage to the

- Manufacturer.
- Wholesaler.
- Retailer.

12. How will your product be packaged?
 13. Which channel of distribution are you going to use? Give reasons for selection?
 14. Decisions related to warehousing, state reasons.
 15. What is going to be your selling price?
 - (i) To consumer
 - (ii) To retailer
 - (iii) To wholesaler
 16. List 5 ways of promoting your product.
 17. Any schemes for
 - (i) The wholesaler
 - (ii) The retailer
 - (iii) The consumer
 18. What is going to be your 'U.S.P'?
 19. What means of transport you will use and why?
 20. Draft a social message for your label.
 21. What cost effective techniques will you follow for your product.
 22. What cost effective techniques will you follow for your promotion plan.
- At this stage the students will realise the importance of the concept of marketing mix and the necessary decision regarding the four P's of marketing.
- Product
 - Place
 - Price
 - Promotion

On the basis of the work done by the students the project report should include the following:

1. Type of product /service identified and the (consumer/industries) process involve there in.
2. Brand name and the product.
3. Range of the product.
4. Identification mark or logo.
5. Tagline.
6. Labeling and packaging.
7. Price of the product and basis of price fixation.
8. Selected channels of distribution and reasons thereof.
9. Decisions related to transportation and warehousing. State reasons.
10. Promotional techniques used and starting reasons for deciding the particular technique.
11. Grading and standardization.

Presentation and Submission of Project Report

At the end of the stipulated term, each student will prepare and submit his/her project report.

Following essentials are required to be fulfilled for its preparation and submission.

1. The total length of the project will be of 25 to 30 pages.
2. The project should be handwritten.
3. The project should be presented in a neat folder.
4. The project report should be developed in the following sequence-
 - Cover page should include the title of the Project, student information, school and year.

- List of contents.
- Acknowledgements and preface (acknowledging the institution, the places visited and the persons who have helped).
- Introduction.
- Topic with suitable heading.
- Planning and activities done during the project, if any.
- Observations and findings of the visit.
- Conclusions (summarized suggestions or findings, future scope of study).
- Photographs (if any).
- Appendix
- Teacher's observation.
- Signatures of the teachers.
- At the completion of the evaluation of the project, it should be punched in the centre so that the report may not be reused but is available for reference only.
- The project will be returned after evaluation. The school may keep the best projects.

ASSESSMENT

Allocation of Marks = 20 Marks

The marks will be allocated under the following heads:

1	Initiative, cooperativeness and participation	2 Mark
2	Creativity in presentation	2 Mark
3	Content, observation and research work	4 Marks
4	Analysis of situations	4 Marks
5	Viva	8 Marks
	Total	20 Marks

**Suggested Question Paper Design
Business Studies (Code No. 054)
Class XII (2024-25)
March 2025 Examination**

Marks: 80

Duration: 3 hrs.

SN	Typology of Questions	Marks	Percentage
1	<p>Remembering and 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</p>	44	55%
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way</p>	19	23.75%
3	<p>Analysing, Evaluating and Creating: 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. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>	17	21.25%
Total		80	100%

CHEMISTRY (Code No. 043)

XI-XII (2024-25)

Rationale

Higher Secondary is the most crucial stage of school education because at this juncture specialized discipline based, content -oriented courses are introduced. Students reach this stage after 10 years of general education and opt for Chemistry with a purpose of pursuing their career in basic sciences or professional courses like medicine, engineering, technology and study courses in applied areas of science and technology at tertiary level. Therefore, there is a need to provide learners with sufficient conceptual background of Chemistry, which will make them competent to meet the challenges of academic and professional courses after the senior secondary stage.

The new and updated curriculum is based on disciplinary approach with rigour and depth taking care that the syllabus is not heavy and at the same time it is comparable to the international level. The knowledge related to the subject of Chemistry has undergone tremendous changes during the past one decade. Many new areas like synthetic materials, bio -molecules, natural resources, industrial chemistry are coming in a big way and deserve to be an integral part of chemistry syllabus at senior secondary stage. At international level, new formulations and nomenclature of elements and compounds, symbols and units of physical quantities floated by scientific bodies like IUPAC and CGPM are of immense importance and need to be incorporated in the updated syllabus. The revised syllabus takes care of all these aspects. Greater emphasis has been laid on use of new nomenclature, symbols and formulations, teaching of fundamental concepts, application of concepts in chemistry to industry/ technology, logical sequencing of units, removal of obsolete content and repetition, etc.

Objectives

The curriculum of Chemistry at Senior Secondary Stage aims to:

- promote understanding of basic facts and concepts in chemistry while retaining the excitement of chemistry.
- make students capable of studying chemistry in academic and professional courses (such as medicine, engineering, technology) at tertiary level.
- expose the students to various emerging new areas of chemistry and apprise them with their relevance in future studies and their application in various spheres of chemical sciences and technology.
- equip students to face various challenges related to health, nutrition, environment, population, weather, industries and agriculture.
- develop problem solving skills in students.
- expose the students to different processes used in industries and their technological applications.
- apprise students with interface of chemistry with other disciplines of science such as physics, biology, geology, engineering etc.
- acquaint students with different aspects of chemistry used in daily life.
- develop an interest in students to study chemistry as a discipline.
- integrate life skills and values in the context of chemistry.

COURSE STRUCTURE
CLASS-XI (THEORY) (2024-25)

Time: 3 Hours

Total Marks 70

S.No	UNIT	No. of Periods	Marks
1	Some Basic Concepts of Chemistry	12	7
2	Structure of Atom	14	9
3	Classification of Elements and Periodicity in Properties	8	6
4	Chemical Bonding and Molecular Structure	14	7
5	Chemical Thermodynamics	16	9
6	Equilibrium	14	7
7	Redox Reactions	6	4
8	Organic Chemistry: Some basic Principles and Techniques	14	11
9	Hydrocarbons	12	10
	TOTAL		70

Unit I: Some Basic Concepts of Chemistry

12 Periods

General Introduction: Importance and scope of Chemistry.

Nature of matter, laws of chemical combination, Dalton's atomic theory: concept of elements, atoms and molecules.

Atomic and molecular masses, mole concept and molar mass, percentage composition, empirical and molecular formula, chemical reactions, stoichiometry and calculations based on stoichiometry.

Unit II: Structure of Atom

14 Periods

Discovery of Electron, Proton and Neutron, atomic number, isotopes and isobars. Thomson's model and its limitations. Rutherford's model and its limitations, Bohr's model and its limitations, concept of shells and subshells, dual nature of matter and light, de Broglie's relationship, Heisenberg uncertainty principle, concept of orbitals, quantum numbers, shapes of s, p and d orbitals, rules for filling electrons in orbitals - Aufbau principle, Pauli's exclusion principle and Hund's rule, electronic configuration of atoms, stability of half-filled and completely filled orbitals.

- Unit III: Classification of Elements and Periodicity in Properties** **08 Periods**
Significance of classification, brief history of the development of periodic table, modern periodic law and the present form of periodic table, periodic trends in properties of elements -atomic radii, ionic radii, inert gas radii, Ionization enthalpy, electron gain enthalpy, electronegativity, valency. Nomenclature of elements with atomic number greater than 100.
- Unit IV: Chemical Bonding and Molecular Structure** **14 Periods**
Valence electrons, ionic bond, covalent bond, bond parameters, Lewis structure, polar character of covalent bond, covalent character of ionic bond, valence bond theory, resonance, geometry of covalent molecules, VSEPR theory, concept of hybridization, involving s, p and d orbitals and shapes of some simple molecules, molecular orbital theory of homonuclear diatomic molecules(qualitative idea only), Hydrogen bond.
- Unit VI: Chemical Thermodynamics** **16 Periods**
Concepts of System and types of systems, surroundings, work, heat, energy, extensive and intensive properties, state functions.
First law of thermodynamics -internal energy and enthalpy, heat capacity and specific heat, measurement of ΔU and ΔH , Hess's law of constant heat summation, enthalpy of bond dissociation, combustion, formation, atomization, sublimation, phase transition, ionization, solution and dilution. Second law of Thermodynamics (brief introduction)
Introduction of entropy as a state function, Gibb's energy change for spontaneous and non-spontaneous processes, criteria for equilibrium.
Third law of thermodynamics (brief introduction).
- Unit VII: Equilibrium** **14 Periods**
Equilibrium in physical and chemical processes, dynamic nature of equilibrium, law of mass action, equilibrium constant, factors affecting equilibrium - Le Chatelier's principle, ionic equilibrium- ionization of acids and bases, strong and weak electrolytes, degree of ionization, ionization of poly basic acids, acid strength, concept of pH, hydrolysis of salts (elementary idea), buffer solution, Henderson Equation, solubility product, common ion effect (with illustrative examples).
- Unit VIII: Redox Reactions** **06 Periods**
Concept of oxidation and reduction, redox reactions, oxidation number, balancing redox reactions, in terms of loss and gain of electrons and change in oxidation number, applications of redox reactions.
- Unit XII: Organic Chemistry -Some Basic Principles and Techniques** **14 Periods**
General introduction, methods of purification, qualitative and quantitative analysis, classification and IUPAC nomenclature of organic compounds. Electronic displacements in a covalent bond: inductive effect, electromeric effect, resonance and hyper conjugation. Homolytic and heterolytic fission of a covalent bond: free radicals, carbocations, carbanions, electrophiles and nucleophiles, types of organic reactions.

Classification of Hydrocarbons**Aliphatic Hydrocarbons:**

Alkanes - Nomenclature, isomerism, conformation (ethane only), physical properties, chemical reactions including free radical mechanism of halogenation, combustion and pyrolysis.

Alkenes - Nomenclature, structure of double bond (ethene), geometrical isomerism, physical properties, methods of preparation, chemical reactions: addition of hydrogen, halogen, water, hydrogen halides (Markovnikov's addition and peroxide effect), ozonolysis, oxidation, mechanism of electrophilic addition.

Alkynes - Nomenclature, structure of triple bond (ethyne), physical properties, methods of preparation, chemical reactions: acidic character of alkynes, addition reaction of - hydrogen, halogens, hydrogen halides and water.

Aromatic Hydrocarbons:

Introduction, IUPAC nomenclature, benzene: resonance, aromaticity, chemical properties: mechanism of electrophilic substitution. Nitration, sulphonation, halogenation, Friedel Craft's alkylation and acylation, directive influence of functional group in monosubstituted benzene. Carcinogenicity and toxicity.

PRACTICALS

Evaluation Scheme for Examination	Marks
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
Total	30

PRACTICAL SYLLABUS**Total Periods: 60**

Micro-chemical methods are available for several of the practical experiments, wherever possible such techniques should be used.

A. Basic Laboratory Techniques

1. Cutting glass tube and glass rod
2. Bending a glass tube
3. Drawing out a glass jet
4. Boring a cork

B. Characterization and Purification of Chemical Substances

1. Determination of melting point of an organic compound.
2. Determination of boiling point of an organic compound.
3. Crystallization of impure sample of any one of the following: Alum, Copper Sulphate, Benzoic Acid.

C. Experiments based on pH

- a) Any one of the following experiments:
 - Determination of pH of some solutions obtained from fruit juices, solution of known and varied concentrations of acids, bases and salts using pH paper or universal indicator.
 - Comparing the pH of solutions of strong and weak acids of same concentration. □
Study the pH change in the titration of a strong base using universal indicator.
- b) Study the pH change by common-ion in case of weak acids and weak bases.

D. Chemical Equilibrium

One of the following experiments:

- a) Study the shift in equilibrium between ferric ions and thiocyanate ions by increasing/decreasing the concentration of either of the ions.
- b) Study the shift in equilibrium between $[\text{Co}(\text{H}_2\text{O})_6]^{2+}$ and chloride ions by changing the concentration of either of the ions.

E. Quantitative Estimation

- i. Using a mechanical balance/electronic balance. ii. Preparation of standard solution of Oxalic acid.
- iii. Determination of strength of a given solution of Sodium hydroxide by titrating it against standard solution of Oxalic acid.
- iv. Preparation of standard solution of Sodium carbonate.
- v. Determination of strength of a given solution of hydrochloric acid by titrating it against standard Sodium Carbonate solution.

F. Qualitative Analysis

a) Determination of one anion and one cation in a given salt

Cations- Pb^{2+} , Cu^{2+} , As^{3+} , Al^{3+} , Fe^{3+} , Mn^{2+} , Ni^{2+} , Zn^{2+} , Co^{2+} , Ca^{2+} , Sr^{2+} , Ba^{2+} , Mg^{2+} , NH_4^+

Anions – CO_3^{2-} , S^{2-} , NO_2^- , SO_3^{2-} , SO_4^{2-} , NO_3^- , Cl^- , Br^- , I^- , PO_4^{3-} , CH_3COO^- (Note: Insoluble salts excluded)

b) Detection of -Nitrogen, Sulphur, Chlorine in organic compounds.

c) PROJECTS

Scientific investigations involving laboratory testing and collecting information from other sources.

A few suggested Projects

- Checking the bacterial contamination in drinking water by testing sulphide ion
- Study of the methods of purification of water

- Testing the hardness, presence of Iron, Fluoride, Chloride, etc., depending upon the regional variation in drinking water and study of causes of presence of these ions above permissible limit (if any).
- Investigation of the foaming capacity of different washing soaps and the effect of addition of Sodium carbonate on it
- Study the acidity of different samples of tea leaves.
- Determination of the rate of evaporation of different liquids □ Study the effect of acids and bases on the tensile strength of fibers.
- Study of acidity of fruit and vegetable juices.

Note: Any other investigatory project, which involves about 10 periods of work, can be chosen with the approval of the teacher.

Practical Examination for Visually Impaired Students Class XI

Note: Same Evaluation scheme and general guidelines for visually impaired students as given for Class XII may be followed.

A. List of apparatus for identification for assessment in practicals (All experiments)

Beaker, tripod stand, wire gauze, glass rod, funnel, filter paper, Bunsen burner, test tube, test tube stand, dropper, test tube holder, ignition tube, china dish, tongs, standard flask, pipette, burette, conical flask, clamp stand, dropper, wash bottle

- Odour detection in qualitative analysis
- Procedure/Setup of the apparatus

B. List of Experiments A. Characterization and Purification of Chemical Substances

1. Crystallization of an impure sample of any one of the following: copper sulphate, benzoic acid

B. Experiments based on pH

1. Determination of pH of some solutions obtained from fruit juices, solutions of known and varied concentrations of acids, bases and salts using pH paper
2. Comparing the pH of solutions of strong and weak acids of same concentration.

C. Chemical Equilibrium

1. Study the shift in equilibrium between ferric ions and thiocyanate ions by increasing/decreasing the concentration of either ions.
2. Study the shift in equilibrium between $[\text{Co}(\text{H}_2\text{O})_6]^{2+}$ and chloride ions by changing the concentration of either of the ions.

D. Quantitative estimation

1. Preparation of standard solution of oxalic acid.
2. Determination of molarity of a given solution of sodium hydroxide by titrating it against standard solution of oxalic acid.

E. Qualitative Analysis

1. Determination of one anion and one cation in a given salt
2. Cations - NH_4^+
Anions - $(\text{CO}_3)^{2-}$, S^{2-} , $(\text{SO}_3)^{2-}$, Cl^- , CH_3COO^-
(Note: insoluble salts excluded)

3. Detection of Nitrogen in the given organic compound.
4. Detection of Halogen in the given organic compound.

Note: The above practicals may be carried out in an experiential manner rather than recording observations.

Prescribed Books:

1. Chemistry Part – I, Class-XI, Published by NCERT.
2. Chemistry Part – II, Class-XI, Published by NCERT.

Time : 3 Hours

CLASS XII (2024-25) (THEORY)

70 Marks

S.No.	Title	No. of Periods	Marks
1	Solutions	10	7
2	Electrochemistry	12	9
3	Chemical Kinetics	10	7
4	d -and f -Block Elements	12	7
5	Coordination Compounds	12	7
6	Haloalkanes and Haloarenes	10	6
7	Alcohols, Phenols and Ethers	10	6
8	Aldehydes, Ketones and Carboxylic Acids	10	8
9	Amines	10	6
10	Biomolecules	12	7
	Total		70

Unit II: Solutions

10 Periods

Types of solutions, expression of concentration of solutions of solids in liquids, solubility of gases in liquids, solid solutions, Raoult's law, colligative properties - relative lowering of vapour pressure, elevation of boiling point, depression of freezing point, osmotic pressure, determination of molecular masses using colligative properties, abnormal molecular mass, Van't Hoff factor.

Unit III: Electrochemistry

12 Periods

Redox reactions, EMF of a cell, standard electrode potential, Nernst equation and its application to chemical cells, Relation between Gibbs energy change and EMF of a cell, conductance in electrolytic solutions, specific and molar conductivity, variations of conductivity with concentration, Kohlrausch's Law, electrolysis and law of electrolysis (elementary idea), dry cell-electrolytic cells and Galvanic cells, lead accumulator, fuel cells, corrosion.

Unit IV: Chemical Kinetics**10 Periods**

Rate of a reaction (Average and instantaneous), factors affecting rate of reaction: concentration, temperature, catalyst; order and molecularity of a reaction, rate law and specific rate constant, integrated rate equations and half-life (only for zero and first order reactions), concept of collision theory (elementary idea, no mathematical treatment), activation energy, Arrhenius equation.

Unit VIII: d and f Block Elements**12 Periods**

General introduction, electronic configuration, occurrence and characteristics of transition metals, general trends in properties of the first row transition metals – metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation, preparation and properties of $K_2Cr_2O_7$ and $KMnO_4$.

Lanthanoids - Electronic configuration, oxidation states, chemical reactivity and lanthanoid contraction and its consequences.

Actinoids - Electronic configuration, oxidation states and comparison with lanthanoids.

Unit IX: Coordination Compounds**12 Periods**

Coordination compounds - Introduction, ligands, coordination number, colour, magnetic properties and shapes, IUPAC nomenclature of mononuclear coordination compounds. Bonding, Werner's theory, VBT, and CFT; structure and stereoisomerism, importance of coordination compounds (in qualitative analysis, extraction of metals and biological system).

Unit X: Haloalkanes and Haloarenes.**10 Periods**

Haloalkanes: Nomenclature, nature of C–X bond, physical and chemical properties, optical rotation mechanism of substitution reactions.

Haloarenes: Nature of C–X bond, substitution reactions (Directive influence of halogen in monosubstituted compounds only).

Uses and environmental effects of - dichloromethane, trichloromethane, tetrachloromethane, iodoform, freons, DDT.

Unit XI: Alcohols, Phenols and Ethers**10 Periods**

Alcohols: Nomenclature, methods of preparation, physical and chemical properties (of primary alcohols only), identification of primary, secondary and tertiary alcohols, mechanism of dehydration, uses with special reference to methanol and ethanol.

Phenols: Nomenclature, methods of preparation, physical and chemical properties, acidic nature of phenol, electrophilic substitution reactions, uses of phenols.

Ethers: Nomenclature, methods of preparation, physical and chemical properties, uses.

Unit XII: Aldehydes, Ketones and Carboxylic Acids**10 Periods**

Aldehydes and Ketones: Nomenclature, nature of carbonyl group, methods of preparation, physical and chemical properties, mechanism of nucleophilic addition, reactivity of alpha hydrogen in aldehydes, uses.

Carboxylic Acids: Nomenclature, acidic nature, methods of preparation, physical and chemical properties; uses.

Unit XIII: Amines**10 Periods**

Amines: Nomenclature, classification, structure, methods of preparation, physical and chemical properties, uses, identification of primary, secondary and tertiary amines.

Diazonium salts: Preparation, chemical reactions and importance in synthetic organic chemistry.

Unit XIV: Biomolecules**12 Periods**

Carbohydrates - Classification (aldoses and ketoses), monosaccharides (glucose and fructose), D-L configuration oligosaccharides (sucrose, lactose, maltose), polysaccharides (starch, cellulose, glycogen); Importance of carbohydrates.

Proteins -Elementary idea of - amino acids, peptide bond, polypeptides, proteins, structure of proteins - primary, secondary, tertiary structure and quaternary structures (qualitative idea only), denaturation of proteins; enzymes. Hormones - Elementary idea excluding structure.

Vitamins - Classification and functions.

Nucleic Acids: DNA and RNA.

PRACTICALS

Evaluation Scheme for Examination	Marks
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
Total	30

PRACTICAL SYLLABUS**60Periods**

Micro-chemical methods are available for several of the practical experiments. Wherever possible, such techniques should be used.

A. Surface Chemistry

- (a) Preparation of one lyophilic and one lyophobic sol

Lyophilic sol - starch, egg albumin and gum

Lyophobic sol - aluminium hydroxide, ferric hydroxide, arsenous sulphide.

- (b) Dialysis of sol-prepared in (a) above.
(c) Study of the role of emulsifying agents in stabilizing the emulsion of different oils.

B. Chemical Kinetics

- (a) Effect of concentration and temperature on the rate of reaction between Sodium Thiosulphate and Hydrochloric acid.
(b) Study of reaction rates of any one of the following:
(i) Reaction of Iodide ion with Hydrogen Peroxide at room temperature using different concentration of Iodide ions.
(ii) Reaction between Potassium Iodate, (KIO_3) and Sodium Sulphite: (Na_2SO_3) using starch solution as indicator (clock reaction).

C. Thermochemistry

Any one of the following experiments

- i) Enthalpy of dissolution of Copper Sulphate or Potassium Nitrate.
ii) Enthalpy of neutralization of strong acid (HCl) and strong base (NaOH).
iii) Determination of enthalpy change during interaction (Hydrogen bond formation) between Acetone and Chloroform.

D. Electrochemistry

Variation of cell potential in $Zn/Zn^{2+} || Cu^{2+}/Cu$ with change in concentration of electrolytes ($CuSO_4$ or $ZnSO_4$) at room temperature.

E. Chromatography

- i) Separation of pigments from extracts of leaves and flowers by paper chromatography and determination of R_f values.
ii) Separation of constituents present in an inorganic mixture containing two cations only (constituents having large difference in R_f values to be provided).

F. Preparation of Inorganic Compounds

Preparation of double salt of Ferrous Ammonium Sulphate or Potash Alum. Preparation of Potassium Ferric Oxalate.

G. Preparation of Organic Compounds

Preparation of any one of the following compounds

- i) Acetanilide ii) Di-benzalAcetone iii) p-Nitroacetanilide iv) Aniline yellow or 2 - Naphthol Anilinedye.

H. Tests for the functional groups present in organic compounds:

Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and amino (Primary) groups.

I. Characteristic tests of carbohydrates, fats and proteins in pure samples and their detection in given foodstuffs.

J. Determination of concentration/ molarity of KMnO_4 solution by titrating it against a standard solution of:

- i) Oxalic acid,
- ii) Ferrous Ammonium Sulphate

(Students will be required to prepare standard solutions by weighing themselves). K.

Qualitative analysis

Determination of one cation and one anion in a given salt.

Cation : Pb^{2+} , Cu^{2+} , As^{3+} , Al^{3+} , Fe^{3+} , Mn^{2+} , Zn^{2+} , Cu^{2+} , Ni^{2+} , Ca^{2+} , Sr^{2+} , Ba^{2+} , Mg^{2+} , NH_4^+

Anions: $(\text{CO}_3)^{2-}$, S^{2-} , $(\text{SO}_3)^{2-}$, $(\text{NO}_2)^-$, $(\text{SO}_4)^{2-}$, Cl^- , Br^- , I^- , PO_4^{3-} , $(\text{C}_2\text{O}_4)^{2-}$, CH_3COO^- , NO_3^-

(Note: Insoluble salts excluded)

PROJECT

Scientific investigations involving laboratory testing and collecting information from other sources A

few suggested Projects.

- Study of the presence of oxalate ions in guava fruit at different stages of ripening.
- Study of quantity of casein present in different samples of milk.
- Preparation of soybean milk and its comparison with the natural milk with respect to curd formation, effect of temperature, etc.
- Study of the effect of Potassium Bisulphate as food preservative under various conditions (temperature, concentration, time, etc.)
- Study of digestion of starch by salivary amylase and effect of pH and temperature on it.
- Comparative study of the rate of fermentation of following materials: wheat flour, gram flour, potato juice, carrot juice, etc.
- Extraction of essential oils present in Saunf (aniseed), Ajwain (carum), Illaichi (cardamom).
- Study of common food adulterants in fat, oil, butter, sugar, turmeric powder, chilli powder and pepper.
Note: Any other investigatory project, which involves about 10 periods of work, can be chosen with the approval of the teacher.

Practical Examination for Visually Impaired Students of Classes XI and XII Evaluation Scheme

Time Allowed: Two hours

Max. Marks:30

Identification/Familiarity with the apparatus	5 marks
Written test (based on given/prescribed practicals)	10 marks
Practical Record	5 marks
Viva	10 marks
Total	30 marks

General Guidelines

- The practical examination will be of two hour duration.
- A separate list of ten experiments is included here.
- The written examination in practicals for these students will be conducted at the time of practical examination of all other students.
- The written test will be of 30 minutes duration.
- The question paper given to the students should be legibly typed. It should contain a total of 15 practical skill based very short answer type questions. A student would be required to answer any 10 questions.
- A writer may be allowed to such students as per CBSE examination rules.
- All questions included in the question papers should be related to the listed practicals. Every question should require about two minutes to be answered.
- These students are also required to maintain a practical file. A student is expected to record at least five of the listed experiments as per the specific instructions for each subject. These practicals should be duly checked and signed by the internal examiner.
- The format of writing any experiment in the practical file should include aim, apparatus required, simple theory, procedure, related practical skills, precautions etc.
- Questions may be generated jointly by the external/internal examiners and used for assessment.
- The viva questions may include questions based on basic theory/principle/concept, apparatus/materials/ chemicals required, procedure, precautions, sources of error etc.

A. Items for Identification/Familiarity of the apparatus for assessment in practical (All experiments)

Beaker, glass rod, tripod stand, wire gauze, Bunsen burner, Whatman filter paper, gas jar, capillary tube, pestle and mortar, test tubes, tongs, test tube holder, test tube stand, burette, pipette, conical flask, standard flask, clamp stand, funnel, filter paper

Hands-on Assessment

- Identification/familiarity with the apparatus
- Odour detection in qualitative analysis

B. List of Practicals

The experiments have been divided into two sections: Section A and Section B. The experiments mentioned in Section B are mandatory.

SECTION- A

A Surface Chemistry

- (1) Preparation of one lyophilic and one lyophobic sol
Lyophilic sol - starch, egg albumin and gum
- (2) Preparation of one lyophobic sol
Lyophobic sol – Ferric hydroxide

Chromatography
(1) Separation of pigments from extracts of leaves and flowers by paper chromatography and determination of R_f values (distance values may be provided).

C Tests for the functional groups present in organic compounds:

- (1) Alcoholic and Carboxylic groups.

(2) Aldehydic and Ketonic

**D Characteristic tests of carbohydrates and proteins in the given foodstuffs. E
Preparation of Inorganic Compounds- Potash Alum**

SECTION-B (Mandatory)

F Quantitative analysis

- (1) (a) Preparation of the standard solution of Oxalic acid of a given volume
(b) Determination of molarity of KMnO_4 solution by titrating it against a standard solution of Oxalic acid.
- (2) The above exercise [F 1 (a) and (b)] to be conducted using Ferrous ammonium sulphate (Mohr's salt)

G Qualitative analysis:

- (1) Determination of one cation and one anion in a given salt.

Cation – NH_4^+

Anions – CO_3^{2-} , S^{2-} , SO_3^{2-} , Cl^- , CH_3COO^-

(Note: Insoluble salts excluded)

Note: The above practicals may be carried out in an experiential manner rather than recording observations.

Prescribed Books:

1. Chemistry Part -I, Class-XII, Published by NCERT.
2. Chemistry Part -II, Class-XII, Published by NCERT.

CHEMISTRY (Code No. 043) QUESTION PAPER DESIGN CLASSES –XI and XII 2024-25

S	Domains	Total Marks	%
1	Remembering and 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.	28	40
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	21	30
3	Analysing, Evaluating and Creating: 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. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	21	30

1. No chapter wise weightage. Care to be taken to cover all the chapters.
2. Suitable *internal variations may be made for generating various templates. Choice(s):*

- There will be no overall choice in the question paper.
- However, 33% internal choices will be given in all the sections.

Computer Science (2024-25)

CLASS XI Code No. 083

1. Learning Outcomes

Students should be able to:

- develop basic computational thinking
- explain and use data types
- appreciate the notion of algorithms
- develop a basic understanding of computer systems- architecture and operating system
- explain cyber ethics, cyber safety, and cybercrime
- understand the value of technology in societies along with consideration of gender and disability issues.

2. Distribution of Marks

Unit No.	Unit Name	Marks	Periods	
			Theory	Practical
1	Computer Systems and Organisation	10	10	10
2	Computational Thinking and Programming -1	45	80	60
3	Society, Law, and Ethics	15	20	—
	Total	70	110	70

3. Unit wise Syllabus

Unit 1: Computer Systems and Organisation

- Basic computer organisation: Introduction to Computer System, hardware, software, input device, output device, CPU, memory (primary, cache and secondary), units of memory (bit, byte, KB, MB, GB, TB, PB)
- Types of software: System software (Operating systems, system utilities, device drivers), programming tools and language translators (assembler, compiler, and interpreter), application software
- Operating System(OS): functions of the operating system, OS user interface
- Boolean logic: NOT, AND, OR, NAND, NOR, XOR, NOT, truth tables and De Morgan's laws, Logic circuits
- Number System: Binary, Octal, Decimal and Hexadecimal number system;

- conversion between number systems
- Encoding Schemes: ASCII, ISCII, and Unicode (UTF8, UTF32)

Unit 2: Computational Thinking and Programming - I

- Introduction to Problem-solving: Steps for Problem-solving (Analyzing the problem, developing an algorithm, coding, testing, and debugging), representation of algorithms using flowchart and pseudocode, decomposition
- Familiarization with the basics of Python programming: Introduction to Python, Features of Python, executing a simple "hello world" program, execution modes: interactive mode and script mode, Python character set, Python tokens(keyword, identifier, literal, operator, punctuator), variables, concept of l-value and r-value, use of comments
- Knowledge of data types: Number(integer, floating point,complex), boolean, sequence(string, list, tuple), None, Mapping(dictionary), mutable and immutable data types.
- Operators: arithmetic operators, relational operators, logical operators, assignment operators, augmented assignment operators, identity operators (is, is not), membership operators (in not in)
- Expressions, statement, type conversion, and input/output: precedence of operators, expression, evaluation of an expression, type-conversion (explicit and implicit conversion), accepting data as input from the console and displaying output.
- Errors- syntax errors, logical errors, and run-time errors
- Flow of Control: introduction, use of indentation, sequential flow, conditional and iterative flow
- Conditional statements: if, if-else, if-elif-else, flowcharts, simple programs: e.g.: absolute value, sort 3 numbers and divisibility of a number.
- Iterative Statement: for loop, range(), while loop, flowcharts, break and continue statements, nested loops, suggested programs: generating pattern, summation of series, finding the factorial of a positive number, etc.
- Strings: introduction, string operations (concatenation, repetition, membership and slicing), traversing a string using loops, built-in functions/methods–len(), capitalize(), title(), lower(), upper(), count(), find(), index(), endswith(), startswith(), isalnum(), isalpha(), isdigit(), islower(), isupper(), isspace(),lstrip(), rstrip(), strip(), replace(), join(), partition(), split()
- Lists: introduction, indexing, list operations (concatenation, repetition, membership and slicing), traversing a list using loops, built-in functions/methods–len(), list(), append(), extend(), insert(), count(), index(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum(); nested lists, suggested programs: finding the maximum, minimum, mean of numeric values stored in a list; linear search on list of numbers and counting the frequency of elements in a list.
- Tuples: introduction, indexing, tuple operations (concatenation, repetition, membership and slicing); built-in functions/methods – len(), tuple(), count(), index(), sorted(), min(), max(), sum(); tuple assignment, nested tuple; suggested programs: finding the minimum, maximum, mean of values stored in a tuple; linear

search on a tuple of numbers, counting the frequency of elements in a tuple.

- Dictionary: introduction, accessing items in a dictionary using keys, mutability of a dictionary (adding a new term, modifying an existing item), traversing a dictionary, built-in functions/methods – len(), dict(), keys(), values(), items(), get(), update(), del, clear(), fromkeys(), copy(), pop(), popitem(), setdefault(), max(), min(), sorted(); Suggested programs: count the number of times a character appears in a given string using a dictionary, create a dictionary with names of employees, their salary and access them.
- Introduction to Python modules: Importing module using ‘import <module>’ and using from statement, importing math module (pi, e, sqrt(), ceil(), floor(), pow(), fabs(), sin(), cos(), tan()); random module (random(), randint(), randrange()), statistics module (mean(), median(), mode()).

Unit 3: Society, Law and Ethics

- Digital Footprints
- Digital Society and Netizen: net etiquettes, communication etiquettes, social media etiquettes
- Data Protection: Intellectual property rights (copyright, patent, trademark), violation of IPR (plagiarism, copyright infringement, trademark infringement), open source software and licensing (Creative Commons, GPL and Apache)
- Cyber Crime: definition, hacking, eavesdropping, phishing and fraud emails, ransomware, cyber trolls, cyber bullying
- Cyber safety: safely browsing the web, identity protection, confidentiality
- Malware: viruses, trojans, adware
- E-waste management: proper disposal of used electronic gadgets.
- Information Technology Act (IT Act)
- Technology and society: Gender and disability issues while teaching and using computers

4. Practical

S.No.	Unit Name	Marks (Total=30)
1.	Lab Test (12 marks)	
	Python program (60% logic + 20% documentation + 20% code quality)	12
2.	Report File + Viva (10 marks)	
	Report file: Minimum 20 Python programs	7
	Viva voce	3
3.	Project (that uses most of the concepts that have been learnt)	8

5. Suggested Practical List

Python Programming

- Input a welcome message and display it.
- Input two numbers and display the larger / smaller number.
- Input three numbers and display the largest / smallest number.
- Generate the following patterns using nested loops:

Pattern-1	Pattern-2	Pattern-3
* ** *** **** *****	12345 1234 123 12 1	A AB ABC ABCD ABCDE

- Write a program to input the value of x and n and print the sum of the following series:
 - $1 + x + x^2 + x^3 + x^4 + \dots x^n$
 - $1 - x + x^2 - x^3 + x^4 - \dots x^n$
 - $x + \frac{x^2}{2} + \frac{x^3}{3} + \frac{x^4}{4} + \dots \frac{x^n}{n}$
 - $x + \frac{x^2}{2!} + \frac{x^3}{3!} + \frac{x^4}{4!} + \dots \frac{x^n}{n!}$
- Determine whether a number is a perfect number, an Armstrong number or a palindrome.
- Input a number and check if the number is a prime or composite number.
- Display the terms of a Fibonacci series.
- Compute the greatest common divisor and least common multiple of two integers.
- Count and display the number of vowels, consonants, uppercase, lowercase characters in string.
- Input a string and determine whether it is a palindrome or not; convert the case of characters in a string.
- Find the largest/smallest number in a list/tuple
- Input a list of numbers and swap elements at the even location with the elements at the odd location.
- Input a list/tuple of elements, search for a given element in the list/tuple.
- Create a dictionary with the roll number, name and marks of n students in a class and display the names of students who have marks above 75.

6. Suggested Reading Material

- NCERT Textbook for Computer Science (Class XI)
- Support Material on CBSE website

Computer Science (2024-25)

CLASS XII Code No. 083

1. Prerequisites

Computer Science- Class XI

2. Learning Outcomes

Student should be able to

- a) apply the concept of function.
- b) explain and use the concept of file handling.
- c) use basic data structure: Stacks
- d) explain basics of computer networks.
- e) use Database concepts, SQL along with connectivity between Python and SQL.

3. Distribution of Marks:

Unit No.	Unit Name	Marks	Periods	
			Theory	Practical
1	Computational Thinking and Programming – 2	40	70	50
2	Computer Networks	10	15	...
3	Database Management	20	25	20
	Total	70	110	70

4. Unit wise Syllabus

Unit 1: Computational Thinking and Programming – 2

- Revision of Python topics covered in Class XI.
- Functions: types of function (built-in functions, functions defined in module, user defined functions), creating user defined function, arguments and parameters, default parameters, positional parameters, function returning value(s), flow of execution, scope of a variable (global scope, local scope)
- Exception Handling: Introduction, handling exceptions using try-except-finally blocks
- Introduction to files, types of files (Text file, Binary file, CSV file), relative and absolute paths

- Text file: opening a text file, text file open modes (r, r+, w, w+, a, a+), closing a text file, opening a file using with clause, writing/appending data to a text file using write() and writelines(), reading from a text file using read(), readline() and readlines(), seek and tell methods, manipulation of data in a text file
- Binary file: basic operations on a binary file: open using file open modes (rb, rb+, wb, wb+, ab, ab+), close a binary file, import pickle module, dump() and load() method, read, write/create, search, append and update operations in a binary file
- CSV file: import csv module, open / close csv file, write into a csv file using writer(), writerow(), writerows() and read from a csv file using reader()
- Data Structure: Stack, operations on stack (push & pop), implementation of stack using list.

Unit 2: Computer Networks

- Evolution of networking: introduction to computer networks, evolution of networking (ARPANET, NSFNET, INTERNET)
- Data communication terminologies: concept of communication, components of data communication (sender, receiver, message, communication media, protocols), measuring capacity of communication media (bandwidth, data transfer rate), IP address, switching techniques (Circuit switching, Packet switching)
- Transmission media: Wired communication media (Twisted pair cable, Co-axial cable, Fiber-optic cable), Wireless media (Radio waves, Micro waves, Infrared waves)
- Network devices (Modem, Ethernet card, RJ45, Repeater, Hub, Switch, Router, Gateway, WIFI card)
- Network topologies and Network types: types of networks (PAN, LAN, MAN, WAN), networking topologies (Bus, Star, Tree)
- Network protocol: HTTP, FTP, PPP, SMTP, TCP/IP, POP3, HTTPS, TELNET, VoIP
- Introduction to web services: WWW, Hyper Text Markup Language (HTML), Extensible Markup Language (XML), domain names, URL, website, web browser, web servers, web hosting

Unit 3: Database Management

- Database concepts: introduction to database concepts and its need
- Relational data model: relation, attribute, tuple, domain, degree, cardinality, keys (candidate key, primary key, alternate key, foreign key)
- Structured Query Language: introduction, Data Definition Language and Data Manipulation Language, data type (char(n), varchar(n), int, float, date), constraints (not null, unique, primary key), create database, use database, show databases, drop database, show tables, create table, describe table, alter table (add and remove an attribute, add and remove primary key), drop table, insert, delete, select, operators (mathematical, relational and logical), aliasing, distinct clause, where clause, in, between, order by, meaning of null, is null, is not null, like, update command, delete command, aggregate functions (max, min, avg, sum, count), group by, having clause, joins: cartesian product on two tables, equi-join and natural join
- Interface of python with an SQL database: connecting SQL with Python, performing

insert, update, delete queries using cursor, display data by using connect(), cursor(), execute(), commit(), fetchone(), fetchall(), rowcount, creating database connectivity applications, use of %s format specifier or format() to perform queries

5. Practical

S.No	Unit Name	Marks (Total=30)
1	Lab Test: 1. Python program (60% logic + 20% documentation + 20% code quality)	8
	2. SQL queries (4 queries based on one or two tables)	4
2	Report file: <ul style="list-style-type: none"> • Minimum 15 Python programs. • SQL Queries – Minimum 5 sets using one table / two tables. • Minimum 4 programs based on Python – SQL connectivity 	7
3	Project (using concepts learnt in Classes 11 and 12)	8
4	Viva voce	3

6. Suggested Practical List:

Python Programming

- Read a text file line by line and display each word separated by a #.
- Read a text file and display the number of vowels/consonants/uppercase/lowercase characters in the file.
- Remove all the lines that contain the character 'a' in a file and write it to another file.
- Create a binary file with name and roll number. Search for a given roll number and display the name, if not found display appropriate message.
- Create a binary file with roll number, name and marks. Input a roll number and update the marks.
- Write a random number generator that generates random numbers between 1 and 6 (simulates a dice).
- Write a Python program to implement a stack using list.
- Create a CSV file by entering user-id and password, read and search the password for given userid.

Database Management

- Create a student table and insert data. Implement the following SQL commands on the student table:
 - ALTER table to add new attributes / modify data type / drop attribute
 - UPDATE table to modify data
 - ORDER By to display data in ascending / descending order
 - DELETE to remove tuple(s)
 - GROUP BY and find the min, max, sum, count and average
- Similar exercise may be framed for other cases.
- Integrate SQL with Python by importing suitable module.

7. Suggested Reading Material

- NCERT Textbook for COMPUTER SCIENCE (Class XII)
- Support Materials on the CBSE website.

8. Project

The aim of the class project is to create something that is tangible and useful using Python file handling/ Python-SQL connectivity. This should be done in groups of two to three students and should be started by students at least 6 months before the submission deadline. The aim here is to find a real world problem that is worthwhile to solve.

Students are encouraged to visit local businesses and ask them about the problems that they are facing. For example, if a business is finding it hard to create invoices for filing GST claims, then students can do a project that takes the raw data (list of transactions), groups the transactions by category, accounts for the GST tax rates, and creates invoices in the appropriate format. Students can be extremely creative here. They can use a wide variety of Python libraries to create user friendly applications such as games, software for their school, software for their disabled fellow students, and mobile applications, of course to do some of these projects, some additional learning is required; this should be encouraged. Students should know how to teach themselves.

The students should be sensitized to avoid plagiarism and violations of copyright issues while working on projects. Teachers should take necessary measures for this.

ECONOMICS (Code No. 030)

(2024-25)

Rationale

Economics is one of the social sciences, which has great influence on every human being. As economic life and the economy go through changes, the need to ground education in children's own experience becomes essential. While doing so, it is imperative to provide them opportunities to acquire analytical skills to observe and understand the economic realities.

At senior secondary stage, the learners are in a position to understand abstract ideas, exercise the power of thinking and to 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.

The economics courses are introduced in such a way that in the initial stage, the learners 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.

Objectives:

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

ECONOMICS (030) CLASS – XI (2024-25)

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units		Marks	Periods
Part A	Statistics for Economics		
	Introduction	15	10
	Collection, Organisation and Presentation of Data		30
	Statistical Tools and Interpretation	25	50
		40	
Part B	Introductory Microeconomics		
	Introduction	04	10
	Consumer's Equilibrium and Demand	14	40
	Producer Behaviour and Supply	14	35
	Forms of Market and Price Determination under perfect competition with simple applications	08	25
		40	
			200
Part C	Project Work	20	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

10 Periods

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

Unit 2: Collection, Organisation and Presentation of data

30 Periods

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

50 Periods

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

10 Periods

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

40 Periods

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**35 Periods**

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.**25 Periods**

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**20 Periods**

Guidelines as given in Class XII curriculum

Suggested Question Paper Design
Economics (Code No. 030)
Class XI (2024-25)
March 2025 Examination

Marks: 80

Duration: 3 hrs.

SN	Typology of Questions	Marks	Percentage
1	<p>Remembering and 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</p>	44	55%
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	18	22.5%
3	<p>Analysing, Evaluating and Creating: 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. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>	18	22.5%
Total		80	100%

ECONOMICS CLASS - XII (2024-25)

Theory: 80 Marks
Project: 20 Marks

3 Hours

Units		Marks	Periods
Part A	Introductory Macroeconomics		
	National Income and Related Aggregates	10	30
	Money and Banking	06	15
	Determination of Income and Employment	12	30
	Government Budget and the Economy	06	17
	Balance of Payments	06	18
		40	
Part B	Indian Economic Development		
	Development Experience (1947-90) and Economic Reforms since 1991	12	28
	Current Challenges facing Indian Economy	20	50
	Development Experience of India – A Comparison with Neighbours	08	12
	Theory Paper (40+40 = 80 Marks)	40	
			200
Part C	Project Work	20	20

Part A: Introductory Macroeconomics

Unit 1: National Income and Related Aggregates

30 Periods

What is Macroeconomics?

Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation.

Circular flow of income (two sector model); Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method.

Aggregates related to National Income:

Gross National Product (GNP), Net National Product (NNP), Gross Domestic Product (GDP) and Net Domestic Product (NDP) - at market price, at factor cost; Real and Nominal GDP

GDP Deflator, GDP and Welfare

Unit 2: Money and Banking**15 Periods**

Money – meaning and functions, supply of money - Currency held by the public and net demand deposits held by commercial banks.

Money creation by the commercial banking system.

Central bank and its functions (example of the Reserve Bank of India): Bank of issue, Govt. Bank, Banker's Bank, Control of Credit through Bank Rate, Cash Reserve Ratio (CRR), Statutory Liquidity Ratio (SLR), Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirement.

Unit 3: Determination of Income and Employment**30 Periods**

Aggregate demand and its components.

Propensity to consume and propensity to save (average and marginal).

Short-run equilibrium output; investment multiplier and its mechanism.

Meaning of full employment and involuntary unemployment.

Problems of excess demand and deficient demand; measures to correct them - changes in government spending, taxes and money supply.

Unit 4: Government Budget and the Economy**17 Periods**

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipts and capital receipts;

Classification of expenditure – revenue expenditure and capital expenditure.

Balanced, Surplus and Deficit Budget – measures of government deficit.

Unit 5: Balance of Payments**18 Periods**

Balance of payments account - meaning and components;

Balance of payments – Surplus and Deficit

Foreign exchange rate - meaning of fixed and flexible rates and managed floating.

Determination of exchange rate in a free market, Merits and demerits of flexible and fixed exchange rate.

Managed Floating exchange rate system

Part B: Indian Economic Development

Unit 6: Development Experience (1947-90) and Economic Reforms since 1991:

28 Periods

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

Indian economic system and common goals of Five Year Plans.

Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy), industry (IPR 1956; SSI – role & importance) and foreign trade.

Economic Reforms since 1991:

Features and appraisals of liberalisation, globalisation and privatisation (LPG policy);

Concepts of demonetization and GST

Unit 7: Current challenges facing Indian Economy

60 Periods

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

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

Employment: Growth and changes in work force participation rate in formal and informal sectors; problems and policies

Sustainable Economic Development: Meaning, Effects of Economic Development on Resources and Environment, including global warming

Unit 8: Development Experience of India:

12 Periods

A comparison with neighbours

India and Pakistan

India and China

Issues: economic growth, population, sectoral development and other Human Development Indicators

Part C: Project in Economics

20 Periods

Prescribed Books:

1. Statistics for Economics, NCERT
2. Indian Economic Development, NCERT
3. Introductory Microeconomics, NCERT
4. Macroeconomics, NCERT
5. Supplementary Reading Material in Economics, CBSE

Note: The above publications are also available in Hindi Medium.

Suggested Question Paper Design
Economics (Code No. 030)
Class XII (2024-25)
March 2025 Examination

Marks: 80

Duration: 3 hrs.

SN	Typology of Questions	Marks	Percentage
1	<p>Remembering and 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</p>	44	55%
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	18	22.5%
3	<p>Analysing, Evaluating and Creating: 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. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p>	18	22.5%
Total		80	100%

Guidelines for Project Work in Economics (Class XI and XII)

The **objectives** of the project work are to enable learners to:

- probe deeper into theoretical concepts learnt in classes XI and XII
- analyse and evaluate real world economic scenarios using theoretical constructs and arguments
- demonstrate the learning of economic theory
- follow up aspects of economics in which learners have interest
- develop the communication skills to argue logically

The **expectations** of the project work are that:

- learners will complete only **ONE** project in each academic session
- project should be of 3,500-4,000 words (excluding diagrams & graphs), preferably hand-written
- it will be an independent, self-directed piece of study

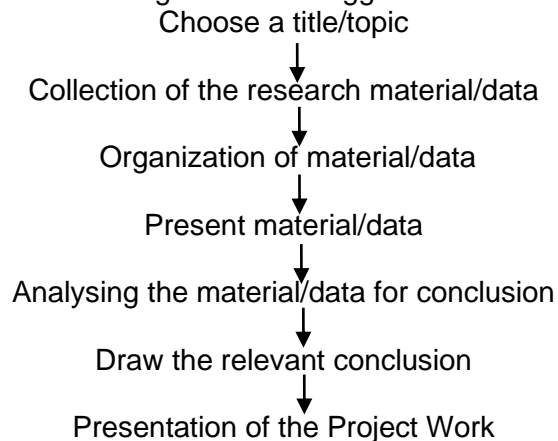
Role of the teacher:

The teacher plays a critical role in developing thinking skills of the learners. A teacher should:

- help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic
- play the role of a facilitator and supervisor to monitor the project work of the learner through periodic discussions
- guide the research work in terms of sources for the relevant data
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work
- prepare the learner for the presentation of the project work
- arrange a presentation of the project file

Scope of the project:

Learners may work upon the following lines as a suggested flow chart:



Expected Checklist:

- Introduction of topic/title
- Identifying the causes, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified
- Short-term and long-term implications of economic strategies suggested in the course of research
- Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- *Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.*

Mode of presentation/submission of the Project:

At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner. **The questions should be asked from the Research Work/ Project File of the learner. The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.** In case of any doubt, authenticity should be checked and verified.

Marking Scheme:

Marks are suggested to be given as –

S. No.	Heading	Marks Allotted
1.	Relevance of the topic	3
2.	Knowledge Content/Research Work	6
3.	Presentation Technique	3
4.	Viva-voce	8
	Total	20 Marks

Suggestive List of Projects:

Class XI	
• Effect on PPC due to various government policies	• Invisible Hand (Adam Smith)
• Opportunity Cost as an Economic Tool (taking real life situations)	• Effect of Price Change on a Substitute Good (taking prices from real life visiting local market)
• Effect on Equilibrium Prices in Local Market (taking real life situation or recent news)	• Effect of Price Change on a Complementary Good (taking prices from real life visiting local market)
• Solar Energy, a Cost-Effective Comparison with Conventional Energy Sources	• Bumper Production- Boon or Bane for the Farmer
• Any other newspaper article and its evaluation on basis of economic principles	• Any other topic

Class XII	
• Micro and Small Scale Industries	• Food Supply Channel in India
• Contemporary Employment situation in India	• Disinvestment policy of the government
• Goods and Services Tax Act and its Impact on GDP	• Health Expenditure (of any state)
• Human Development Index	• Inclusive Growth Strategy
• Self-help group	• Trends in Credit availability in India
• Monetary Policy Committee and its functions	• Role of RBI in Control of Credit
• Government Budget & its Components	• Trends in budgetary condition of India
• Exchange Rate determination – Methods and Techniques	• Currency War – reasons and repercussions
• Livestock – Backbone of Rural India	• Alternate fuel – types and importance
• Sarva Shiksha Abhiyan – Cost Ratio Benefits	• Golden Quadrilateral- Cost ratio benefit
• Minimum Support Prices	• Relation between Stock Price Index and Economic Health of a Nation
• Waste Management in India – Need of the hour	• Minimum Wage Rate – Approach and Application
• Digital India- Step towards the future	• Rain Water Harvesting – A solution to water crisis
• Vertical Farming – An alternate way	• Silk Route- Revival of the past
• Make in India – The way ahead	• Bumper Production- Boon or Bane for the farmer
• Rise of Concrete Jungle- Trend Analysis	• Organic Farming – Back to the Nature
• <i>Aatmanirbhar</i> Bharat	• e-Rupee (e- ₹)
• Sri Lanka's Economic Crisis	• Sustainable Development Goals (SDG's)
• Environmental Crisis	• Comparative Study of Economies (Maximum three economies)
• New Education Policy (NEP) 2020: A Promise for a New Education System	• G-20: Inclusive and Action Oriented
• Amrit Kaal: Empowered and Inclusive Economy	• Cashless Economy
• Any other newspaper article and its evaluation on basis of economic principles	• Any other topic

ENGLISH (CORE)

Code No. 301

2024-25

Background

Students are expected to have acquired a reasonable degree of language proficiency in English Language by the time they come to class XI, and the course aims, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. Additionally, for another large group, the higher secondary stage may be a preparation for entry into the professional domain. The Core Course caters to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Competencies to be focused on:

The general objectives at this stage are to:

- listen and comprehend live as well as recorded oral presentations on a variety of topics
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions and interviews, by making short oral presentation on given topics
- perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- translate texts from mother tongue(s) into English and vice versa
- develop ability and acquire knowledge required in order to engage in independent reflection and enquiry
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts), understand and respond to lectures, speeches, etc.
- write expository / argumentative essays, explaining or developing a topic, arguing a case, etc, write formal/informal letters and applications for different purposes

- make use of contextual clues to infer meanings of unfamiliar vocabulary
- select, compile and collate information for an oral presentation
- produce unified paragraphs with adequate details and support
- use grammatical structures accurately and appropriately
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.
- filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.

The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- The use of passive forms in scientific and innovative writings.
- Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries- uses based on semantic considerations.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

- skim for main ideas and scan for details
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's purpose and tone
- comprehend the difference between the literal and the figurative
- differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available
- comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text.
- Specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text.

Develop literary skills as enumerated below:

- respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama. Identify the elements of style such as humour, pathos, satire and irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

B. Listening and Speaking

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence, testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

Specific Objectives of Listening & Speaking

Students are expected to develop the ability to:

- take organized notes on lectures, talks and listening passages
- listen to news bulletins and to develop the ability to discuss informally a wide ranging issues like current national and international affairs, sports, business, etc.
- respond in interviews and to participate in formal group discussions.
- make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad.
- listen to business news and to be able to extract relevant important information.
- to develop public speaking skills.

C. Specific Objectives of Writing

The students will be able to:

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

Note: The creative writing section shall assess the prescribed competencies for writing skills, irrespective of any word limit.

D. More About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can learn, unlearn and relearn. If our children are in the habit of reading, they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use as a part of the reading project.

- Short review / dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, storyline and characters
- Comparing and contrasting the characters within the story, with other characters in stories by the same author or by different authors
- Extrapolating about the story read or life of characters after the story ends defending characters' actions in the story
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author
- Holding a literature fest where students role-play as various characters to interact with each other
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme
- Creating graphic novels out of novel or short stories they read
- Dramatizing incidents from a novel or a story
- Creating their own stories
- Books of one genre to be read by the whole class.

Teachers may select books and e-books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages by dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. A befitting mode of assessment may be chosen by the teacher.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations.

- The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role-play, dramatization, group discussion, writing, etc., although many such activities could be carried out without the preliminary use of textual material.
- It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionary, thesaurus, etc.) where necessary.
- Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities.
- It is important to remember that students should be encouraged to interpret texts in different ways.
- Group and pair activities can be resorted to, when desired, although many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other.
- Oral activity (group discussion, etc.) should be encouraged.

ENGLISH CORE
CODE NO. 301 CLASS – XI
2024-25

Section A – 26 Marks
Reading Skills

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 – 23 Marks
Grammar and Creative Writing Skills

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 – 31 Marks

Literature Text Book and Supplementary Reading Text

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

Question Paper Design

**English CORE XI (Code No. 301)
2024-25**

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, appropriacy of 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

ENGLISH CORE CODE NO. 301

CLASS – XII

2024-25

Section A

22 Marks

Reading Skills

I Reading Comprehension through Unseen Passage

(12+10 = 22 Marks)

1. One unseen passage to assess comprehension, interpretation, analysis and inference. Vocabulary assessment will also be assessed via inference. 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 700-750 words.

Multiple Choice Questions / Objective Type Questions and Short Answer Type Questions (to be answered in 40-50 words) will be asked.

Section B

18 Marks

Creative Writing Skills

II. Creative Writing Skills

3. Notice, up to 50 words. One out of the two given questions to be answered.
(4 Marks: Format :1 / Content: 2 / Accuracy of Spelling and Grammar: 1).
4. Formal/Informal Invitation and Reply, up to 50 words. One out of the two given questions to be answered.
(4 Marks: Format: 1 / Content: 2 / Accuracy of Spelling and Grammar :1).
5. Letters based on verbal/visual input, to be answered in approximately 120-150 words. Letter types include application for a job with bio data or resume. Letters to the editor (giving suggestions or opinion on issues of public interest). One out of the two given questions to be answered.
(5 Marks: Format: 1 / Organisation of Ideas: 1/Content: 2 / Accuracy of Spelling and Grammar :1).
6. Article/ Report Writing, descriptive and analytical in nature, based on verbal inputs, to be answered in 120-150 words. One out of the two given questions to be answered.
(5 Marks: Format: 1 /Organisation of Ideas: 1/Content: 2 / Accuracy of Spelling and Grammar :1).

Section C

40 Marks

Literature Text Book and Supplementary Reading Text

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.

7. One Poetry extract out of two, from the book **Flamingo**, to assess comprehension, interpretation, analysis, inference and appreciation. **(6x1=6 Marks)**
8. One Prose extract out of two, from the book **Vistas**, to assess comprehension, interpretation, analysis, evaluation and appreciation. **(4x1=4 Marks)**
9. One prose extract out of two from the book **Flamingo**, to assess comprehension, interpretation, analysis, inference and evaluation. **(6x1=6Marks)**
10. Short answer type questions (**from Prose and Poetry from the book Flamingo**), to be answered in 40-50 words each. Questions should elicit inferential responses through critical thinking. Five questions out of the six given, are to be answered. **(5x2=10 Marks)**
11. Short answer type questions, from **Prose (Vistas)**, to be answered in 40- 50 words each. Questions should elicit inferential responses through critical thinking. Any two out of three questions to be done. **(2x2=4 Marks)**
12. One Long answer type question, from **Prose/Poetry (Flamingo)**, 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. **(1x5=5 Marks)**
13. One Long answer type question, based on the chapters from the book **Vistas**, 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. **(1x5=5 Marks)**

Prescribed Books

1. **Flamingo:** English Reader published by National Council of Education Research and Training, New Delhi

(Prose)

- The Last Lesson
- Lost Spring
- Deep Water
- The Rattrap
- Indigo
- Poets and Pancakes
- The Interview
- Going Places

(Poetry)

- My Mother at Sixty-Six
- Keeping Quiet
- A Thing of Beauty
- A Roadside Stand
- Aunt Jennifer's Tigers

2. **Vistas:** Supplementary Reader published by National Council of Education Research and Training, New Delhi

- The Third Level
- The Tiger King
- Journey to the End of the Earth
- The Enemy
- On the Face of It
- Memories of Childhood
- The Cutting of My Long Hair
- We Too are Human Beings

INTERNAL ASSESSMENT

Assessment of Listening Skills	- 05 marks.
Assessment of Speaking Skills	- 05 Marks
Project Work	- 10 Marks

**Question Paper Design Code No. 301
2024-25**

English CORE XII

Section	Competencies	Total marks
Reading Skills	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	22
Creative Writing Skills	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	18
Literature Text Book and Supplementary Reading Text	Recalling, reasoning, critical thinking, appreciating literary convention, inference, analysis, creativity with fluency.	40
	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

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.

Classes XI-XII Total Marks: 20

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:

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

A suggestive rubric is given below:

	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 • Frequent repetition and/or self-correction this is all right in informal conversation • Links only basic sentences; breakdown of coherence 	<ul style="list-style-type: none"> • Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow 	<ul style="list-style-type: none"> • Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence 	<ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction 	<ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal hesitation • Develops topic fully & coherently

	evident	speech • Topics partly developed; not always concluded logically	• Topics developed, but usually not logically concluded	• Topics not fully developed to merit.	
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 expressions 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 in 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, e.g. 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.

III. 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}

IV. 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.

V. 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:

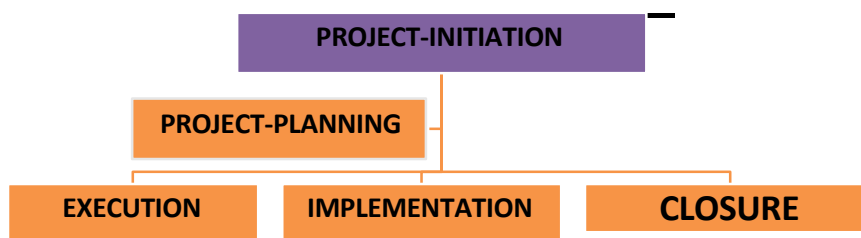
- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Students Action Plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires 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

VI. 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 5minutes	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 minutes	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 /honest effort seen/ considerable work done/ Creative and relevant costumes
PREPAREDNESS	Student/group seems to be unprepared	Some preparedness visible, 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 mispronounced	Speaks clearly, some words are mispronounced	Speaks clearly 90% of the time/ a few mispronounced words	Speaks clearly and distinctly 95% of time/ few mispronounced words	Speaks clearly distinctly 95% of time/ fluency in pronunciation
USE OF PROPS (Theatre/Role Play)	Only 1/no relevant props used	1 to 2 relevant props used	2 to 3 relevant props used	3 to 4 relevant props used	4 to 5 relevant props used
EXPRESSION/ BODY LANGUAGE	Very little use of Facial expressions /body language, does not Generate much interest	Little Use of facial expressions and body language	Facial expressions and body Language are used to try to generate some enthusiasm	Facial expression and body language sometimes generate strong enthusiasm with the topic	Facial expression and body language generate strong enthusiasm with the topic
PORTFOLIO- PRESENTATION	Inadequate & unimpressive	Somewhat suitable & convincing	Adequate & relevant	Interesting, enjoyable & relevant	Brilliant, creative& exceptional

Fine Arts (2024-25)

A student may offer any one of the following course:

- (a) **Painting** (Code No.049)
OR
- (b) **Graphics** (Code No.050)
OR
- (c) **Sculpture** (Code No.051)
OR
- (d) **Applied Art-Commercial Art** (Code No.052)

The following art terminologies for all the four subjects are prescribed only for reference and general enrichment.

1	Six limbs of Indian Painting	Sadangas
2	Fundamentals of Visual Arts	
	Elements	Point, line, colour, tone, texture and space.
	Principles	Unity, harmony, balance, rhythm, emphasis and proportion,
3	Drawing & Painting and materials	Abstraction and stylization, Foreshortening, perspective, eye level, fixed point of view, Vanishing point, ratio-proportion, sketching, drawing light and shade, still- life, land-scape, anatomy, vertical, horizontal, two and three dimensional, transparent and opaque Paper (Cartridge, handmade canvas and Hard-board Handmade, ect.), Pencil, water colour, acrylic colour, transparent
4	Media of Composition	Collage, Mosaic, Painting, Mural, Fresco, Batik Tie and Dye.
5	Sculpture	Relief and round sculpture, modeling with clay, terra-cotta, carving in wood, stone, bronze casting, plaster of Paris and metal welding.
6	Graphics	Linocut, relief printing, etching, Lithography, silkscreen printing,.
7	Applied Art – Commercial Art	Book cover design and illustration, cartoon, poster, Advertisements, newspaper and magazine, animation and printing processes, photography, computer-graphic, hoarding and T.V, letter press and offset printing
8	Portfolio Assessment Method	

Introduction

The Art Portfolio will consist of a compilation of all art works, from sketch to finished product. The submission would include both the original and improved versions of assigned tasks reflective of gradual improvement. Step by step development of the work will be assessed in all units.

Components of a Portfolio:

- Schedule of work
- Research Skills
- Resources and materials
- Study of connections with artists / art movements
- Art making skills
- Personal artist statement
- Studies (e.g., composition/techniques-medium)
- Picture of the final work (reflective skills)
- Evaluation of final work (affective skills)
- Any kind of personalized notes in relation to artwork

Profile of Learners Growth Values and Attitudes Rubric. The learner develops the ability to:

- Respect, appreciate and demonstrate an open mind towards the artistic expression of others
- Appears enthusiastic and willing to study artistic expressions from other cultures or regions of the world that are very different from own.
- Accept different forms and styles and tries to explore their meaning.
- Be sensitive towards other's creations
- Be ready to research and transfer his/her learning to his / her own art
- Take initiative
- Be responsible for his/her own learning and progress
- Apply theoretical knowledge in practical contexts
- Possess information and communication technology skills
- Be resourceful and organize information effectively
- Listen attentively

PORTFOLIO ASSESSMENT FOR FINE ARTS MAY BE DONE ON

THE BASIS OF FOLLOWING CRITERIA

Creativity: Candidates are required to produce evidence that demonstrates a creative approach to problem-solving. Evidence should also include the ability to interpret a given brief and original approaches to produce a solution. Sketchbooks, notebooks and relevant support material should form part of this evidence.

1. Drawing
2. Detailed Study - observation, record, analysis, interpreting a variety of subject
3. Mood reflected
4. Follow-up of the Fundamentals of Visual Arts (Elements and Principles)
5. Message the artist wants to convey

Innovation: The knowledge gained with the help of case study (historical importance, great artist). How has the above been understood in relation to the topic or the theme taken up by the student?

Technique: To foster creativity and self-expression (basic understanding of colour concept and application in relation to colour and texture of the material used by the student). Size, details, proportion required according to the base used for the painting medium chosen according to their art stream. Techniques studied from folk style, contemporary art or traditional art should be used while creating a new concept.

The learners:

- Discover their potential for creativity, self-expression and visual awareness through painting.
- Feel confident with the chosen medium as a means of communicating and generating ideas.
- Develop observation, recording, manipulation and application skills.
- Experiment with a range of media and techniques.
- Relate their work to other artists work and understand the historical context of this work.
- Understand the basic principles of colour.
- Develop critical awareness.

Execution of Work

- Highlight the method of work giving a historical study of the work.
- Originality in the presentation (paintings, sketches, etc.)
- Demonstrate an understanding of basic colour principles, colour mixing and representation.
- Employ a variety of traditional and experimental techniques and processes
- Use a variety of media and materials
- Observe, record, analyses, interpret a variety of subjects, including:
 - the manufactured environment
 - the natural environment
 - the human figure
- Present evidence of personal enquiry and self-expression
- Discuss and relate own work to recognize artists work

- Observe colour in other craft and design areas
- Make informed critical judgment on work in progress

Experimentation

- A. Progressive Work:** Candidates are required to show evidence of research carried out. It is expected that their skills will demonstrate evidence of process and the exploration of a wide range of subjects. An accepted standard of achievement using a range of media and material should be an integral part of the candidate's development.
- B. Skills:** Sound aesthetic judgment and organizational skills should be demonstrated in the process of presented by a candidate.
- C. Logical organization and collection of creations.**
- D. Critical evaluation and aesthetic judgment applied**

(A) PAINTING (Code No. 049)

Introduction

The course in Painting at Senior Secondary stage as an elective subject is aimed to develop aesthetic sense of the students through the understanding of various important well known aspects and modes of visual art expression in India's rich cultural heritage from the period of Indus valley to the present time. It also encompasses practical exercises in drawing and painting to develop their mental faculties of observation, imagination, creation and physical skills required for its expressions.

Objectives

A) Theory (History of Indian Art)

The objective of including the history of Indian Art for the students is to familiarise them with the various styles and modes of art expressions from different parts of India. This would enrich their vision and enable them to appreciate and develop an aesthetic sensibility to enjoy the beauty of nature and life. The students will also have an opportunity to observe and study the evolution of its mutations and synthesis with other style and the rise of an altogether new style. The students should be made aware of art as a human experience. The teachers should be able to expose them to the wide range of artistic impressions, the media and the tools used. The history of Indian art is a long one. Hence the students would be acquainted with brief glimpses of the development of Indian visual art as are required for concept formation. Examples included in the course of study are selected because of their aesthetic qualities and are intended purely as guidelines.

B) Practicals

The purpose of introducing practical exercises in painting is to help and enable the Students:

- To develop skill of using drawing and painting material (surface, tools and equipment, etc.) effectively.
- To sharpen their observation skills through study of common objects and various geometrical and non-geometrical forms found in life and nature.
- To develop their skills to draw and paint these observations.
- To develop an understanding of painting-composition (The use of the elements and the principles of painting-composition).
- To create the forms and the colour schemes in imagination with an ability to express them effectively in drawing and painting.
- To express the different feelings and moods of life and nature in lines, forms and colours.

CLASS–XI (THEORY) (2024-25)
(Code No. 049)

One Theory Paper
Unit wise Weightage

30 Marks
Time: 2 Hours

Units		Periods	Marks
History of Indian Art			
1	Pre-Historic rock paintings and art of Indus Valley	24	10
2	Buddhist, Jain and Hindu Art	24	10
3	Temple Sculptures, Bronzes and Artistic aspects of Indo-Islamic architecture	24	10
		72	30

Unit	Content	24 Periods
1.	A. Pre-Historic Rock-Paintings Introduction 1) Period and Location 2) Study and appreciation of following Pre-historic paintings: i. Wizard's Dance, Bhimbethaka	
	B. Introduction 1) Period and Location. 2) Extension: In about 1500 miles. i. Harappa & Mohenjo-daro (Now in Pakistan) ii. Ropar, Lothal, Rangpur, Alamgirpur, Kali Bangan, Banawali and Dholavira (in India)	
2	Study and appreciation of following: Sculptures and Terra cottas: i. Dancing girl (Mohenjo-daro) Bronze, 10.5 x 5 x 2.5 cm. Circa 2500 B.C. (Collection: National Museum, New Delhi). ii. Male Torso (Harappa) Red lime Stone, 9.2 x 5.8 x 3 cms. Circa 2500 B.C. (Collection: National Museum, New Delhi) iii. Mother Goddess (Mohenjo-daro) terracotta, 22 x 8 x 5 cm Circa 2500 B.C. (Collection: National Museum, New Delhi).	

3	Study and appreciation of following Seal:	
	<ul style="list-style-type: none"> i. 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). 	
Unit 2	Buddhist, Jain and Hindu Art (3rd century B.C. to 8th century A.D.)	24 Periods
1.	General Introduction to Art during Mauryan, Shunga, Kushana(Gandhara and Mathura styles) and Gupta period:	
2.	Study and appreciation of following Sculptures:	
	<ul style="list-style-type: none"> i. Lion Capital from Sarnath (Mauryan period) Polished sandstone, Circa 3rd Century B.C. (Collection: Sarnath Museum, U.P.) 	
	<ul style="list-style-type: none"> ii. Chauri Bearer from Didar Ganj (Yakshi) (Mauryan period) Polished sandstone Circa 3rd Century B.C.(Collection: Patna Museum, Bihar) 	
	<ul style="list-style-type: none"> iii. Seated Buddha from Katra Mound, Mathura-(Kushan Period-Mathura Style) Red-spotted Sand Stone, Circa 3rd Century AD. (Collection: Govt. Museum, Mathura) 	
	<ul style="list-style-type: none"> iv. Jain Tirathankara (Gupta period) Stone Circa 5th Century A.D. (Collection: State Museum, Lucknow U.P.) 	
3.	Introduction to Ajanta Location Period, No of caves, Chaitya and Vihara, paintings and sculptures,subject matter and technique etc.	
Unit 3	Temple Sculpture, Bronzes and artistic aspects of Indo-IslamicArchitecture	24 Periods
(A)	Artistic aspects of Indian Temple sculpture (6 th Century A.D. to 13 th Century A.D.)	
	<ul style="list-style-type: none"> 1) Introduction to Temple Sculpture (6th Century A.D. to 13th Century A.D.) 2) Study and appreciation of following Temple-Sculptures: <ul style="list-style-type: none"> i. Descent of Ganga (Pallava period, Mahabalipuram, Tamil Nadu), granite rock Circa 7th Century A.D. 	
	<ul style="list-style-type: none"> ii. Trimuti (Elephanta, Maharashtra) Stone Circa 9th Century A.D. 	
	<ul style="list-style-type: none"> iii. Lakshmi Narayana (Kandariya Mahadev Temple)(Chandela period, Khajuraho, Madhya Pradesh) Stone Circa 10th Century A.D. 	
	<ul style="list-style-type: none"> iv. Cymbal Player, Sun Temple (Ganga Dynasty,Konark, Orrisa) Stone Circa 13th 	

	Century A.D.	
	v. Mother and Child (Vimal-Shah Temple, Solanki Dynasty, Dilwara, Mount Abu; Rajasthan) whitemarble, Circa 13 th Century A.D.	
(B)	Bronzes :	
	1. Introduction to Indian Bronzes.	
	2. Method of casting (solid and hollow)	
	3. Study and appreciation of following South Indian Bronze:	
	i. Nataraj (Chola period Thanjavur Distt., Tamil Nadu) 12 th Century A.D. (Collection : National Museum, New Delhi)	
(C)	Artistic aspects of the indo-Islamic architecture:	
	1. Introduction	
	2. Study and appreciation of following architecture:	
	i. Qutub Minar, Delhi	
	ii. Gol Gumbad of Bijapur	

CLASS–XI (2024-25)
(PRACTICAL)

One Practical Paper

70 Marks
Time: 6 Hours (3+3)

Unit wise Weightage

Units	Content	Periods	Marks
1	Nature and Object Study	50	25
2	Painting Composition	50	25
3	Portfolio Assessment	48	20
		148	70

Unit 1: Nature and Object Study

25 Marks 50 Periods

Study of two or three natural and geometric forms in pencil with light and shade from a fixed point of view. Natural forms like plants, vegetables, fruits and flowers, etc., are to be used. Geometrical forms of objects like cubes, cones, prisms, cylinders and spheres should be used.

Unit 2: Painting Composition

25 Marks 50 Periods

- (i) Simple exercises of basic design in variation of geometric and rhythmic shapes in geometrical and decorative designs and colours to understand designs as organised visual arrangements. 10 Marks 25 Periods
- (ii) Sketches from life and nature 15 Marks 25 Periods

Unit 3: Portfolio Assessment

20 Marks 48 Periods

- (a) Record of the entire years' performance from sketch to finished product. 10 Marks
- (b) Five selected nature and object study exercises in any media done during session including the minimum of two still life exercises. 05 Marks
- (c) One selected work of paintings composition done during the year 03 Marks
- (d) Two selected works of paintings done during the year 02 Marks

These selected works prepared during the course by the candidates and certified by the school authorities as the work done in the school will be placed before the examiners for assessment.

Note:

1. The candidates should be given one hour-break after first three hours.
2. The time-table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

**PAINTING (Code No. 049)
CLASS–XII (2024-25)**

Theory

Maximum Marks:30

Time allowed: 2 hours

Unit wise Weightage

Time: 2 Hours

Unit1(a)	Content	Periods	Mark s
1	The Rajasthani and Pahari Schools of Miniature Painting	24	10
2	The Mughal and Deccan Schools of Miniature Painting	24	10
3	The Bengal School of Painting and the Modern Trends in Indian Art	24	10
		72	30

(a)	The Rajasthani and Pahari Schools of Miniature Painting (16th Century A.D. to 19th Century A.D.) A brief introduction to Indian Miniature Schools: Western-Indian, Pala, Rajasthani, Mughal, Central India, Deccan and Pahari.	18 Periods
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Unit 1

(a) The Rajasthani School:

1. Origin and Development
2. Sub-Schools-Mewar, Bundi, Jodhpur, Bikaner, Kishangarh and Jaipur
3. Main features of the Rajasthani School
4. Appreciation of the following Rajasthani paintings

Title	Painter	Sub-School
Maru-Ragini	Sahibdin	Mewar
Chaugan Players	Dana	Jodhpur
Krishna on swing	Nuruddin	Bikaner
Radha (Bani- Thani)	Nihal Chand	Kishangarh
Bharat Meets Rama at Chitrakuta	Guman	Jaipur

(b)The Pahari School:

1. Origin and development
2. Sub-Schools-Basohli, Guler, Kangra, Chamba and Garhwal
3. Main features of the Pahari School
4. Appreciation of the following Pahari paintings:

Title	Painter	Sub-School
Krishna with Gopis Nand, Yashoda and	Manaku	Basohli
Krishna with Kinsmen Going to Vrindavana	Nainsukh	Kangra

Unit 2

The Mughal and Deccan Schools of Miniature Painting
(16th Century AD to 19th Century A.D.)

18 Periods

(a) The Mughal School

1. Origin and development
2. Main features of the Mughal School
3. Appreciation of the following Mughal Paintings:

Title

Painter

Krishna Lifting Mount Govardhana

Miskin

Falcon on a Bird-Rest

Ustad Mansoor

Kabirand Raidas

Ustad Faquirullah Khan

Marriage Procession of Dara Shukoh

Haji Madni

(b) The Deccan School

1. Origin and development
2. Main features of the Deccan School
3. Appreciation of the following Deccan paintings:

Title	Painter	Sub-School
Hazrat Nizamuddin Auliya and Amir Khusro	Unknown	Hyderabad
Chand Bibi Playing Polo (Chaugan)	Unknown	Gol Konda

Unit 3:	The Bengal School of Painting and the Modern trends in Indian Art	24
(a)	(About the beginning to mid of the 20th Century)	Periods
(i)	National Flag of India and the Symbolic significance of its forms and the colours.	
(ii)	Introduction to the Bengal School of Painting (i) Origin and development of the Bengal School of Painting (ii) Main features of the Bengal School of Painting	

(iii)	Appreciation of the following paintings of the Bengal school: (i) Journey's End – Abanindranath Tagore (ii) Shiv and Sati- Nandla Bose (iv) Radhika - M.A.R.Chughtai (v) Meghdoot - Ram Gopal Vijaivargiya Contribution of Indian artists in the struggle for National Freedom Movement.	
(b)	The Modern Trends in Indian Art Appreciation of the following contemporary (Modern) Indian Art	
(i)	Paintings: (i) Rama Vanquishing the Pride of the Ocean – Raja Ravi Varma (ii) Mother and child – Jamini Roy (iii) Haldi Grinders - Amrita Sher Gill (iv) Mother Teresa - M.F.Husain	
(ii)	Graphic - prints: (i) Children – Somnath Hore (ii) Devi – Jyoti Bhatt (iii) Of Walls - AnupamSud (iv) Man, Woman and Tree - K. Laxma Goud	
(iii)	Sculptures: (i) Triumph of Labour - D. P. Roychowdhury (ii) Santhal Family - RamkinkarVaij (iii) Cries Un - heard – Amar Nath Sehgal (iv) Ganesha - P.V. Janaki Ram	

The names of artists and titles of their artworks as listed above are only suggestive and in no way exhaustive. Teachers and students should expand this according to their own resources. However, the questions will be set from the above mentioned artworks only.

PAINTING (Code No. 049)
CLASS–XII (2024-25)

Practical

Maximum Marks:70

Time allotted: 6 hours (3+3)

Unit wise Weightage

Unit	Content	Periods	Marks
1	Nature and Object Study	50	25
2	Painting Composition	50	25
3	Portfolio Assessment	48	20
	Total	148	70

Unit 1	Nature and Object study Studies on the basis of exercises done in class XI with two or three objects and two draperies (in different colours) for background and foreground. Exercises in pencil with light and shade and in full colour from a fixed point of view.	25 marks 50 Periods
Unit 2:	Painting Composition Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values.	25 marks 50 Periods
Unit 3:	Portfolio Assessment	20 marks 48 Periods
a)	Record of the entire year's performance from sketch to finished product.	10 marks
b)	Four selected nature and object study exercises in any media done during the session	5 marks
c)	Two selected works of paintings composition done by the candidate during the year	3 marks
d)	One selected work based on any Indian Folk Art (Painting)	2 marks

These selected works prepared during the course by the candidate and certified by the school authorities as the work done in the school will be placed before the examiners for assessment

Note:

1. The candidates should be given one hour-break after first three hours.
2. The time-table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

Guidelines for Evaluation of Practical

1. Marking Scheme:

Part I: Nature and Object Study,	25 marks
(i) Drawing (composition)	10
(ii) Treatment of media/colours	05
(iii) Overall impression	10
Part II: Painting Composition	25 marks
(i) Compositional arrangement including emphasis on the subject	10
(ii) Treatment of media (colour) and appropriate colour scheme	05
(iii) Originality, creativity and overall impression	10

Part III : Portfolio Assessment	20 marks
(i) Record of the entire year's performance from sketch to finished product.	10
(ii) Four selected nature and object study exercises in any media	05
(iii) Two selected painting compositions prepared by the candidate	03
(iv) One selected works based on any Indian Folk Art (Painting)	02

2. Format of the Questions:

Part I: Nature and Object Study

Draw and paint the still-life of a group of objects arranged on a drawing board before you, from a fixed point of view (given to you), on a drawing paper of half imperial size in colours. Your drawing should be proportionate to the size of the paper. The objects should be painted in realistic manner with proper light and shade and perspective, etc. In this study the drawing board is not to be included. Note: A group of objects to be decided by the external and internal examiners jointly as per instructions. The objects for nature study and object study are to be arranged before the candidates.

Part II: Painting Composition:

Make a painting - composition on any of the following five subjects in any medium (water/pastel, tempera, acrylic) of your choice on a drawing-paper of half imperial size either horizontally or vertically. Your composition should be original and effective. Weightage will be given to a well composed drawing, effective use of media, proper emphasis on the subject matter and utilization of full-space.

Note: Any five subjects for painting composition are to be decided by the external and internal examiners jointly as per instructions and are to mentioned here strictly just before the start of the examination for part II.

3. (A) Instructions for the selection of the objects for Nature and Object Study:

1. The examiners (Internal and External) are to select/decide two or three suitable

objects in such a way so that natural and geometrical forms may be covered in the group of objects:

- (i) Natural-forms-large size foliage and flowers, fruits, and vegetables, etc.
 - (ii) Geometrical forms made of wood/plastic/paper/metal/earthen, etc., such as cube, cone, prism, cylinder and sphere.
2. Objects should be selected generally of large (suitable) size. 3. An object relating to nature, according to the season and location of the examination centre, must be included in the group of objects. The natural-objects should be purchased/arranged only on the day of the examination so that its freshness may be maintained. 4. Two draperies in different colours (one in dark and other in light tone) are also to be included for background and foreground, keeping in view the colours and tones of the objects.

(A) Instructions to decide the subjects for Painting-Composition:

1. The examiners (Internal and External) are to select/decide five subjects suitable for painting – composition
2. The subjects should be so designed that the candidates may get clear-cut ideas of the subjects and they can exercise their imagination freely, because it is not important what you do, but how you do it.
3. The examiners (Internal and External) jointly are free to select/decide the subjects, but these should be according to the standard of Class XII and environment of the school/candidates.

Some identified areas of the subjects for painting-composition are given below, in which some more areas may also be added:

- (i) Affairs of family friends and daily life.
- (ii) Affairs of family professionals.
- (iii) Games and sports activities.
- (iv) Nature
- (v) Fantasy
- (vi) National, religious, cultural, historical and social events and celebrations.

4. General Instructions to the examiners:

1. Candidates should be given one hour break after first three hours.
2. Work of the candidates, for Parts I, II and III, are to be evaluated on the spot jointly by the external and internal examiners.
3. Each work of Part I, II and III, after assessment is to be marked as "Examined" and duly signed by the external and internal examiners jointly.

B. GRAPHICS (Code No. 050)

Introduction: The Course in Graphics at Senior Secondary stage as an elective subject is aimed to develop aesthetic sense of the students through the understanding of various important, well known aspects and modes of Visual art expression in India's rich cultural heritage from the period of Indus Valley to the present time. It encompasses also a wider range of practical exercises in making of graphic prints for developing their mental faculties of observation, imagination, creation and physical & technical skills.

Objectives

A) Theory

Note: As the syllabus of Graphics (Theory) is the same as that of Painting (Theory), its objectives are same.

B) Practical

The purpose of introducing practical exercises in graphics is to help and enable students to make simple compositions in monochrome and in colours through the various print-making techniques using methods and material specifically prescribed for adequate results. The students should be introduced to the subject by giving a short history of the print making techniques. They should be given exercises to inculcate respect for the tools and apparatus- used in the various processes including their maintenance and proper handling.

Graphics Code No. 050
CLASS–XI (2024-25)

Theory

Maximum Marks:30

Time allowed: 2 hours

Unit wise Weightage

Units	Content	Period	Marks
1 a)	Six Limbs of Indian Painting & Fundamental of Visual Arts (Elements & Principles)	24	10
b)	Pre-Historic Rock-Paintings and Art of Indus Valley		
2	Buddhist and Jain and Hindu Art	24	10
3	Temple Sculptures, Bronzes and Artistic aspects of Indo- Islamic Architecture	24	10
	Total	72	30

Note: The Syllabus of Graphics (Theory) for Class XI is the same as that of Painting (Theory) for class XI given earlier.

Graphics Code No. 050
CLASS–XI (2024-25)

Practical

Maximum Marks:70

Time allowed: 6 Hours

(3+3)Unit wise Weightage

Unit	Content	Period	Marks
1	Relief Printing through Linocut/Woodcut/Paper-cardboard	100	50
2	Portfolio Assessment	48	20
	Total	148	70

Unit 1:	To make Linocut/Woodcut/Paper-cardboard print on 1/4 Imperial sheet on a given subject Syllabus for Relief Printing (Lonocuts/Woodcuts/Paper-cardboard Prints). 1. Printing methods and materials. 2. Characteristics of printing inks, solvents, and dyes. 3. Registration methods. 4. Simple, colour printing techniques. 5. Finishing and mounting of the print.	100 Periods
Unit 2:	Portfolio Assessment	48 Periods
a)	Record of the entire year's performance from sketch to finished product	10 Marks
b)	Three selected prints (either from Linocuts/Woodcuts/Paper-cardboard prints) from the works prepared during the course	05 marks
c)	Four selected prints based on Indian Folk Art	05 marks

These selected works prepared during the course by the candidate and certified by the school authorities as the work done in the school will be placed before the examiners for assessment

Notes:

1. The candidates should be given one hour break after first three hours.
2. The time-table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

Graphics (Code No. 050)
CLASS–XII (2024-25)

Theory
Time allowed:2 Hours
Unit wise Weightage

Maximum Marks:30

Unit		Period	Marks
1 (a)	Six Limbs of Indian Painting & Fundamental of Visual Arts (Elements & Principles)		
(b)	The Rajasthani and Pahari Schools of Miniature Painting	24	10
2	The Mughal and Deccan schools of Miniature Painting	24	10
3	The Bengal School of Painting and the Modern Trends in Indian Art	24	10
		72	30

Note: The Syllabus of Graphics (Theory) for Class XII is the same as that of Painting (Theory) for class XII given earlier.

Graphics Code No. 050
CLASS–XII (2024-25)

Practical
Time allowed: 6 hours.
Unit wise Weightage

Maximum Marks:70

Unit	Content	Period	Marks
1	Making of graphic-print through Serigraphy/Lithography/Etching and Engraving (IntaglioProcess) techniques	100	50
2	Portfolio Assessment	48	20
	Total	148	60

Note: The students in the class are expected to opt for any one of the following media depending upon the facilities available in their schools.

S.No.	Units	Periods
1 a)	Serigraphy 1. The history of stencils and silkscreen. 2. Methods and materials. 3. The use and maintenance of the squeeze. 4. Sealing, registration for colour, work and preparation for printing. 5. Solvents for cleaning, use and characteristics of printing inks. 6. Finishing and mounting of the print.	120 Periods
	OR	
b)	Lithography 1. Introduction: Short history and the methods and material used in producing lithographic prints 2. The use and characteristics of the Litho stone/Zincplates. 3. The use of lithographic chalks and ink (Tusche). 4. Preparing for printing and use of various chemicals inking and taking proofs. 5. Papers used in lithography and getting the final print. 6. Finishing and mounting of the print.	100 Periods
	OR	
C)	Etching and Engraving (Intaglio Process) 1. Introduction to intaglio technique with a short history, methods and materials, Etching process. 2. Preparing the plate and laying the ground (resist) and Inking. 3. Characteristics of different types of grounds. 4. Characteristics and use of various acids. 5. Colour etching, use of stencils and marks.	120 Periods

GUIDELINES FOR EVALUATION OF PRACTICAL

1. Marking Scheme:

Part I: Graphic-Composition (print making)	50 marks
(i) Emphasis on the subject	10
(ii) Handling on the material and technique of print-making	10
(iii) Composition and quality of print	30
Part II: Portfolio Assessment	20 marks
(a) Record of the entire year's performance from sketch to finished product.	10
(b) Five selected Prints	10
(c) Five selected prints based on Indian Folk Art – Lino-cut/Wood-cut/paper-card based prints	

2. Format of the questions:

These selected works prepared during the course by the candidates and certified by the school authorities as the work done in the school will be placed before the examiners for assessment.

Part I: Graphic Composition (print-making)	50 marks
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- Choose one of the print-making medium available and taught in your school viz. serigraphy, lithography, etching and engraving.
- Make a Graphic-Composition on any one of the five subjects given below according to the possibility and suitability of the medium:
- (**Note:** Any five suitable subjects for “Graphic-Composition (Print-making)” are to be decided by the internal and external examiners jointly in accordance with the instructions are to be mentioned here).
- Make use of line, tone and texture, exploiting the medium fully to realize composition. Print your composition in one or two colours.
- Pay special attention to print quality and cleanliness. Submit two identical prints along with all the rough layouts as your final submission.

Size of the plate:

- | | |
|---------------------------|---------------|
| (i) Serigraphy | 30 cm x 20cm. |
| (ii) Lithography | 30 cm x 20cm. |
| (iii) Etching & engraving | 30 cm x 20cm. |

Instructions to decide the subjects for Graphic –Composition:

1. The external and internal examiners jointly are to select/decide five subjects suitable for Graphic Composition (print-making).
2. Each subject should be so designed that the candidate may get a clear-cut idea of the subject however, any candidate can perceive a subject in his/her own way but graphic quality must be maintained in the composition.
3. The examiners are free to select/decide the subjects, but these should be according to the standard of class XII and environment of the school/candidates.

Some identified areas of the subjects for Graphic-Composition (Print-making) are given below in which some more areas may be added, if needed:

- (i) Affairs of family, friends and daily life.
- (ii) Affairs of family professionals.
- (iii) Games & Sports Activities.
- (iv) Nature.
- (v) Fantasy.
- (vi) National, religious and cultural, historical and social events and celebrations.
- (vii) Historical monuments
- (viii) Folk and classical dances/theatres
- (ix) Traditional/ancient sculpture and painting
- (x) Relevant social issues

4. Instructions to the examiners:

1. Candidates should be given one hour break after first three hours.
2. Work of the candidates for part I & II is to be evaluated on the spot by the external and internal examiners jointly
3. Each work of parts I & II, after assessment, is to be marked as examined and duly signed by the external and internal examiners.

(C)

SCULPTURE (Code No.051)

Introduction

The Course in sculpture at Senior Secondary stage as an elective subject is aimed at developing aesthetic sense of the students through the understanding of various important, well known aspects and modes of visual art expression in India's rich cultural heritage from the period of Indus Valley to the present time. It encompasses also a wide range of practical exercises in making of various sculptures for developing their mental faculties of observation, imagination and creation and the physical and technical skills.

Objectives:

A) THEORY

Note: As the syllabus of Sculpture (Theory) is the same as that of Painting (Theory), its objectives re same.

B) PRACTICAL

The purpose of introducing practical exercises in sculpture is to help and enable the students to make sculptures. All assignments should be designed to understand problems of volume, weight, play of form in space, etc., as against rendering on flat two dimensional. Adequate technical skills may be provided depending on the facilities available.

Sculpture Code No. 051
CLASS–XI (2024-25)

Theory

Maximum Marks:30

Time allowed: 2 Hours

Unit wise weightage

Unit		Periods	Marks
1 a)	Six Limbs of Indian Painting & Fundamental of Visual Arts (Elements & Principles)	24	10
b)	Pre-Historic Rock-Painting and Art of Indus Valley		
2	Buddhist, Jain and Hindu Art	24	10
3	Temple Sculptures, Bronzes and Artistic aspects of Indo-Islamic Architecture	24	10
	Total	72	30

Note: The Syllabus of Sculpture (Theory) for Class XI is the same as that of Painting (Theory) for Class XI given earlier.

Sculpture (Code No. 051)
CLASS–XI (2024-25)

Practical
Time allowed: 6
hours Unit wise
Weightage

Maximum Marks:70

Unit	Content	Periods	Marks
1	Modeling in Relief (in clay or plaster of Paris)	50	20
2	Modeling in Round (in clay or plaster of Paris)	50	20
3	Portfolio Assessment	48	20
	Total	148	60

Unit 1:	Modeling in relief on given subjects from life and nature	50 Periods
Unit 2:	Modeling in round on given subjects from life and nature. Handling of clay and its techniques, pinching, coiling, rolling, etc.	50 Periods
Unit 3:	Portfolio Assessment	48 Periods
a	Record the entire year's performance from sketch to finished product	10 marks
b	Four selected pieces of works prepared during the course by the candidate	5 marks
c	Three selected pieces based on Indian Folk Art (Sculpture – Round or Relief)	5 marks

The selected pieces prepared during the course by the candidate and certified by school authorities as works executed in the school are to be placed before the examiners for assessment.

- Use of clay composition in hollow for baking.
- Modelling of simplified human figures, birds, animals and plants in relief and round. Geometrical shapes like cube, cone, cylinder, etc., and their composition in relief as an exercise 10 marks in design study of textures. Use of plaster of Paris.

Note:

1. The candidate should be given one hour break after first three hours.
2. The time table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

Sculpture (Code No . 051)
Class XII (2024-25)

Theory

Maximum Marks:30

Time allowed: 2 Hours

Unit wise weightage

Unit		Period	Marks
1 a)	Six Limbs of Indian Art Painting & Fundamental of Visual Arts (Elements & Principles)	24	10
b)	The Rajasthani and Pahari Schools of Miniature Painting		
2	The Mughal and Deccan Schools of Miniature Painting	24	10
3	The Bengal School of Painting and the Modern Trends in Indian Art	24	10
	Total	72	30

Note: The Syllabus of Sculpture (Theory) for Class XII is the same as that of Painting (Theory) for Class XII given earlier.

**Sculpture (Code No . 051)
Class XII (2024-25)**

Practical

Maximum Marks:70

Time allowed: 6 hours. (3+3)

Unit wise Weightage

Unit	Content	Period	Marks
1	Modeling in Relief (Clay and plaster of Paris)	50	25
2	Modeling in Round (clay and plaster of Paris)	50	25
3	Portfolio Assessment	48	25
	Total	148	70

Unit 1: Modeling in relief* 50Pds

Unit 2: Modeling in round* 50Pds

Unit 3: Portfolio Assessment 48Pds

a) Record of the entire year's performance from sketch to finished product. Four pieces of work prepared during the course selected by the candidate. 10 Marks

b) One selected piece based on Indian folk Art Marks (Sculpture- Round or Relief) 10

* Use of clay composition in hollow for baking.

* Modelling of simplified human figures, birds, animals and plants in relief and round. Geometrical shapes like cube, cone, cylinder, etc., and their composition in relief as an exercise in design study of textures. Use of plaster of Paris.

The selected pieces prepared during the course by the candidate and certified by school authorities as works executed in the school are to be placed before the examiners for assessment.

Note:

1. The candidate should be given one hour break after first three hours.
2. The time table to be so framed as to allow the students to work continuously for minimum of two Periods at a stretch.

GUIDELINES FOR EVALUATION OF PRACTICAL

1. Marking Scheme:

Part I: Modeling in Relief		
(i) Composition including emphasis on the subject	10	
(ii) Handling of media	05	25 Marks
(iii) Creative approach and overall impression	10	
Part II: Modeling in Round		
(i) Composition including emphasis on the subject	10	
(ii) Handling of media	05	25 Marks
(iii) Creative approach and overall impression	10	
Part III: Portfolio Assessment		
(a) Record of the entire year's performance from sketch to finished product.	10	
(b) Three works of sculpture consisting of:	10	
(i) One sculpture in relief (High Relief)	2.5	20 Marks
(ii) One sculpture in relief (Low Relief)		
(c) One Sculpture in round	05	
(d) One selected works of sculpture based on any Indian Folk Art (Sculpture)	05	

These selected works prepared describe the course by the candidates and certified by the school authorities the work done in the school will be placed before the examiners for assessment.

2. Format of the questions: Part I: Modelling in Relief:

Make a sculpture in Relief (low/high) on any one of the following five subjects. The size should be within 25 to 30 cm. (horizontally or vertically) and about 4 cm. in thickness from the board.

(Note: Any five suitable subjects for "Modeling in Relief" are to be decided by the external and internal examiners jointly in accordance with the instructions and are to be mentioned here).

Part II: Modeling in Round:

Prepare a sculpture in round, in clay medium, on any one of the following five subjects. The height should be within 25 to 30 cm, horizontally or vertically.

Note: Any five suitable subjects for "Modelling in Round" are to be decided in accordance with the instructions and are to be mentioned here strictly just before the start of the examination for Part II.

3. Instructions to decide the subjects for Modeling in Relief and Round:

The examiners (Internal and External) are to select/decide five subjects suitable for modeling in relief and five subjects for modeling in round. The subjects for "Modelling in Round" are to be conveyed to the candidates strictly just before the start of the examination for Part II.

1. Each subject should be so designed that the candidate may get a clear-cut idea of the subject, however, a candidate can perceive a subject in his/her own way. Distortion of human/animal forms may be allowed.
2. Choice of high or low relief should remain open to the candidates.
3. The examiners (Internal and External) are free to decide the subjects but they should be according to the standard of class XII and environment of the school/candidates. Some identified areas of the subjects for Modeling in Relief are given below in which some more areas may also be included:
 - (i) Nature Study;
 - (ii) Design, natural, decorative, stylized and geometrical:
 - (iii) Family, friends and daily life;
 - (iv) Birds and animals;
 - (v) Games and sports activities;
 - (vi) Religious, social and personal activities;
 - (vii) Cultural activities;
 - (viii) Ideas - Personal, social, local, provincial, national and international.

4. General instructions to the examiners:

1. Candidates should be given one hour break after first three hours.
2. Work of the candidates of Parts I, II and III, is to be evaluated on the spot by the external and internal examiners jointly.
3. Each work of Parts I, II and III, after assessment, is to be marked as examined and duly signed by the external and internal examiners.
4. Finishing and mounting of the prints.

Unit 2: Record of the entire year's performance from sketch to finished product **10**

- a) Three selected prints prepared during the course by the candidate and certified by the school authorities as works done in the school and to be placed before the external examiner for assessment.

Note: The time table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

(D)

APPLIED ART (COMMERCIAL ART)

(Code No.052)

Introduction

The course in Applied Art (Commercial Art) at Senior Secondary stage as an elective subject is aimed to develop aesthetic sense of the students through the understanding to various important, well known aspects and modes of visual art expression in India's rich cultural heritage from the period of Indus Valley to the present time. It encompasses also a wide range of practical exercises in commercial art for developing their mental faculties of observation, imagination, creation and physical and technical skills.

Objectives

A) THEORY

Notes: As the syllabus of Applied Art-Commercial Art (Theory) is the same as that of Painting (Theory), its objectives are same.

B) PRACTICAL: The purpose of introducing practical exercises in Applied Art (Commercial Art) is to help and enable the students to develop professional competence in making Model Drawing Lettering, layout preparation and poster so that they can link their lives with productivity.

APPLIED ART (COMMERCIAL ART)
(Code No. 052)
CLASS–XI (2024-25)

Theory
Time allowed: 2 Hours

Maximum Marks:30

Unit		Period	Marks
1 (a)	Six Limbs of Indian Art Painting & Fundamental of Visual Arts (Elements & Principles)		
(b)	Pre-Historic Rock-Paintings and Art of Indus Valley	12	10
2	Buddhist, Jain and Hindu Art	24	10
3	Temple Sculpture Bronze and Artistic aspects of Indo-Islamic Architecture	36	10
	Total	72	30

Note: The Syllabus of Applied Art-Commercial Art (Theory) for Class XI is the same as that of Painting (Theory) for Class XI given earlier.

APPLIED ART -COMMERCIAL ART (PRACTICALS)
(Code No. 052)
CLASS–XI (2024-25)

Practical

Maximum Marks:70

Time allowed: 6 hours. (3+3)

Unit		Period	Marks
1	Drawing	50	25
2	Lettering and layout	50	25
3	Portfolio Assessment	48	20
	Total	148	70

Unit 1	Drawing Drawing from Still-Life and Nature, medium-pencilmonochrome/colour.		50 Pds.
Unit 2	(a) Lettering Study of lettering of Roman and Devnagri Scriptsidentification of some type-faces and their sizes		50 Pds.
	(b) Layout Making a simple layout with lettering as the main component.		
Unit 3	Portfolio Assessment (a) Record of entire year's performance from sketch to finishedproduct	10 Marks	48 Pds.
	(b) Four selected drawings in any media done during	05 Marks	
	(c) Two selected works in chosen subject done duringthe year.	02 Marks	
	(d) Two selected works based on Indian Folk Art	03 Marks	

These selected works prepared during the course by the candidates and certified by the schoolauthorities the work done in the school will be placed before the examiners for assessment.

Notes:

1. The candidate should be given one hour break after first three hours.
2. The time table to be so framed as to allow the students to work continuously for minimum of periods at a stretch.

APPLIED ART -COMMERCIAL ART (Code No. 052)
CLASS–XII (2024-25)

Theory

Maximum Marks: 30

Time: 2 Hour Unit wise Weightage

Unit		Period	Marks
1 a	Six Limbs of Indian Art Painting & Fundamental of Visual Arts (Elements & Principles)		
b	The Rajasthani and Pahari Schools of Miniature Painting	24	10
2	The Mughal and Deccan Schools of Miniature Painting	24	10
3	The Bengal School of Painting and the Modern Trends in Indian Art	24	10
	Total	72	30

Note: The Syllabus of Applied Art-Commercial Art (Theory) for Class XII is the same as that of Painting (Theory) for Class XII given earlier.

APPLIED ART -COMMERCIAL ART (Code No. 052)

CLASS–XII (2024-25)

Practical

Maximum Marks:70

Time allowed: 6 hours. (3+3)

Unit		Period	Marks
1	Illustration	50	25
2	Poster	50	25
3	Portfolio Assessment	48	20
	Total	148	70

Unit 1	Illustration Study of techniques of illustration on given subjects and simple situations supported by drawing from life and outdoor sketching in different media suitable for printing.	25 marks 50 Periods
Unit 2	Poster Making a poster with specified data and slogan on a given subject in two or three colours.	25 marks 50 Periods
Unit 3	Portfolio Assessment (a) Record of the entire years performance from sketch to finished product. (b) Four selected drawings in any media done during the year including minimum of two illustrations (c) Two selected posters in chosen subject. (d) Two selected works based on Indian Folk Art	20 marks 48 Periods 10 05 03 02

These selected works proposed during the course by the candidates and certified by the school authorities the works done in the school will be placed before the examiners for assessment.

Note: The time table to be so framed as to allow the students to work continuously for minimum of two periods at a stretch.

**Guidelines for Evaluation of Practical
Marking Scheme:**

PartI: Illustrations

25 Marks

(i) Composition including quality of drawing	10
(ii) Emphasis on the subject with a specific situation	05
(iii) Reproducing quality and overall impression	10

PartII: Poster

25 Marks

(i) Layout and Lettering	10
(ii) Emphasis on the subject	05
(iii) Proper colour scheme, overall impression and reproducing quality	10

Part III: Portfolio Assessment

25 Marks

- (a) Record of the entire year's performance from sketch to finished product. 10
- (b) Five selected drawings in any media including minimum of two illustrations. 05
- (c) Two selected posters in chosen subjects. 10
- (d) Two selected works based on Indian Folk Art

1. Format of the questions:

Part: Illustration

Make an illustration in black and white in any colour media on any one of the following five subjects with a specific situation.

Size of the illustration: 30 cm x 22 cm.

Note: Any five suitable subjects or illustration, decided by the external and internal examiners jointly in accordance with the instructions are to be mentioned here.

Part II: Poster

Prepare a poster-design with specified data and slogan in English/Hindi/Regional language, in three flat colours, on any one of the following five subjects. The designing of the poster should have balanced use of typography and illustration.

Size of the Poster-design: 1/2 imp size.

3. A) Instructions to decide the subjects for illustration:

1. The examiners (Internal and External) are to select/decide five suitable subjects.
2. Each subject should be given a specific situation, which is a main characteristic of an illustration.
3. Each subject should be so designed that the candidate may get a clear-cut idea of the subject and they can illustrate a specific situation based on given subject as.
4. The examiners (Internal and External) are free to decide the subjects but these should be according to the standard of the class XII and environment of the school/candidates.

Some identified areas of the subjects for illustration are given below, in which some more areas may be added if needed.

Subject with a specific situation:

- (i) Family and friends in daily life.
- (ii) Professionals/professions.
- (iii) Games and sports.
- (iv) Nature.
- (v) National events and celebrations.
- (vi) Religious events and festivals.
- (vii) Culture-Dance, Drama, Music and Art.

B) Instructions to decide the subjects for Poster-design:

1. The examiners (Internal and External) are to select/decide five subjects suitable for poster design.
2. Each subject should be given a specified data and slogan.
3. The data and slogan should be so framed/designed that the candidates may get a clear-cut idea of the subject.
4. The examiners (Internal and External) must give the subjects data and slogan according to the standard of Class XII and environment of the school/candidates.

Some identified areas for poster-design are given below, in which some more areas/subjects may be added.

1. For Advertise Mention:

- (i) Excursion/Tourism
- (ii) Cultural activities
- (iii) Community and nature development
- (iv) Ideas-Social, national and international
- (v) Commercial products

2. Instructions to the examiners:

1. Candidates should be given one hour break after first three hours.
2. Work of the candidates for Parts I, II and III is to be evaluated on the spot by the and internal examiners jointly.

3. Each work of parts I, II and III, after assessment, is to be marked as examined and signed by the external and internal examine.



GENERAL STUDIES

Subject Code:503

Syllabus

Classes XI & XII

2024-25





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RATIONALE

General Studies can be defined as a multi-disciplinary approach with the content from different fields of studies. The aim of teaching General Studies to secondary school students is to provide a comprehensive education that equips them with the knowledge and skills they need to succeed in all aspects of their lives. At the senior school stage there is an element of specialization due to which the students do not get exposed to some vital disciplines/areas of study that are not covered in their specialized field. The subject therefore focuses on developing critical thinking, problem-solving, communication skills, as well as fostering social and cultural awareness, promoting civic responsibility, and encouraging independent learning. It also promotes personal and social development and prepares students for life-long learning. By covering a range of subjects and skills, General Studies aims to give students a broad base of knowledge and the ability to apply it in real-world situations.

All these enrich the learner for an individual development and nation at large. Students who take up General Studies will possess the competitive advantage. It will also stimulate constructive thinking about the possible forms in advanced courses. It widens the horizons and develops the personal interests in students with a focus on Cultural, Social and Scientific domains.

LEARNING OBJECTIVES

- The Learning objectives of teaching General Studies are as follows:
- General Studies aims to teach students how to analyze, evaluate, and interpret information in a systematic manner.
- General Studies teaches students about their rights and responsibilities as citizens and encourages them to participate in their communities.
- The subject provides students with opportunities to apply their knowledge to real-world situations and to develop their problem-solving skills.
- It helps students develop pride in the rich cultural heritage as well as in the multipronged achievements of the country in various fields such as politics, agriculture, Science and technology, education and industry.
- General Studies helps students develop their verbal and written communication skills, enabling them to effectively express their ideas and opinions, be conversant with contemporary socio-economic problems of the country like illiteracy, poverty, social disharmony, sex or caste discrimination etc.
- The subject promotes self-directed learning and encourages students to take an active role in their own education.



- General Studies helps students understand themselves and others better and develop the skills needed for positive relationships.
- It helps to prepare students for life-long learning by providing a foundation of knowledge and skills that students can build upon throughout their lives.



COURSE STRUCTURE- CLASS IX

S.No	Unit	No. of periods
UNIT 1	Science and Technology <ul style="list-style-type: none">• Application of Science and Technology• Emerging Technologies• Science and Technology in the Social Context	10
UNIT 2	Current trends in Socio-economic Structure <ul style="list-style-type: none">• Current Trends in Socio Economic Structure• Socio Economic Structure• Implementing Social Protection Strategies• Limitations and Uncertainties of Socio Economic Structure	10
UNIT 3	Nation Building <ul style="list-style-type: none">• Meaning and Importance of National Integration• Historical Context of Nation Building• The role of Education and the Media in Nation Building• Challenges and Limitations to Nation Building	12
UNIT 4	Promoting Global Understanding <ul style="list-style-type: none">• Global Conflict analysis and Resolution• Global Voices• Global Environmental Ethics• Global Understanding through Travel And Tourism	10
UNIT 5	Workforce Education Skills <ul style="list-style-type: none">• Soft skills• Digital Skills• Industry Specific Skills• Financial literacy	12



COURSE STRUCTURE- CLASS XII

S.No	Unit	No. of periods
UNIT 1	<ul style="list-style-type: none">• Science and Society• Nature of Science• Science as a Social Enterprise	10
UNIT 2	Contemporary Problems of Indian Society <ul style="list-style-type: none">• Issues related to women• Health Care System• Contemporary phase	10
UNIT 3	Career Pathways <ul style="list-style-type: none">• Goal Setting• Common career paths• Internship as a medium of transition from Schools to Universities	12
UNIT 4	Social Responsibility <ul style="list-style-type: none">• Types of Social responsibility• Role of Students within a group• Principles of Socially Responsible behaviour	10
UNIT 5	Human Rights <ul style="list-style-type: none">• The Universal Declaration of Human Rights and its significance• The responsibility of individuals, communities, and businesses in promoting human rights• The relationship between human rights and sustainable development	12



GUIDELINES FOR INTERNAL ASSESSMENT

General studies focus on the “affective domains” by exposing students to be a better global citizen. Even though it is a subject for internal assessment, students can be assessed through activities to make the subject more interactive and interesting.

The aim of assessing is not to evaluate the students based on the knowledge that they have acquired. The assessment is to ensure that they are sensitized towards the development of personal, social, environmental tolerance and the awareness towards our constitution and global understandings.

Teachers can determine the frequency of assessment based on intensity of the content and the requirements of the topics. The assessment activities will be focusing on the 21st century skills and experiential learning which provides a holistic approach to the learners to understand the world and the Nation at large. These assessments can be done through “Multiple Assessment Techniques” like surveys, debates, researches, reviews and many more.

MULTIPLE ASSESSMENT TECHNIQUES

The subject teachers would determine the type and frequency of multiple assessments. This would make assessment more comprehensive and provide schools/teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning, such as, quizzes, project-work, Self and peer assessment, collaborative projects, experiments, classroom demonstrations, etc. Developing simple scoring criteria and rubrics becomes of equal importance when deciding to use a particular technique.

SUGGESTIONS TO THE TEACHERS

Teachers should encourage participation of each student in some activity or the others. They must ensure that no child is left out from participation in activities organized at school. Consider using rubrics to assess student performance. Rubrics provided in the annexures make it easier for teachers to evaluate student work. Examine the behaviour / skills / competencies of children in the class on all possible occasions, teachers will maintain records of the performance of learners. Schools should encourage teachers to work collaboratively with other teachers for facilitating and assessing learner’s performance and then finally assigning grades.



SCHEME OF ASSESSMENT

The evaluation of General Studies is done by the schools. They are expected to assess the performance of all the students on a 9-Point scale as given below and report it to the Board:

Grade	Description
A1	Top 1/8th of the passed candidates
A2	Next 1/8th of the passed candidates
B1	Next 1/8th of the passed candidates
B2	Next 1/8th of the passed candidates
C1	Next 1/8th of the passed candidates
C2	Next 1/8th of the passed candidates
D1	Next 1/8th of the passed candidates
D2	Next 1/8th of the passed candidates
E	Essential Repeat



Passing in General Studies is a basic condition of eligibility for earning the Senior School Certificate from the Board. The result of a student who fails to get a grade higher than 'E' in General Studies will be withheld but not for more than a year. This arrangement imposes an additional responsibility on the teaching staff of a school.

As has been emphasized, the major objectives of teaching General Studies lie in the 'affective domain'. Accordingly, evaluation should be based on observational methods assessing students' interests, attitudes and personality traits.



GUIDELINES FOR CONTENT DELIVERY

Teachers must ensure that the content delivery is aligned with the learning outcomes and objectives, and that the students are able to achieve their full potential.

To effectively deliver general studies content to students, teachers should:

1. **Start with a clear and concise overview of the topic:** Provide a brief overview of the key concepts, facts, and theories related to the topic.
2. **Use interactive methods of teaching:** Engage students in the learning process by using interactive methods suggested in the manual such as discussions, debates, role-plays, and simulations.
3. **Encourage students to ask questions:** Encourage students to ask questions and clarify their doubts. This will help them understand the topic better and also foster critical thinking..
4. **Provide real-world examples:** Use real-world examples and case studies to help students relate the topic to their daily lives.
5. **Use technology:** Use technology such as online resources, educational apps, and online simulations to enhance the learning experience.
6. **Evaluate learning:** Regularly assess students' understanding of the topic through multiple assessments like quizzes, role-plays, and projects.
7. **Encourage self-directed learning:** Encourage students to take ownership of their learning by assigning independent research projects or encouraging them to seek additional resources.
8. **Create a positive learning environment:** Create a positive and supportive learning environment by being approachable, encouraging, and engaging with students. This will foster a love for learning and help students perform better.



Class XI



UNIT-1

SCIENCE AND TECHNOLOGY

Science and technology are interdependent fields that influence and shape each other. Science provides the knowledge and understanding of natural phenomena, while technology utilizes this knowledge to develop practical applications and innovations. These innovations, in turn, drive further scientific inquiry by creating new questions and areas for investigation. This close relationship between science and technology has led to significant advances in many areas, including medicine, transportation, communication, and energy production, among others. The continued interaction and collaboration between science and technology will likely lead to even more breakthroughs in the future and play a crucial role in shaping our world.

Exploring emerging technologies is important for staying current with advancements and their potential impacts. Emerging technologies like artificial intelligence, robotics, biotechnology, and the Internet of Things (IoT) have the potential to revolutionize many aspects of our lives and create new opportunities for growth and development.

It is also crucial to analyze the impact of science and emerging technologies on our lives. This includes considering both the benefits and potential drawbacks, such as privacy concerns, job displacement, and ethical implications. By examining the impact of these technologies, we can make informed decisions about how to best use them to improve our lives and address societal challenges.

Overall, science and technology are central to our lives and will continue to play an increasingly important role in shaping the future. By staying informed and engaged with these developments, we can maximize their benefits and minimize any negative consequences.



APPLICATION OF SCIENCE IN EVERYDAY LIFE

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- analyze the impact of scientific advancements on society and culture, including their potential benefits and drawbacks.
- describe the role of science in healthcare, including the use of medical technology, pharmaceuticals, and diagnostic procedures.
- discuss the importance of environmental science in understanding and addressing environmental issues, such as climate change, pollution, and resource depletion.

TEACHING LEARNING PROCESS

Teachers can coordinate and

- have students participate in a local clean up event to experience the impact of pollution on the environment and research a specific environmental issue, such as climate change or deforestation.
- arrange a visit to a local hospital or medical facility to learn about the various technologies used in healthcare, and conduct research on a specific medical condition to understand the role of science in its diagnosis and treatment.
- provide opportunities to do research and discuss the impact of a specific scientific advancement, such as artificial intelligence, on society and culture, and present their findings to the class.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- identify and explain the scientific principles and concepts behind a specific technology. They will also be able to understand the role of science in healthcare and its impact on diagnosis, treatment, and patient outcomes.
- demonstrate their understanding of environmental issues facing society and the role of science in addressing them.
- evaluate the role of science in solving problems in society and appreciate both potential benefits and drawbacks of such advancements.



SUB TOPIC 2: EMERGING TECHNOLOGIES

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- improve communication and presentation skills through the use of digital tools
- develop teamwork and collaboration skills through technology-based projects and activities

TEACHING LEARNING PROCESS

Teachers can initiate

- guest speaker events with technology professionals to learn about various careers in the field and also encourage students to create their own digital content using multimedia tools such as video production and graphic design software.
- Innovative competitions that challenge students to come up with new and creative solutions using technology.
- collaborative project-based learning using technology to solve real-world problems, participating in hackathons or coding competitions.
- debates or public speaking by Incorporating technology as a theme.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- acquire knowledge and skills in using a variety of digital tools, technologies, and platforms.
- demonstrate their understanding of the range of careers in the technology field and the skills required for those careers.
- present their views of ethical considerations and best practices for the safe, responsible, and effective use of technology.



SCIENCE AND TECHNOLOGY IN THE SOCIAL CONTEXT

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- analyze the impact of science and technology on the environment, including the consequences of environmental degradation and sustainability efforts.
- appreciate the role of science and technology in promoting social justice and equality, including efforts to reduce disparities in access to technology and digital literacy.

TEACHING LEARNING PROCESS

Teachers can

- provide students with case studies of real-world scenarios that highlight the social, ethical, and political implications of science and technology. This will help students understand the interplay between science, technology, and society.
- encourage students to undertake environmental science projects that focus on sustainability and environmental conservation. This can help students understand the impact of science and technology on the environment and promote environmental awareness
- collaborative project-based learning using technology to solve real-world problems, participating in hackathons or coding competitions.
- debate or public speaking by Incorporating technology as a theme.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- communicate complex scientific and technological ideas to a non-expert audience, and develop the ability to articulate their own opinions and perspectives on science and technology.
- understand the role of science and technology in promoting social justice and equality, and appreciate the importance of reducing disparities in access to technology and digital literacy.
- infer the impact of science and technology on the environment and appreciate the role of technology in promoting sustainability and environmental conservation.



SUGGESTED TRANSACTIONAL STRATEGIES:

- Visits to fields/ College of Agriculture and discussions with farmers and Experts.
- Visit to a local hospital or medical facility
- Group discussions on recent applications of Artificial Intelligence and also on how technology has changed society over time. This can include discussions on the impact of the printing press, the industrial revolution, and the internet.
- Read journals relating to gene editing and impact of Artificial Intelligence and present it to the class.
- Analyze social media trends and the impact of social media on society. This can include discussions on the impact of social media on political discourse, the spread of fake news, and the impact of social media on mental health.



UNIT- 2

CURRENT TRENDS IN SOCIO – ECONOMIC STRUCTURE

The Economy of the country is determined by the social status of the citizens. The factors that influence socio-economic structures are occupation, ethnic origin or religious background and the place of residence (Urban & Rural).

The socio – economic status often reveals inequalities in access to resources as well as issues related to privilege, power and control.

A country's socio-economic structure depends on the three levels (High, Middle and Low).

A socio – economic structure of a country can also be strongly influenced by natural disasters, wars etc.

SUB TOPIC – 1: PROMOTING LABOUR MARKET

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- analyse the quality of labour such as skilled Labour, unskilled Labour, bonded labour and child labour (agriculture, industry, constructions).,
- know about the acts passed by various governments for the welfare and protection of all kinds of labour.

TEACHING LEARNING PROCESS:

Teacher will,

- assign students to present a project which will describe the quality of the labours working in various fields and they will be suggesting measures for improvement of the condition of the labours.



- arrange a debate regarding the problems of the waged labourers and their unstable working conditions.
- arrange a field trip to nearby industries to analyse the prevailing conditions of labour pertaining to wages, safety and working environment.

LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to

- understand the quality of labour in the various fields such as agriculture, industry, constructions etc.,
- analyse the measures and protection acts taken by the state and central governments to improve the conditions of labours.
- suggest solutions to improve the conditions of the labours, through innovative ideas to improve the wages, safety and working environment.

SUB TOPIC – 2: MANAGING ECONOMIC AND SOCIAL RISKS

SPECIFIC LEARNING OBJECTIVES:

Students will be learning to,

- understand the socio-economic risk in the field of education by comparing the facilities provided in the urban and rural areas.
- understand the disparity in public and private health sector of the country.
- realise the depletion of the resources in the environment through newspapers, journals or media.

TEACHING LEARNING PROCESS:

Teacher will initiate

- the students to collect the statistics and debate pertaining to the problems faced by urban and rural stakeholders in the field of education.
- students to do a survey and understand how socio-economic backgrounds play a vital role in the health and safety of citizens.
- students to collect evidences from journals, newspapers and media and do the comparative study pertaining to climate change, depletion of resources etc.,



LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to,

- analyse the statistics and present the solutions to reduce the problems faced by urban and rural stakeholders in the field of education.
- write the petition based on the survey done pertaining to health and safety.
- present an article / clipping and post it on the social media to create an awareness on climate change, depletion of resources etc.

SUB TOPIC – 3: CREATING MORE EMPLOYMENT OPPORTUNITIES

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- analyze the impact of unemployment problems prevailing in our country.
- describe the importance of employment opportunities to eradicate poverty and illiteracy.
- discuss the importance of various technical skills and training to the unskilled people to upskill those who are seeking jobs for a livelihood.

TEACHING LEARNING PROCESS:

Teachers will initiate

- students to collect information about unemployed and underemployed persons living in a particular area.
- to research and prepare a report of the labor community / low income group on how they are balancing between their income and daily essentials.
- arrange a visit to the nearby Taluk Office, VAO Office to collect the statistical data of the population with various income groups.



LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to

- analyze the collected information of unemployed & underemployed laborers and suggest specific training to upskill themselves.
- submit an article to a magazine or newspaper based on the research.
- categorize the budget of low income, middle income and high income groups and how they manage their economy.

SUGGESTED TRANSACTIONAL STRATEGIES:

- visit nearby manufacturing units to know the real conditions of workers.
- read the newspaper, journals which are giving more importance to solving the problems of workers.
- group discussions regarding the improvement of workers, provide in service training as per their requirement.
- visit a village co – operative societies, urban banks to know about the facilities provided by the government to the labours/underemployed.



UNIT-3

NATION BUILDING

Nation Building is a multidimensional process. A country's law plays a vital role in nation building and in the development of human rights which includes political, civil, economic and social reforms. To build a strong nation, there should be a feeling of oneness, in spite of the fact that people are from different communities, castes, religions, cultures and different languages. India is an amalgamation of shared traditions, cultures, values that strengthen unity and integrity. We can say History can be a common string that can bind the people of India together. Education and Media play a major role in Nation Building. Educational values help in shaping the young minds into dutiful citizens. There are challenges like single party dominance, external threats, rise of popular movements, regional aspirations, etc.

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- demonstrate an understanding of Unity in Diversity and unified Socio-economic, political structure
- know how National Integration helps in keeping the stability of the nation.
- explore how National Integration encourages communal harmony, fights casteism, regionalism and linguistic differences

TEACHING LEARNING PROCESS

Teachers will coordinate and

- provide opportunities for the students to do research and discuss the impact of national integration such as social, economic and political aspects and present their findings to the class.
- organise National / local tours to places of historical and cultural interest.
- conduct project exhibitions that will highlight the important features of the different states of India and to find commonalities in them (Ek Bharath Shreshta Bharath).
- common celebration important festivals of various religions
- observe days of National importance
- celebrate Bhasha Diwas of different languages



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- understand, identify and analyze the main features of Nation's unity through their findings.
- evaluate the challenges by comprehending Unity in Diversity and unified Socio-economic, political structure
- know how National Integration helps in keeping the stability of the nation.
- explore how National Integration encourages communal harmony, fights casteism, regionalism and linguistic differences.

HISTORICAL CONTEXT OF NATION BUILDING

SPECIFIC LEARNING OBJECTIVES

students will be able to

- analyse the conditions in India pre and the post-independence period
- recall the various National movements like Non-cooperation Movement, Civil Disobedience Movement, Quit India Movement etc.
- appreciate the role and sacrifices made by the freedom fighters which marked a new awakening and how relevant they are in the present time.
- understand the various aspects of the constitution and how it safeguards democracy, secularism and social equality

TEACHING LEARNING PROCESS

Teachers will initiate

- the celebration of the days of national importance, important festivals of different religions and to understand its significance.
- national movements during the freedom struggle can be enacted.
- students may work in groups and conduct a quiz for the class about India's freedom struggle.
- read excerpts from the constitution.
- read the preamble to the constitution of india and highlight the values reflected in it.



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

The students will be able to

- prepare short films to bring awareness and appreciate the sacrifices made by the freedom fighters.
- to jot down the various leadership strategies that were used by the various national movements to bring the people from various parts of the country together to fight the British.
- discuss how the constitution came into being and suggest constructive reforms.
The role of Education and the Media in Nation Building

THE ROLE OF EDUCATION AND MEDIA IN NATION BUILDING

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- debate how education holds the key to progress and prosperity of a nation as a powerful agent of social change.
- compare how education played an important role during pre and post independence era in national development and in making people independent, confident and self-reliant.
- identify the factors which influence the role of media in national development.

TEACHING LEARNING PROCESS

Teachers will coordinate

- with guest speakers (social reformers) to address the students on democratic values.
- to visit villages nearby and present a street play and to spread the message on the importance of education.
- seminar on education as an instrument of social change.
- students to watch debates on current issues based on political and social topics and discuss its outcomes in the classroom.
- Visit to the local FM stations and encourage students to collect the data of programmes presented on social issues.



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- collaborate with peers in organizing camps at villages to spread the message of importance of education
- actively participates in debates on social issues to present their views.
- identifies the positive and the negative influence of media on Social development.
- analyse the Democratic Values and their importance
- elucidate the progress of media in the field of Education (from print media to digital age).

CHALLENGES AND LIMITATIONS TO NATION BUILDING

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- analyze the rate of illiteracy and increase in corruption causing loss of economy in India.
- suggest measures to improve basic sanitation in public places.
- illustrate the remedial measures for unemployment through activities like comic strip, collage making etc.,
- reason out the challenges of how border issues influence nation building.

TEACHING LEARNING PROCESS

Teachers will plan

- seminars to discuss and prioritize the issues of illiteracy and corruption.
- conduct a rally to share the awareness on the importance of sanitation / fundraising to build toilets in a nearby Anganwadi / organize health camps.
- activities wherein the students can evaluate the required skill-development for future jobs to eradicate unemployment.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will

- compare and contrast on the causes of illiteracy and suggest eradicated measures.



- comprehend the various attributes of poverty and sanitation, relate its different dimensions.
- understand the relationship of border issues that are prevailing between India and its neighbouring countries.
- discuss the effectiveness of the government to overcome the challenges /limitations to nation building.
- differentiate between organized and unorganized sector employment procedures, promote feminisation in work force and also to suggest measures to improve the dignity of migrant labour in public sector

SUGGESTED TRANSACTIONAL STRATEGIES:

Students may

- write creative slogans on the themes that unite the people of different communities and display it on the bulletin board
- Visit Government schools and identify ways to improve the quality of education and infrastructure.
- Group discussions on how to help protect and cultural sites and artefacts.



UNIT- 4

PROMOTING GLOBAL UNDERSTANDING

The National Education Policy (NEP) 2020 focuses on training Indian students to be global citizens. Our students need to be future ready citizens who have global level exposure. This should empower learners of all ages to undertake active global roles and work towards a peaceful, tolerant, inclusive and secure society.

A report says that more than 85% of the jobs that may exist in 2030 do not even exist now. What can we as educators do? Students have to be prepared for the future skills. They must hone a few traits to be a global citizen or to be a future leader. Some of the 21- century skills are:

Collaboration	Critical Thinking	Technology Literacy
Initiatives	Communication	Information Literacy
Flexibility	Productivity	Creativity and imagination
Leadership	Social- emotional skills	Media literacy

Thus the General Studies curriculum focuses on this future readiness preparation that will be seamlessly embedded in their learning.

GLOBAL CONFLICT ANALYSIS AND RESOLUTION:

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- understand globalization, structural causes of conflict and analyse the circumstances and emergence of new ones.
- explore the aspects that promote peace and different methods of conflict intervention and resolution in international conflicts.



- develop students ability to compare and apply major approaches to understand the origin of global conflicts and critically evaluate opportunities for peace building.

TEACHING LEARNING PROCESS

Teachers may initiate students to

- present research paper /seminar / presentation on questions raised like,
 - a) Why is conflict more likely to occur in some places and times?
 - b) Why do certain groups use violence against civilians?
 - c) What connects local and global challenges?
 - d) How can communities devastated by violence build peace?
- Mock MUNs and Youth parliaments may be conducted on specific conflicts.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- analyse their verbal and non-verbal interactions pertaining to global conflict synchrony to make meaningful communication.
- internalize that promoting peace and different methods of conflict interventions can be done through goal management, collaborative team skills etc.

GLOBAL VOICES

SPECIFIC LEARNING OBJECTIVES:

Students will acquire knowledge to

- compare any two cultures (Indian & Western) through exploration of several textual forms such as written literature, oral literature, film, folklore, or popular culture.



TEACHING LEARNING PROCESS

The teacher will help the student to:

- Explore any two chosen cultures for contrast and comparison that will be presented as a gallery walk.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Based on the gallery walk students will prepare a comparative analysis of the presentations.

GLOBAL ENVIRONMENTAL ETHICS

SPECIFIC LEARNING OBJECTIVES

Students will

- examine the global dimensions of environmental problems.
- list and analyse several environmental issues, including climate change, population growth, and resource depletion, from a variety of scientific research, policy, and cross-cultural perspectives.

TEACHING LEARNING PROCESS

Teachers will drive/initiate students to

- simulate the UN Climate Change conference -invite neighbouring schools for participating with a theme given (LEAVING NO ONE BEHIND)
- Celebrate World Environment Day with the theme given – Eg "Only One Earth" is the campaign slogan, with the focus on "Living Sustainably in Harmony with Nature" for 2022 -Involve Whole School awareness and views

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able

- analyse the industry requirements and develop their skills based on the projects and internships.
- reflect and evaluate the development of their professional skill set for the industry.



GLOBAL UNDERSTANDING THROUGH TRAVEL AND TOURISM.

SPECIFIC LEARNING OBJECTIVES:

Students will

- examine tourism as a global industry and human activity that promotes and facilitates understanding of historical and cultural values..

TEACHING LEARNING PROCESS

The teacher will help students to

- research various areas that are famous travel and tourism spots-one in India and one abroad.
- create a Travel Agency and prepare a brochure that focuses on the historical and cultural values of a visit to the places selected.
- interview travel agencies like MAKE MY TRIP etc and find out the itinerary /pricing/rationale for the selection of places to visit
- initiate a program similar to EBSB-paired states -then tie up with one country of interest, abroad- and organize online meetings and sharing of culture and tourism- if possible-exchange visits too. Newspaper or brochure preparation as a product of the presentation of learning.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Suggested Transactional Strategies:

- Understand about legal contracts, HR procedures, documentation and agreements as per current industry trends.
- Understand about business contracts and lease negotiations etc.



UNIT-5

WORKFORCE EDUCATION

To improve the quality of Education, National Education Policy 2020 has given special emphasis on vocational education integrating with the mainstream of education. This will help students to acquire various skills to meet the needs of the industries.

Skills development enhances both people's capacities to work and their opportunities at work, offering more scope for creativity and satisfaction. The future prosperity of any country depends on the employment of its citizens and productivity at work. The Government of India has initiated various convergence efforts across the skill ecosystem under the "Skill India Mission (SIM)". More than 20 Central Ministries/Departments are implementing Skill Development Schemes/Programme functions under this. This is to enhance the skill levels of millions of people including School Children on a pan-India basis to create a skilled workforce.

SOFT SKILLS

SPECIFIC LEARNING OBJECTIVES:

Students will enhance

- Communication skills and presentation skills by articulating, explaining and expressing their views on the data given.
- Problem solving skills, critical thinking skills and time management by creating business reports as per the current industry requirements, conducting business correspondence through research and analyzing the data relevant to the issues.

TEACHING LEARNING PROCESS

- Teachers may conduct activities like Debates, language games, situational dialogues, precise writing etc. to encourage students' presentations to small and large groups.
- Teachers will provide opportunities to the students to analyse positive & negative responses and the cause and generate alternative options to evaluate the best situation and to implement the plan in the stipulated time.



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

- Students will be able to analyse their verbal and non-verbal interactions which will be in synchrony to make meaningful communication.
- Students will internalize the personality development techniques by focusing on punctuality, goal management, collaborative team skills and listening skills.

DIGITAL SKILLS

SPECIFIC LEARNING OBJECTIVES:

Students will acquire knowledge to

- Discover various tools, resources and investigate the impact of digital technology in their daily workforce.
- Implement new digital abilities and up-skill themselves with the new trends in technology.

TEACHING LEARNING PROCESS

The teacher will help the student to:

- develop info-graphics for the Digital tools used by various stakeholders in the industry. Interviewing and making reports on the database and on the analysis of the communications. They will understand the implementation of the findings on targeted customers rather than just using 'data-driven precision marketing' for effective campaigning.
- use SEM (Search Engine Marketing) to create a statistical presentation on SEM after the analysis of the data

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- analyse and compare various software used in the industries.
- develop their digital skills by working on current soft wares used in the industry.



INDUSTRY SPECIFIC SKILLS

SPECIFIC LEARNING OBJECTIVES:

Students will develop

- analytical skills by interpreting the data collected. They will develop a professional attitude by working in teams to solve industry related issues.
- technological skills and applications of the acquired knowledge in the workforce.

TEACHING LEARNING PROCESS

Teachers will drive/initiate students for

- intern in various firms/industries as per their interests to get acquainted with necessary professional skills
- company visits to interview the various stakeholders to gain knowledge and understanding of the actual scenarios pertaining to industries.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able

- to analyze the industry requirements and develop their skills based on the projects and internships.
- to reflect and evaluate the development of their professional skill set for the industry.

FINANCIAL LITERACY SKILLS

SPECIFIC LEARNING OBJECTIVES:

Students will assess

- the operational efficiency and managerial effectiveness based on the earning capacity or profitability of a firm.
- short term as well as long term solvency position of the firm.



TEACHING LEARNING PROCESS

The teacher will help students to

- Create a budget for any one event in the company and update the data in the ERP software.
- Collect statistical reports on the stock market and understand the schemes related to companies/ investments etc. from a bank.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able

- to assimilate financial data from different resources.
- to predict the leverage ratio of the company.

SUGGESTED TRANSACTIONAL STRATEGIES:

- Understand legal contracts, HR procedures, documentation and agreements as per current industry trends.
- Understand about business contracts and lease negotiations etc.



Class XII



UNIT-1

SCIENCE AND SOCIETY

Society has a co-dependence on Science and technology and hence Science and technology has been at the forefront of transforming societies. Scientific knowledge has gradually permeated all spheres of human lives and is increasingly guiding us in all our endeavours. Scientific knowledge involves knowing basic scientific facts and concepts and enables the individual to become more informed. It develops not only an open-minded attitude but also helps in analysing information and its sources rationally and empirically. This unit examines how the larger society influences and gets influenced by Science.

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS:

Students should be encouraged to develop critical thinking and problem-solving skills through hands-on experiments, projects and activities that require them to analyze information, make observations and draw conclusions. This will equip them with the necessary skills to approach real-world problems and to find innovative solutions.

INTERDISCIPLINARY COLLABORATION:

Science is an interdisciplinary field that requires collaboration between different disciplines to tackle complex problems. The curriculum should encourage students to work together, to bring different perspectives and skills to the table, and develop a team-oriented approach to problem-solving.

ETHICAL AND SOCIAL RESPONSIBILITY:

Scientific advancements have the potential to greatly impact society and the environment. The curriculum should emphasize the importance of ethical and responsible behaviour, including responsible use of resources, protection of the environment, and consideration of the social implications of scientific research and discovery.

LIFELONG LEARNING:

The curriculum should inspire students to have a lifelong love of learning and a pursuit of scientific knowledge. This will help to foster a lifelong passion for science and to keep students engaged in learning throughout their lives.



NATURE OF SCIENCE

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- recognize the distinction between scientific knowledge and non-scientific knowledge.
- demonstrate an understanding of the concept of scientific theories and how they are developed and tested.
- discuss the relationship between science and technology with society and develop an appreciation for the role of science in the pretext of the natural world and related problems.

TEACHING LEARNING PROCESS

Teachers can coordinate and

- organise group discussions and debates on current scientific issues to encourage critical thinking and skepticism.
- plan hands-on activities to illustrate the concept of scientific theories and evidence-based decision making.
- present an analysis of historical scientific discoveries and the role of personal and cultural beliefs in shaping scientific knowledge. Or, arrange guest speakers presentations from scientists or science communicators to provide real-world examples of the nature of science.
- encourage writing in response to case studies that require students to explain and/or analyze the impact or influence of science and/or technology in 1 or more social contexts (e.g., local, regional, national, international) (reports or essays thus generated could be collected and scored against a rubric articulating features for science.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- articulate the principles and processes of scientific inquiry , distinguish between scientific and non-scientific knowledge and recognize the importance of evidence in science.
- analyze the development and testing of scientific theories, apply critical thinking and skepticism in scientific inquiry.



- appreciate the impact of personal, cultural, and societal values on scientific beliefs and practices.

SCIENCE AS A SOCIAL ENTERPRISE

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- promote transparency, collaboration, and interdisciplinary cooperation in scientific research.
- foster public engagement with science and technology, and encourage critical thinking about the impact of science and technology on society.
- ensure that scientific research and technological innovations are developed and used ethically and responsibly and with consideration to their social and environmental impacts.

TEACHING LEARNING PROCESS

Teachers can facilitate

- field trips to scientific research institutions and companies where students can see first-hand how science and technology are being used to address social and environmental challenges.
- workshops and hands-on projects for students to develop their solutions to real-world problems using science and technology.
- community service projects that use science and technology to address social and environmental issues.
- guest speaker events by inviting experts in the field of science and technology to speak to students about their research and its impact on society.

These activities can help students to understand the role of science and technology in society, and the responsibilities that come with being a scientist or technologist. They can also encourage students to think critically about the ethical and social implications of scientific research and technological innovations.



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

Students will be able to

- develop their critical thinking skills and ability to analyze the implications of scientific research and technological innovations.
- become aware of the ethical and social implications of scientific research and technological innovations, and will be encouraged to consider these implications when making decisions about the use of science and technology.
- utilise their scientific knowledge and technological skills to serve for the betterment of the country and world at large.

SUGGESTED TRANSACTIONAL STRATEGIES:

- **Case Studies:** Use real-life examples of the impact of science on society. For example, the effects of climate change on agriculture, the impact of technology on employment, or the ethical implications of genetic engineering.
- **Debate:** Engage students in a structured debate on a controversial topic related to science and society, such as the use of genetically modified organisms or the role of science in shaping public policy.
- **Role-playing:** Have students assume the roles of different stakeholders in a scientific issue, such as scientists, politicians, industry representatives, and citizens. Ask them to discuss and negotiate their respective interests and viewpoints.
- **Collaborative projects:** Assign students to work in groups to research and develop proposals for addressing a particular scientific issue. Encourage them to consider the social, political, economic, and ethical dimensions of the problem.
- **Field trips:** Take students on field trips to museums, science centers, or research institutions that showcase the relationship between science and society. Ask them to reflect on what they learned and how it relates to their own lives.
- **Guest speakers:** Invite scientists, policymakers, activists, or other experts to speak to the class about their work and its impact on society. Encourage students to ask questions and engage in dialogue with the speakers.
- **Multimedia resources:** Use videos, podcasts, news articles, and other multimedia resources to introduce students to different perspectives and debates related to science and society. Ask them to critically evaluate and analyze the information presented



UNIT- 2

CONTEMPORARY PROBLEMS OF INDIAN SOCIETY

Our country's story has earned monumental growth in all spheres. Yet there are numerous challenges that we face in our everyday social life.

Every society has some problems and these are economically tuned as social issues. The major challenges that we face in our country are poverty, illiteracy, corruption, pollution, inequality, gender discrimination, terrorism, communalism, alcoholism, and violence against women, child labour, malnutrition, child trafficking and juvenile delinquency.

SUB TOPIC – 1 : CHILD LABOUR

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- understand the impact of child labour that prevails in our country as a hindrance for social reforms.
- realise the importance of education for all and compare himself/herself to the underprivileged children/child who are engaged in labour for their livelihood.
- understand that poverty is the main reason for child labour.

TEACHING LEARNING PROCESS:

Teacher will

- assign the students to take survey in the nearby government schools, to prepare a data of dropouts during COVID .
- assign them to analyse the reason for the dropouts' availability in Corporation and Municipality schools which are run by local self government.
- make them visit the nearby slums or labour colony and motivate them to go to schools for a better future.



LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to

- Understand article – 24 which prevents child labour and prohibition of employment of children factories.
- Realise the adverse effects on the health progress of doing work in a factory or mine or engaged in any other hazardous employment.
- Gain awareness and update themselves on the rules and regulations provided by the government for prevention, prohibition, eradication and rehabilitations of children and adolescent workers.

SUB TOPIC – 2 : MALNUTRITION

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- know what malnutrition is and what are the causes? What is a balanced diet and nutrients for a healthy generation.
- know about our budgetary allocation to secure nutrition security of children and ICDS (Integrated Child Development Scheme).

TEACHING LEARNING PROCESS:

Teacher will initiate students to

- debate/ youth parliament activities and discuss related to malnutrition of children along with the need for a healthy diet (urban & rural).
- collect news of malnutrition from the old newspapers and journals regarding the recent death caused by malnutrition.
- collect information/date from underdeveloped states like Bihar, Odisha related to malnutrition.



LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to

- understand the various causes of malnutrition especially among rural areas, urban slums and children from below poverty, poor and urban slums.
- realise the adverse effects of poor sanitation in drastic environmental conditions, which leads to the spread of epidemics especially to newborn babies.
- understand the schemes offered by central and state government to eradicate malnutrition through mid day meals, Poshan Abiyan and ICDS.

SUB TOPIC – 3 : JUVENILE DELINQUENCY

SPECIFIC LEARNING OBJECTIVES:

Students will be able to

- relate that malnutrition or poverty is one of the main causes for crime committed by teenagers and the impact that is caused to the society at large.
- realise that drug abuse and the media abuse are the main cause of juvenile delinquency.

TEACHING LEARNING PROCESS:

Teachers can guide the students to,

- chalk out the reasons for juvenile delinquency and arrange a youth parliament to discuss the impact of them on the minds of the teenagers..
- interview government officials / police personnel to understand the rate of juvenile delinquency post COVID.

LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES:

Students will be able to

- identify and analyse the causes of consequences of Juvenile Delinquency.
- understand the causes which are associated with Juvenile crimes – poverty, drug abuse, anti social peer group and domestic violence.



SUGGESTED TRANSACTIONAL STRATEGIES:

- create awareness about the importance of education to the parents those who send their children as child labour.
- arranging awareness programme in the slum and rural areas related to malnutrition.



UNIT 3

CAREER PATHWAYS

Career Pathways provide direction and focus for students, allowing them to identify what they are good at. It helps them to understand their inherited strengths, skills, talents and interests that enable them to choose the right career. However it is important to keep in mind that career goals and interests can change from time to time, Career Counseling can play a very important role in helping students to make the right decisions about their future and achieve their career goals. In this unit, students will explore the variety of career pathways available from traditional to technical careers. The role of internships in facilitating a transition from school to universities and beyond will also be discussed.

GOAL SETTING

Setting career goals is an important step and it allows them to take an informed decisions about their education and training. It helps them to develop a plan for achieving their goals and provides a sense of purpose and motivation.

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- set goals and focus on the direction of their career goals and develop a scientific plan to achieve their goals.
- compare and differentiate from conventional career to the 21st century career and the skills needed to attain it.

TEACHING LEARNING PROCESS

Teacher will

- discuss with students, allowing them to make informed decisions about their education and training.
- arrange guest speakers from various fields and expert career counselors who will help students to identify their interests.
- help students to develop a step by step plan for achieving the goals that they have set for their future career.



LEARNING OUTCOMES WITH SPECIFIC OBJECTIVES

- Students will identify their strength and interests after a discussion with the counsellor and align their interests, skills and values under their guidance.
- With help of career counselling, students acquire the required skills and knowledge for the jobs.

COMMON CAREER PATHS

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- prepare themselves for their future career.
- compare traditional and future jobs.

TEACHING LEARNING PROCESS

- Use of the Internet to explore and to make a list of popular career paths
- To arrange for career counselling sessions on a variety of career pathways
- Standardised Assessment tests can be conducted to find the specific interest

LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES

- Students enumerate the different career pathways available in Healthcare, Engineering, Technology, Business and Finance, Education, Trades, Creative arts, Science and engineering, public service and commit their interests to choose their career for their future as per their interest.
- Students analyse their strengths and the weaknesses and equip themselves with the training required to achieve their goal.

INTERNSHIPS AS A MEDIUM OF TRANSITION

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- Introspect the requirements for their future jobs and the essential skills needed for the goal that they have set for themselves.



- Gain real-world experience through internships and develop skills and gain knowledge that will be essential to the future.
- understand that internships provide opportunities to help students to develop skills and gain experience that will be useful to future job searches

TEACHING LEARNING PROCESS

- Teachers, parent teacher association and career counselors should facilitate in arranging short term internships to students.
- Teachers will help students in preparing a report on the experiences, learnings and skills that they have gained during their internships.

LEARNING OUTCOMES/ SPECIFIC COMPETENCIES

Students will

- analyse their personal skills and upskill themselves for the requirement of future jobs. based on the future jobs students will build relationships with professionals in their desired field, which can be valuable for future job opportunities
- gain real- world experiences and explore different career paths by interacting with professionals of their desired fields.
- acquire the knowledge of how they have to work in a professional environment through internships.

SUGGESTED TRANSACTIONAL STRATEGIES

The Students may

- prepare a list of Career options available in today's market.
- With the help of the Career counselors understand the job market within the country and outside the country to prepare themselves with the relevant skills.
- Preparing for the exams like SAT, IELTS, ACT, TOFEL, ASSET, etc.,



UNIT 4

SOCIAL RESPONSIBILITY

Success has nothing to do with what you gain in life or accomplish for yourself. It is what you do for others”–Danny Thomas

We have to give back to the society from which we take a lot. It reflects the responsibility to act in the best interest of their society and engage in activities contributing to social development. Individuals are accountable for fulfilling their civic duties and the actions of an individual must benefit the whole of society. Social responsibility is the duty of every individual. It is a moral obligation of everyone to take actions that are useful to society. One feels good when helping people in distress. It makes you a responsible person. This unit helps in creating a deeper understanding of what individual social responsibility is all about. We will be discussing the types of Social responsibility. Key principles and the role of students in social responsibility.

TYPES OF SOCIAL RESPONSIBILITY

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- understand the different types of Social Responsibilities like Environmental, ethical, philanthropic and economic responsibilities.
- analyse how to conserve the environment for the upcoming generations

TEACHING LEARNING PROCESS

- Teachers should spread the message of environmental protection by encouraging students to plant trees.
- Teacher will plan a rally in the neighbourhood in waste management to sensitise the public.
- Survey can be conducted in the neighbourhood to find out about the disparity in wages of men and women in small scale Industries. Students will make a vigilant survey on child labour.



LEARNING OUTCOMES/SPECIFIC COMPETENCIES

- Students will be able to learn that it is their prime duty to save the environment for future generations to dwell happily.
- Students will examine and identify the different types of pollution and spread the message of reducing harmful impact.

ROLE OF STUDENTS WITHIN A GROUP

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- identify their responsibilities as a student.
- develop leadership qualities.
- uphold the values of academic integrity and values of honesty

TEACHING LEARNING PROCESS

- Teacher can list out the responsibilities of students and display it on the bulletin board
- Reading on various topics and holding discussions
- Time management Workshops by experts in the field can be arranged for the students
- Can visit websites on topics like Seven Habits of Highly Responsible students
- Each one Teach one- Students can help the downtrodden in the neighbourhood in their studies
- Organise fundraising programmes and donate them to the underprivileged and orphans

LEARNING OUTCOMES/SPECIFIC COMPETENCIES

- Students will understand the importance of performing public duty and their role in the upliftment of the society
- Students will develop self-esteem and respect for others
- Will develop leadership qualities by organising social events



PRINCIPLES OF SOCIALLY RESPONSIBLE BEHAVIOUR

SPECIFIC LEARNING OBJECTIVES

Students will be able to

- reflect the key principles of social responsibility like accountability, transparency, ethical behaviour, respect for stakeholders, respect for rule of law, respect for human rights and respect for international norms of behaviour.

TEACHING LEARNING PROCESS

- initiating consumer club and promotion of activities like checking food adulteration
- visit a nearby shop or a supermarket to collect data like manufacturing date, expiry date, ingredients used and prepare the petition to the authorities about any discrepancy found.
- debate on Duties and Rights can be conducted for students
- understand international norms of behaviour found in organisations like the UN and ILO(International Labour organisation) and arrange debates on social responsibilities.

LEARNING OUTCOMES/SPECIFIC COMPETENCIES

- Teacher can list out the responsibilities of students and display it on the bulletin board
- Reading on various topics and holding discussions
- Time management Workshops by experts in the field can be arranged for the students
- Can visit websites on topics like Seven Habits of Highly Responsible students
- Each one Teach one- Students can help the downtrodden in the neighbourhood in their studies
- Organise fundraising programmes and donate them to the underprivileged and orphans



TEACHERS CAN ARRANGE FOR A FILM SHOW OF THE FILM INVICTUS (2009)

- Students can read success stories of people like Varun Sharma who had taken up the responsibility to bring electricity, education and empowerment to a remote tribal village in Odisha
- Nupur Ghuliani, a prospective chartered accountant gave up a lucrative career to work in rural India.
- Ms Sudha Murthy, Chairperson, of Infosys Foundation is an educator, author and philanthropist



UNIT-5

HUMAN RIGHTS

Human rights are the basic rights or freedoms that belong to every person in the world. All human beings inherit this virtue from birth to death regardless of language, origin, nationality, religion, colour or sex. It does not matter where you are from, what you believe or how you choose to live your life. Every human being has the right to choose his food, education, work, health and style of life. They can never be taken away, although they can sometimes be restricted based on various aspects like country/ continent/ situation the person has faced (E.g.: by breaking the law) etc. These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by the court of law in all countries.

The UDHR (Universal Declaration of Human Rights) was the first legal document released by the UNO in 1948 in the General Assembly. The principle of this Universality is that all humans are entitled to equal rights.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS AND ITS SIGNIFICANCE

SPECIFIC LEARNING OBJECTIVES:

Students will understand

- The intent of the UDHR by discovering the Universal declaration.
- The purpose and the legal effect of the Universal Declaration of Human Rights.

TEACHING LEARNING PROCESS

The teacher will encourage students to

- Read, compare and list the common features between the Universal declaration <https://www.ohchr.org/en/human-rights/universal-declaration/translations/english> and the Indian Constitutional Human rights https://www.ihra.co.in/uploads/pdf/Human_rights_law_in_India.pdf and present the rights to be used for the betterment of the citizens and society.
- Read a book and Write a review on the book " Social Harmony and Nation building - Perspectives of Dr Ambedkar - Edited by Dr Prasad and Dr Nalwar". to aim at Tolerance and Harmony for which this nation stands.



LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

- Students will be able to compare and contrast their views on UDHR and Indian constitutional rights.
- Students will be able to engage their thoughts for bringing a positive change in the society.

THE RESPONSIBILITY OF INDIVIDUALS, COMMUNITIES AND BUSINESSES IN PROMOTING HUMAN RIGHTS.

SPECIFIC LEARNING OBJECTIVES:

Students will acquire knowledge about

- Human rights, their responsibilities to protect the rights and modern human rights.
- UN guiding principles on Business and Human rights.

TEACHING LEARNING PROCESS

- Survey and Educate the community: Discuss and create a charter about Human rights and responsibilities, conduct the survey and educate the community about it.
- Make a comparative study and present your ideas about the role of large corporations and SMEs (Small and Medium Enterprises) in supporting Human rights.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

- Students will be able to develop cooperative skills, communication and active listening skills while conducting the survey.
- Students will be able to develop their analytical skills to explain similarities and differences across large corporations and SMEs in supporting Human rights



THE RELATIONSHIP BETWEEN HUMAN RIGHTS AND SUSTAINABLE DEVELOPMENT

SPECIFIC LEARNING OBJECTIVES:

Students will be

- Aware of national and local government policies to move towards a sustainable economy and understand the components of a “Green Plan” by applying a green plan to important sectors of a local economy.
- Able to create an awareness about a sustainable environment by becoming a member of the UN SDG.

TEACHING LEARNING PROCESS

The teacher will train/prepare the students for:

- Group activity: Listen to the <https://youtu.be/m59I8JXIZcs> to acquire knowledge about Green Plan and complete the handout given in the link below “<http://hrlibrary.umn.edu/edumat/sustecon/others/localgreenplan.htm>” and present ideas on the application of Green Plan.
- A rally or street play, Creating a comic strip and poster. Students will conduct a street play or rally. They will share the comic strips with the public and generate awareness about the immediate need for sustainability in society.

LEARNING OUTCOME WITH SPECIFIC COMPETENCIES

- Students will be able to develop their application and presentation skills by implementing their ideas about the sector-wise Green Plan.
- Students will be able to develop critical thinking, collaboration and creativity and become globally aware future citizens.

SUGGESTED TRANSACTIONAL STRATEGIES

- Creating a human rights community and the community will interact with the general public to make them aware of basic human rights.



- Students will create an action plan to execute and assess the concerns. They will address the issues found in the society through a letter to the concerned department.
- Students will create a sample petition based on their understanding.



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ANNEXURE-1

PROJECTS

The students may do simple projects, where they identify a problem, frame a hypothesis, gather data and analyze it to test the hypothesis.

As projects are carried for completion over a period of time, it provides a significant opportunity to assess both Scholastic and Co scholastic skills of students.

Project based learning offers a good experience to the students beyond their textbooks and classroom lectures..

The students develop critical thinking skills and the competencies to solve problems

The students may be assessed on criteria based on few observations. Each may be assigned a score out of five

Sl .No	Descriptors	Score out of 5
1	Demonstrates understanding of the concept of the Project	
2	Has done enough research and collected relevant information	
3	Demonstrates originality in the approach to the project	
4	Resources used like internet, library and other material for the completion of the project	
5	Has interpreted the results properly by drawing logical conclusions	

A maximum of 25 marks may be awarded as each of the five dimensions may be scored on a scale of 1–5



ANNEXURE- 2

QUESTIONNAIRES

A questionnaire is a list of questions that are answered by many people . It is used to collect information about a particular subject. It can be used to collect quantitative and/or qualitative information. Generally it is used as a tool to conduct market survey.

For example – To conduct a survey on the awareness of expiry dates of various consumer products commonly used by people.

The main Objectives of this survey

- Students will be able to interact with people to find out how alert are they in buying consumer products
- Students will find out how the vendors cheat people by selling expired products
- Students after analyzing the data collected by them, will be able to spread the message to the people whether the supermarkets/vendors in their neighbourhood sell the right product
- Based on the findings of the market survey, the students can inform the concerned authorities to take action on the erring vendors
- Students will be able to arrange for lectures to the public to share the findings of their survey and how alert they should be while buying things.

The teacher may facilitate by giving following instructions to the students

- You may work in groups of five or six. Questionnaire to be used in grocery shop, Medical shop, Bakery, Milk vendor etc
- Each group will prepare a questionnaire having a list of relevant questions or items to be used to gather data from respondents. May have a list of open ended questions
- Each group will analyse the data collected by them and will share their findings with others
- After analysing the data collected, feedback to be given to the user and the seller for further action. This can be executed in a public forum to create awareness
-

Rubrics for Assessment of this activity



Sl. No.	Descriptors	Score out of 3
1	Selection of the topic for the survey	
2	Design–Type of questions framed in preparing the questionnaire	
3	Interaction with the target audience	
4	Analysis of the data collected	
5	Presentation of the findings of the survey .	

A maximum of 15 marks may be awarded as each of the 5 descriptors may be scored on a scale of 1-3



ANNEXURE- 3

ROLE PLAY

Role Play is a form of experiential learning in which learners take on different roles, assuming a character, personality or function within a group. and interact and participate in diverse and complex learning settings.

Role play is an excellent means of evaluating decision-making and interpersonal communication skills

Example:

Role play can be used as a transactional strategy to present the life history of freedom fighters

OBJECTIVES

After the role play Students will be able to

1. Outline the challenges faced by the freedom fighters
2. Appreciate the contribution of freedom fighters
3. Delineate the significant life events of Indian Freedom fighters
4. Respect our Nation's freedom
5. Appreciate the democratic ethos of our country

The teacher may facilitate the students with following instructions

- To work in groups of five or six students.
- Each group allotted a freedom fighter and gather information on his/her life history
- Each group may make a presentation in about five minutes in the form of a role play.
- Teachers may also develop some alternatives for those students who are uncomfortable in spoken language. Teachers may allow them to write the script for the role play. Appropriate support and reference of resources should be offered by the teacher
- After the presentation, other groups will share their views on the role play presented.



Rubrics for Assessment of this activity

Sl. No.	Descriptors	Score out of 3
1	Justification of the role (content of role play and reasoning)	
2	Effectiveness of communication (may include communication skill, confidence and clarity of thoughts)	
3	Participation in group work	
4	Creativity (something extra done that is relevant and enhances the presentation)	
5	Overall presentation	

In this case, a maximum of 15 marks may be awarded as each of five descriptors may be scored on a scale of 1-3.



ANNEXURE- 4

INTERVIEW

- Select a proficient person from the field that you are highly fond of.
- The selected person must hold an enriching subject knowledge and astounding amount of experience in the area that you want to know more about.
- Schedule an interview during the convenient time of the interviewer and the interviewee.
- Format of the interview must be informed prior to the interviewee over the Phone, in person or through Email.
- Jot down the list of questions beforehand.
- Open-ended questions are the most recommended expertise and insights.
- Listen attentively during the interview what experts share.
- Clarify the confusing points by asking follow up questions.
- Express your sincere thanks to the expert for their time invested and insights.
- Send a heartfelt thank you note or Email to show your gratitude.
- Draft a report, prepare a presentation or share your new gained knowledge with others.
- Feel free to reach out to the expert again for further clarification if necessary.
- This helps you develop a better understanding about the topic.



ANNEXURE- 5

GUEST LECTURES

- Research an influential and eloquent speaker.
- Begin with warm and heartfelt greetings and introduce yourself and your organization.
- Inform the expert how you discovered the speaker and why he / she would be a good fit for the event or to address the students.
- Provide the Guest speaker with all the requisite details such as date, time, location and the participants.
- Let the speaker know about the question and answer session if necessary.
- Elaborate the speaker about the main objective of the event and how the speakers' expertise will enlighten the students. This helps the speaker comprehend indispensability of his / her participation.
- Bestow them with the honorarium and bear their travel expenses and accommodation.
- Make it clear what is expected from the speaker and what the speaker wants in return.
- After the invite, be sure to follow up.
- Send a reminder email or inform over the phone to confirm the availability.
- Express sincere gratitude for their time spare. A thank you note is highly appreciable that helps go a long way.



ANNEXURE- 6

INFOGRAPHICS

ELEMENTS OF INFOGRAPHICS - Story, data, design, graphs and charts

DESIGN RULES FOR INFOGRAPHICS

- A. less is more
- B. each separate part of the infographic is well
 - structured and clearly separated
- C. White space” is essential in an infographic.
- D. Use a consistent style
- E. Focus on alignment and spacing



1. less is more

Scribble down your content. Reduce it to purely the essential information.



2. IT'S ALL ABOUT VISION-TRACKING

Guide the viewer's eye through the content. Each part of the graphic should be well-structured.



3. GIVE ME SPACE Enough

"white space" makes an infographic look tidy. It groups content visually



4. US USE A CONSISTENT STYLE

Each element should have the same styling and the same placement.



5. DON'T MESS WITH ALIGNMENT AND SPACING

Each section or group of content should use the same spacing to the next, and should be strictly aligned.



FREE INFOGRAPHIC TOOLS

1. Canva
2. visme
3. venngage
4. infogram

DATA ANALYTICS AND DATA COLLECTION

DIFFERENCE BETWEEN DATA COLLECTION AND DATA ANALYTICS

Data collection is gathering of information from various sources, and data analytics is to process them for getting useful insights from it

DATA ANALYSIS AND COLLECTION TOOLS-

Data collection and analysis tools are defined as a series of charts, maps, and diagrams to collect, interpret and present data for a wide range of applications and industries

DATA COLLECTION TOOLS & TEMPLATES

- Box and whisker plot (Excel)
- Check sheet (Excel)
- Control chart (Excel)
- Design of experiments (DOE) (Excel)
- Histogram (Excel)
- Scatter diagram (Excel)
- Stratification (Excel)

DATA COLLECTION METHODS

Surveys, interviews, observations, focus groups, experiments

DATA TYPES OF DATA ANALYSIS

Qualitative analysis and quantitative analysis



ANNEXURE - 7

DEBATE

INTRODUCTION:

Provide an overview of the debate topic and the context in which it is taking place.

State your own position or stance on the issue.

ARGUMENTS:

Summarize the main arguments presented by each side in the debate.

Assess the strengths and weaknesses of each argument, including the evidence and examples used to support it.

Identify any common ground between the two sides.

REBUTTALS:

Analyze the rebuttals presented by each side in response to their opponent's arguments.

Evaluate the effectiveness of these rebuttals in countering their opponent's arguments.

Highlight any weaknesses or flaws in the rebuttals presented.

CLOSING STATEMENTS:

Provide a summary of the key points made by each side in the debate.

Restate your own position on the issue and explain why you believe it is the most valid or persuasive.

Offer suggestions for further discussion or research on the issue.

CONCLUSION:

Sum up your assessment of the debate, including any factors that influenced your opinion or decision.

Acknowledge any limitations or biases that may have affected your evaluation.



Encourage further dialogue and open-mindedness among all parties involved in the debate.

SHARE THE RUBRIC WITH THE DEBATERS IN ADVANCE:

Provide the debaters with the rubric before the debate so that they know how they will be assessed. This will help them to focus on the key criteria and tailor their arguments and delivery accordingly.

EVALUATE EACH CRITERION INDIVIDUALLY:

Assess each criterion in the rubric separately, rather than evaluating the debate as a whole. This will allow you to provide specific feedback on areas where the debaters excelled and where they need improvement.

USE CLEAR AND SPECIFIC LANGUAGE:

Use clear and specific language in the rubric to ensure that the debaters understand what is expected of them. Provide examples or explanations of what each criterion means if necessary.

PROVIDE FEEDBACK:

After the debate, provide feedback to the debaters on their performance based on the rubric. Highlight areas where they excelled and areas where they need improvement. This feedback can help them to improve their skills for future debates.

BE FAIR AND CONSISTENT:

Apply the rubric consistently and fairly to all debaters, regardless of their background, experience, or opinions. Avoid personal biases and focus on the quality of the arguments and delivery.

USE THE RUBRIC AS A LEARNING TOOL:

Use the rubric as a learning tool for the debaters to help them improve their skills. Encourage them to reflect on their performance and identify areas where they can improve. Provide them with guidance and resources to help them develop their skills further.



Criteria	Excellent	Good	Fair	Poor
Argumentation	The argument is clearly stated and well-supported by evidence and examples.	The argument is clearly stated and mostly supported by evidence and examples.	The argument is stated but lacks strong support from evidence and examples.	The argument is unclear and lacks support from evidence and examples.
Organization	The argument is logically structured and easy to follow. Transitions between points are smooth and effective.	The argument is mostly well-structured and easy to follow, but could benefit from some improvements in transitions between points.	The argument is somewhat disorganized and difficult to follow, with unclear transitions between points.	The argument is poorly structured and difficult to follow, with confusing transitions between points.
Delivery	The speaker uses a clear, confident voice and strong body language to engage the audience.	The speaker's voice and body language are mostly clear and confident, but could benefit from some improvements in engaging the audience.	The speaker's voice and body language are sometimes unclear and hesitant, and fail to engage the audience.	The speaker's voice and body language are unclear and unconfident, and fail to engage the audience.
Rebuttal	The speaker effectively counters their opponent's arguments with well-reasoned rebuttals.	The speaker attempts to counter their opponent's arguments with some rebuttals, but could benefit from more effective reasoning.	The speaker makes an effort to rebut their opponent's arguments, but the reasoning is unclear or ineffective.	The speaker does not attempt to rebut their opponent's arguments or provides weak and unsupported rebuttals.



Collaboration	The speaker works effectively with their partner to present a cohesive argument.	The speaker works fairly well with their partner to present a mostly cohesive argument, but could benefit from more effective collaboration.	The speaker struggles to work with their partner to present a cohesive argument, with some disagreement or confusion.	The speaker is unable to work with their partner to present a cohesive argument, with significant disagreement or confusion.
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ANNEXURE - 8

CASE STUDY

- Creating a case study can be a great way to engage students and teach critical thinking skills. Here are some guidelines for creating a case study for teachers teaching general studies:
- Choose a relevant topic: Select a topic that is relevant to the subject being taught and that will interest students. The topic should be thought-provoking and have multiple perspectives that can be explored.
- Identify learning objectives: Determine the learning objectives you want your students to achieve from the case study. This can help you structure the case study and create activities that will help students meet these objectives.
- Select a real-world scenario: A case study should be based on a real-world scenario that students can relate to. This can help them understand how the subject matter applies in the real world.
- Provide background information: Provide background information on the scenario to help students understand the context and any relevant details.
- Include multiple perspectives: A good case study should include multiple perspectives on the issue being explored. This can help students understand the complexity of the issue and the different factors that contribute to it.
- Encourage critical thinking: A case study should encourage critical thinking and problem-solving skills. Provide open-ended questions and scenarios that require students to think critically and analyze the situation.

INCLUDE ACTIVITIES:

Include activities that help students engage with the case study and apply what they have learned. These activities can include group discussions, research assignments, and presentations.

CONSIDER ASSESSMENT:

Determine how you will assess students' understanding of the case study. This can include written assignments, presentations, or group discussions.



SAMPLE CASE STUDY:

The Impact of Automation on Employment

Advancements in automation and artificial intelligence (AI) have transformed many industries and jobs, leading to concerns about the impact on employment. While automation has the potential to increase productivity and efficiency, it may also lead to job displacement and wage stagnation.

One industry that has been heavily impacted by automation is manufacturing. As robots have become more sophisticated and affordable, many factories have replaced human workers with machines. This has led to significant job losses in the manufacturing sector, particularly in developed countries where labour costs are high.

While automation has created new jobs in areas such as robotics and AI, these jobs often require specialized skills and training. As a result, there is a growing concern about the potential for a "skills gap" where many workers are unable to find employment in the new economy.

To address these concerns, policymakers and business leaders are exploring new approaches to education and workforce training. This includes investments in programs that teach new skills and retrain workers for jobs in emerging industries. It also includes efforts to promote entrepreneurship and small business development, which can create new opportunities for employment.

Overall, the impact of automation on employment highlights the need for ongoing dialogue and collaboration between business, government, and the workforce to ensure that the benefits of new technologies are shared equitably across society.

POINTS FOR DISCUSSION

1. What is automation and how has it impacted the manufacturing sector?
2. What are some potential benefits and drawbacks of automation on employment?
3. What is the "skills gap" and why is it a concern in the context of automation?
4. What are some strategies that policymakers and business leaders can use to address the impact of automation on employment?
5. How can entrepreneurship and small business development create new opportunities for employment in the context of automation?
6. What are some potential ethical considerations related to the impact of automation on employment, and how can these be addressed?
7. How might the impact of automation on employment differ across different regions and countries?
8. What role do workers play in adapting to and benefiting from new technologies like automation?



FIELD TRIP

COMPONENTS OF THE FIELD TRIP

- lectures,
- tours,
- worksheets,
- videos and demonstrations.
- Follow-up activities – classroom discussions post field trip.

STAGES OF THE FIELD TRIP

To organise a successful field trip, three important stages must be included: **pre-trip, trip, and post-trip**

Pre-trip:

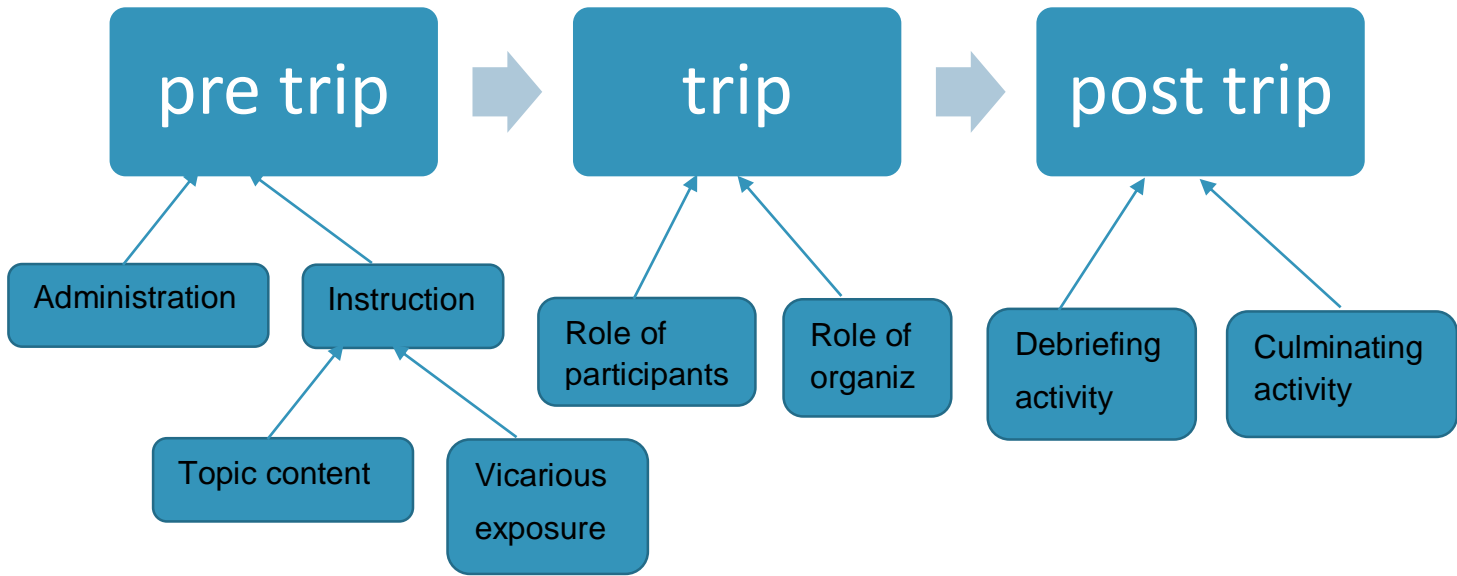
- distance of destination
- requirement list
- risk management – minor and major

Trip:

- planning and execution committees
- activities to be conducted
- safety of the students

Post-trip:

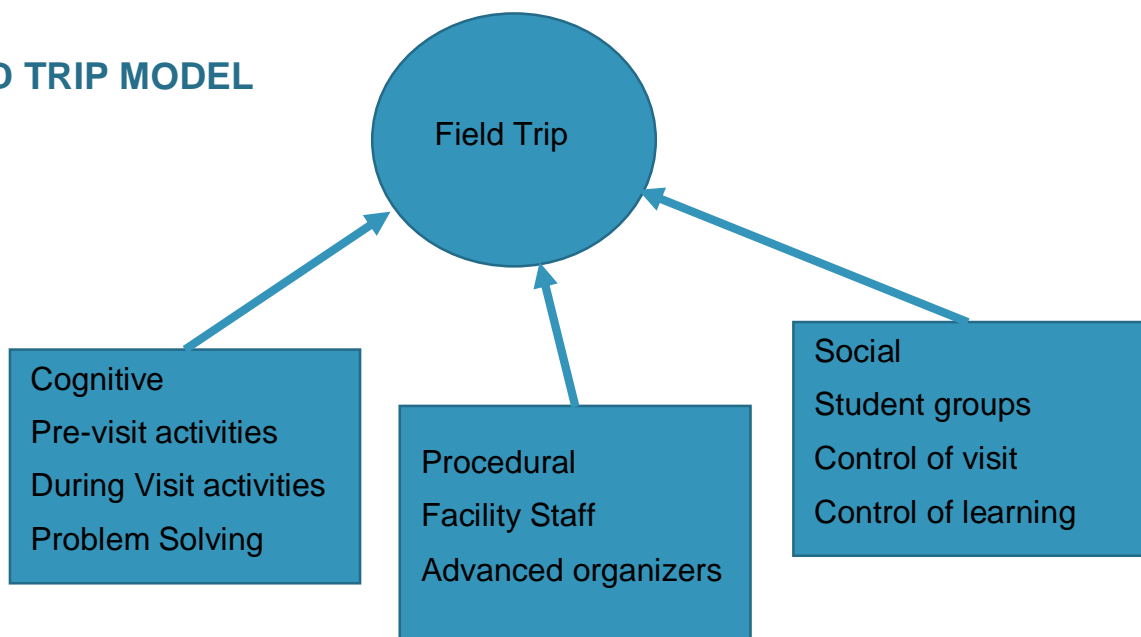
- follow up activity
- feedback form



BENEFITS OF THE FIELD TRIP

- Real World Learning.
- Access latest tools and environment.
- Socio-emotional Growth.
- Academic Impact.

FIELD TRIP MODEL





वसुधैव कुटुम्बकम्
ONE EARTH • ONE FAMILY • ONE FUTURE

CBSE GEOGRAPHY SYLLABUS 2024-25 (Code No. 029) CLASS- XI & XII



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BACKGROUND/ RATIONALE

Geography is introduced as an elective subject at the senior secondary stage. After ten years of general education, students branch out at the beginning of this stage and are exposed to the rigors of the discipline for the first time. Being an entry point for the higher education, students choose Geography for pursuing their academic interest and, therefore, need a broader and deeper understanding of the subject. For others, geographical knowledge is useful in daily lives because it is a valuable medium for the education of young people. Its contribution lies in the content, cognitive processes, skills and values that Geography promotes and thus helps the students explore, understand and evaluate the environmental and social dimensions of the world in a better manner.

Since Geography explores the relationship between people and their environment, it includes studies of physical and human environments and their interactions at different scales-local, state/region, nation and the world. The fundamental principles responsible for the varieties in the distributional pattern of physical and human features and phenomena over the earth's surface need to be understood properly. Application of these principles would be taken up through selected case studies from the world and India. Thus, the physical and human environment of India and study of some issues from a geographical point of view will be covered in greater detail. Students will be exposed to different methods used in geographical investigations.

LEARNING OBJECTIVES

The course in Geography will help learners to:

- Familiarize with key concepts, terminology and core principles of Geography.
- Describe locations and correlate with Geographical Perspectives.
- List/describe what students might see, hear, and smell at a place.
- List/describe ways a place is linked with other places.
- Compare conditions and connections in one place to another.
- Analyse/ describe how conditions in one place can affect nearby places.
- Identify regions as places that are similar or connected.
- Describe and interpret the spatial pattern features on a thematic map.
- Search for, recognize and understand the processes and patterns of the spatial arrangement of the natural features as well as human aspects and phenomena on the earth's surface.
- Understand and analyse the inter-relationship between physical and human environments and utilize such knowledge in reflecting on issues related to community.
- Apply geographical knowledge and methods of inquiry to emerging situations or problems at different levels-local, regional, national and global.
- Develop geographical skills, relating to collection, processing and analysis of spatial data/ information and preparation of report including maps and graphs and use of computers where ever possible; and to be sensitive to issues.
- The child will develop the competency to analyse, evaluate, interpret and apply the acquired knowledge to determine the environmental issues effectively.

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 Rationalised 2024-25 NCERT Social Science 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.

**CLASS XI
COURSE STRUCTURE**

Book- Fundamentals of Physical Geography

Chapter No.	Chapter name	Periods	Weightage
Unit- I Geography as a Discipline			
1	Geography As a Discipline	5	3
Unit II The Earth			
2	The Origin and Evolution of the Earth	6	9
3	Interior of the Earth	6	
4	Distribution of oceans and continents	5	
Unit- III Landforms			
5	Geomorphic Processes	9	6
6	Landform and their Evolution	9	
Unit-IV Climate			
7	Composition and Structure of Atmosphere	3	
8	Solar Radiation, Heat balance and Temperature	7	

9	Atmospheric Circulations and Weather Systems	7	8
10	Water in the Atmosphere	4	
11	World Climate and Climate Change (To be tested through internal assessments in the form of project and presentation)	5	
Unit-V Water (Oceans)			
12	Water (Oceans)	6	4
13	Movements of Ocean Water	8	
Unit VI Life on the Earth			
14	Biodiversity and Conservation (To be tested through internal assessments in the form of project and presentation)	4	–
	Map Work	5	5
Total		89	35

Book – India- Physical Environment

Chapter No.	Chapter Name	Periods	Weightage
Unit-I Introduction			
1	India- Location	5	5

Unit II Physiography			
2	Structure and Physiography	18	13
3	Drainage System	14	
Unit III Climate Vegetation and Soil			
4	Climate	16	12
5	Natural Vegetation	14	
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)	6	–
	Map	5	5
Total		78	35

Geography Practical Part I

Chapter No.	Chapter Name	Periods	Weightage
1	Introduction to Maps	6	3
2	Map Scale	6	4
3	Latitude Longitude and Time	8	4

4	Map Projections	10	4
5	Topographical Maps	10	4
6	Introduction to Remote Sensing	10	6
Practical file and Viva			5
Total		50	30

**CLASS XI
COURSE CONTENT**

Fundamentals of Physical Geography

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes
<p style="text-align: center;">1 Geography as a Discipline</p>	<ul style="list-style-type: none"> To define and understand the scope and nature of Geography as a discipline. 	<p>Observe your surroundings and note down the variation in natural as well as cultural phenomena. Discuss with your partner: Geography is the study of “areal differentiation.”</p> <p style="text-align: center;">Project Work</p> <p>Topic: - Forest - as a natural resource.</p> <ul style="list-style-type: none"> Prepare a map of India showing the distribution of different types of forests. Write about the economic importance of forests for the country. Prepare a historical account of conservation of forests in India with focus on Chipko movements in Rajasthan and Uttaranchal. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain the meaning of geography as an integrating discipline. State the fields of geography and its relationship with other disciplines. Explain the approaches to study geography.

<p style="text-align: center;">2 The Origin and Evolution of the Earth</p>	<ul style="list-style-type: none"> To acquire knowledge about earth's origin through various theories. To understand various stages in the evolution of the earth. 	<ul style="list-style-type: none"> Watch videos of theories (Big Bang etc.) in the classroom through projector. Presentation and interaction about the origin of the earth by students. Students to explore more information related to the topic. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe the Big Bang, Planetesimal theory, Nebular Hypothesis related to the origin of the universe.
<p style="text-align: center;">3 Interior of the Earth</p>	<ul style="list-style-type: none"> To understand that the configuration of the surface of the earth is largely a product of the exogenic and endogenic processes operating in the interior of the earth 	<p>Activity: Draw a well labelled diagram to show the interior of the earth.</p> <ul style="list-style-type: none"> Draw a diagram of a volcano and mark the following parts: <ul style="list-style-type: none"> a. Magma Chamber b. Vent c. Central Pipe d. Lava flow Draw a diagram to show the intrusive volcanic forms. Case study of earthquakes that occurred in India and Turkey in recent times. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe direct and indirect sources of information about the interior of the earth. Discuss Earthquakes—its causes and effects, define: Epicentre, Hypocentre, Earthquake waves and its propagation, Shadow zones, Measuring the intensity of Earthquakes. Explain the interior structure of the earth. Explain Volcanoes, its types and volcanic landforms.

<p style="text-align: center;">4 Distribution of seas and oceans</p>	<ul style="list-style-type: none"> To describe the theory of continental drift proposed by Alfred Wegner. To understand the present configuration of continents and oceans through plate tectonics theory. 	<ul style="list-style-type: none"> On the outline world map mark and label the following: <ol style="list-style-type: none"> Major plate boundaries Ring of fire Hot spot Volcanoes Draw diagrams to show different types of plate boundaries. Case Study: https://www.downtoearth.org.in/news/natural-disasters/out-of-the-abyss-56977 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Provide evidence in support of continental drift and force for drifting. Explain Post drift studies, Convectional current theory, Mapping of the ocean floor, Ocean floor configuration, Concept of sea floor spreading, Describe theory of plate tectonics and different types of plate boundaries. Trace the movements of Indian Plate.
<p style="text-align: center;">5 Geomorphic Processes</p>	<ul style="list-style-type: none"> To understand various exogenic and endogenic processes responsible to bring changes in the configuration of the surface of the earth. 	<ul style="list-style-type: none"> Prepare a concept map to show different Exogenic and Endogenic Processes. Students will prepare concept map on denudational processes. Study types of weathering: Physical, Chemical, Biological and their importance for human being. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Differentiate between geomorphic processes and geomorphic agents. Describe factors that affect soil formation. Define the following terms: Exfoliation, Denudation, Weathering etc.

		<ul style="list-style-type: none"> • Study types of mass movements and prepare a mind map. 	
<p>6 Landforms and their Evolution</p>	<ul style="list-style-type: none"> • To understand the nature of different erosional and depositional agents and landforms made by them. 	<ul style="list-style-type: none"> • Visit nearby landforms and draw sketches. • Draw neat and well labelled diagrams of landforms created by running water, wind, waves etc. • Watch videos of different landforms created by running water, underground water, glacier, wind, sea waves etc. • Find out the advantages and disadvantages of different landforms from the internet. • Prepare charts to show different landforms. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Describe and draw various erosional and depositional landforms created by different agents. • Students will be able to compare and analyse various landforms. • Locate different landforms (mountains, plateaus, plains) on the outline map of the world.
<p>7 Composition and Structure of Atmosphere</p>	<ul style="list-style-type: none"> • To understand the composition and structure atmosphere. 	<ul style="list-style-type: none"> • Watch a video on the importance of different layers of the atmosphere. • Write songs based on different seasons. • Draw a neat and well labelled diagram to show different layers 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Describe the composition and characteristics of different layers of atmosphere.

		of the atmosphere and write the importance of each layer.	<ul style="list-style-type: none"> Correlate climate change with Sustainable Development Goals13: Climate Action.
<p>8</p> <p>Solar Radiation, Heat Balance and Temperature</p>	<ul style="list-style-type: none"> To understand the heating and cooling of the atmosphere and the resultant temperature distribution over the surface of the earth. 	<ul style="list-style-type: none"> Students to learn about the three different modes of heat transfer—convection, conduction, radiation— with the help of an activity and how they are related to the Sun and life on our planet. Draw a diagram to show the passage of solar radiation through the atmosphere. Study figure 9.4 and 9.5 and write the distribution of surface temperature in the month of January and July. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Differentiate between solar radiation and terrestrial radiation. Give reasons for variability of insolation at the surface of the earth. Explain the heat budget of the planet earth. Describe factors controlling temperature distribution. Explain inversion of temperature.
<p>9</p> <p>Atmospheric Circulation and Weather Systems</p>	<ul style="list-style-type: none"> To understand the general atmospheric circulation and the forces that control the circulation. To understand the meaning of various terms related to the topic. To know the causes and consequences of air circulation. 	<ul style="list-style-type: none"> Students may read various theories and articles related to atmospheric circulation and weather system. Students are advised to watch videos on movements of winds: 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe the permanent pressure belts and the prevailing winds. Explain different types of winds. Differentiate between tropical and extra tropical cyclones.

		<ul style="list-style-type: none"> The students can be encouraged to prepare presentation on different topics in the chapter. Examine the weather conditions necessary for the formation of cyclones, tornadoes, hurricanes etc. 	<ul style="list-style-type: none"> Realize how global warming is result of atmospheric pollution and how it can be minimised if not prevented.
<p>10 Water in the Atmosphere</p>	<ul style="list-style-type: none"> To understand continuous exchange of water between the atmosphere, the oceans and the continents through the processes of evaporation, transpiration, condensation and precipitation. 	<ul style="list-style-type: none"> Make a list of different forms of condensation and precipitation and define them. Draw diagrams of different types of rainfall. On a world map mark and label areas of heavy, moderate, low and inadequate rainfall. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain the process of precipitation and its different forms. Analyse the variation in the distribution of rainfall in the world.
<p>11 World Climate and Climate Change</p> <p>(To be tested through internal assessments in the form of project and presentation)</p>	<ul style="list-style-type: none"> To define three broad approaches that have been adopted for classifying climate – Empirical Classification, Genetic Classification, and Applied Classification. To Describe various types of climates and their groups/ subtypes. 	<ul style="list-style-type: none"> Classify climate based on various schemes by Koeppen with the help of a mind map. Describes the causes and effects of global warming. Evaluate the climate changes in the recent past. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> The topic can be presented in class through PPT or Project Work after conducting extensive and guided research by students.

	<ul style="list-style-type: none"> To analyse Koeppen's Scheme of Classification of Climate. To explain climate change and related concepts. To evaluate the climate changes in the recent past. 		
12 Water (Oceans)	<ul style="list-style-type: none"> To explain water cycle and summarize how an increase in demand for water leads to a water crisis. To Illustrate major and minor ocean floor features. (mid-oceanic ridges, seamounts, submarine canyons, guyots, and atolls) To describe horizontal and vertical distribution of oceanic temperature. To evaluate the factors affecting the salinity of ocean waters. 	<ul style="list-style-type: none"> Draw a diagram to show major and minor features of ocean floor. Study figure 13.5 and analyse the horizontal distribution of salinity in different oceans. Locate and label the major seas on a political map of the world (As given in map list). 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe the basic processes involved in hydrological cycle with the help of a well labelled diagram. Describe the relief features of the ocean floor. Explain the process of heating and cooling of oceanic water and factors that affect temperature distribution in the ocean. Describe the salinity of ocean waters.
13 Movements of Ocean Water	<ul style="list-style-type: none"> To define and differentiate between tides and currents. 	<ul style="list-style-type: none"> Mark and label the major warm and cold currents on an outline world map. (As per the given map list) 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain tides, currents and waves.

	<ul style="list-style-type: none"> • To describe the formation of sea waves. • To analyse the importance of tides. • To classify and describe major ocean currents and its effects. 	<ul style="list-style-type: none"> • Draw a diagram of spring and neap tides. 	<ul style="list-style-type: none"> • Analyse the economic significance of tides. • Describe ocean currents and the forces that influence them. • Distinguish between cold and warm ocean currents.
<p>14 Biodiversity and Conservation</p>	<ul style="list-style-type: none"> • To explain the three major realms of the environment. • To explain the concept of ecology. • To analyse the features and types of aquatic ecosystems and biomes, with examples. 	<ul style="list-style-type: none"> • Make a list of flora and fauna found in your surroundings and make a scrap book containing information and pictures of at least ten species. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Describe the characteristic features of the biosphere. • Define ecology and related terms and explain the need for ecological balance. • Recognize the abiotic and biotic factors of the ecosystem. • Compare and contrast the features of five major biomes of the world – forest, grassland, desert, aquatic, and altitudinal.

India Physical Environment

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes
1 India- Location	<ul style="list-style-type: none"> To understand the geographical location of India and its significance. 	<ul style="list-style-type: none"> On an outline map of India mark all the neighbouring countries and compare the size of India with its neighbours. Make a list of all the states that share common boundary with our neighbouring countries. Mark and label the land boundary and coastline on an outline map of India. On a political map of India mark and label the states and UTs. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe the location of India mentioning the surrounding water bodies. Analyse the implications of living in a country with vast longitudinal and latitudinal extent and its impact on the standard time of India. Explain the vastness of India and the diversity that comes along with it.
2 Structure and Physiography	<ul style="list-style-type: none"> To understand the evolution of different geological structures in India. To acquire knowledge about physiographic divisions and their subdivisions. 	<ul style="list-style-type: none"> Identify the physiographic and geological region you live in. Discuss the impact of physiography on the development of your region. On an outline map of India mark and label the physiographic divisions of India. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Explain the evolution of various geological structures in different parts of the country. Describe major physiographic divisions and the processes of their formation.

			<ul style="list-style-type: none"> • Locate the major physical features on the map of India.
<p>3 Drainage System</p>	<ul style="list-style-type: none"> • To understand the drainage system and drainage patterns of Indian rivers. • To understand the extent of use ability of river water and the problems associated with it. 	<ul style="list-style-type: none"> • Have a group discussion in your class about floods-their positive and negative impact. • Make a list of east flowing and west flowing rivers of Peninsular region. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Understand the major drainage systems of India. • Analyse the causes of river water pollution. • Differentiate between Himalayan and Peninsular rivers.
<p>4 Climate</p>	<ul style="list-style-type: none"> • To understand Indian monsoon: and its mechanism. • To list the weather conditions that prevail during different seasons. • To analyse the variation in distribution of rainfall in India. 	<ul style="list-style-type: none"> • Students to mark and label the hottest, coldest, driest and wettest places in India. (on a political map) • Students should be made to understand Air Quality Index. • (The Air Quality Index is a way for the government to alert people to the quality of the air and how bad the air pollution is in an area or city. • Colours are used to indicate the air quality. • Green - the air is good. • Yellow - the air is moderate 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Discuss the factors affecting climate of the country and its effect on country's economic life. • Understand the annual cycle of four main seasons in India. • Able to realise the causes and problems of climate changes. • Able to understand the concept of Global Warming.

		<ul style="list-style-type: none"> • Orange - the air is unhealthy for sensitive people like the elderly, children, and those with lung diseases. • Red – Unhealthy • Purple - Very unhealthy • Maroon – Hazardous) 	
<p>5 Natural Vegetation</p>	<ul style="list-style-type: none"> • To understand the relationship between vegetation belts and the climate. 	<ul style="list-style-type: none"> • Students would be able to enhance their communication skills by debating on positive and negative impact of human activities on forest cover and wildlife. • To mark all major types of forests on a map of India. • Class can be divided into groups to collect information about people's participation in the conservation of forests and wildlife. 	<p>At the completion of this topic the students will be able to:</p> <ul style="list-style-type: none"> • The students will be able to recognise the importance of forest cover in the country and its spatial distribution. • They will learn about number of species of plants and animals in India. • They will appreciate the efforts in conservation of forests and wildlife.
<p>6 Natural Hazards and Disasters</p> <p>(To be tested through internal assessment in the</p>	<ul style="list-style-type: none"> • To make students aware about natural hazards and disasters happening in various parts of the country, their impact and ways to mitigate the damage caused by them. 	<ul style="list-style-type: none"> • Divide your class into groups and allocate one disaster to each group. • Every group should think of themselves as living in a disaster prone area of their allocated topic. 	<p>At the completion of this topic the students will be able to:</p> <ul style="list-style-type: none"> • Classify different types of hazards and disasters.

form of Projects and presentation)		<ul style="list-style-type: none"> All groups would give a presentation on causes, impact and risk reduction of that disaster. 	<ul style="list-style-type: none"> Describe causes, effects and mitigation policy for various natural disasters. Identify and locate regions prone to different disasters on the map. Understand the concept of disaster management.
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Map Items for locating and labelling on outline political World Map

Fundamentals of Physical Geography

Chapter No. and Name	Map Work
<p style="text-align: center;">4</p> <p>Distribution of oceans and continents</p>	<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.
<p style="text-align: center;">9</p> <p>Atmospheric Circulations and Weather Systems</p>	<p>Major Hot Deserts of the world:</p> <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

<p>12 Water(Oceans)</p>	<ul style="list-style-type: none"> • Major Seas • Black sea • Baltic sea • Caspian Sea • Mediterranean Sea • North Sea • Red sea • Bay of Fundy (Canada)-Famous for the highest tides in the world
<p>13 Movements of Ocean Water</p>	<p>OCEAN CURRENTS-Cold currents</p> <ul style="list-style-type: none"> • Humboldt c. • California c. • Falkland c. • Canaries c. • West Australian c. • Oyashio c. • Labrador c. <p>Warm currents</p> <ul style="list-style-type: none"> • Alaska c. • Brazilian c. • Aughlas c. • Kuroshio c. • Gulf stream c.
<p>14 Biodiversity and Conservation</p>	<p>Ecological hotspots</p> <ul style="list-style-type: none"> • Eastern Himalaya, India

	<ul style="list-style-type: none"> • Western ghats, India • Indonesia, Asia • Eastern Madagascar, Africa • Upper Guinean forests, Africa • Atlantic forest, Brazil • Tropical Andes
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Map Items for locating and labelling on outline political map of India

India Physical Environment

Chapter No and Name	Map Work
<p>1 India- Location</p>	<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)
<p>2 Structure and Physiography</p>	<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

<p style="text-align: center;">3 Drainage System</p>	<ul style="list-style-type: none"> • Rivers: Brahmaputra, Indus, Satluj, Ganga, Yamuna, Chambal, Damodar, Mahanadi, Krishna, Kaveri, Godavari, Narmada, Tapi 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
<p style="text-align: center;">4 Climate</p>	<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
<p style="text-align: center;">5 Natural Vegetation</p>	<p>(Identification on an outline map of India) Tropical evergreen, Tropical deciduous, Tropical thorn, Montane and Littoral/ Swamp forests. 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 XII

NCERT Prescribed Textbook

1. Fundamentals of Human Geography
2. India- People and Economy
3. Practical work in Geography- Part II

Links for Rationalised 2024-25 NCERT textbooks:

1. <https://ncert.nic.in/textbook.php?legy1=0-8>
2. <https://ncert.nic.in/textbook.php?legy2=0-9>
3. <https://ncert.nic.in/textbook.php?legy3=0->

Note:

1. The above textbooks are also available in Hindi medium.
2. Kindly refer to the latest editions of all NCERT Textbooks.

**CLASS XII
COURSE STRUCTURE**

Book- Fundamental of Human Geography

Chapter No.	Chapter Name	No. of periods	Weightage
Unit I			
1	Human Geography	7	3
Unit II			
2	The World Population Density Distribution and Growth	9	8
3	Human Development	7	
Unit III			
4	Primary Activities	12	19
5	Secondary Activities	10	
6	Tertiary and Quaternary Activities	10	
7	Transport, Communication and Trade	15	

8	International Trade	10	
Map Work (Based on identification of features on World Political Map)		10	5
Total		90	35

Book-India People and Economy

Chapter No.	Chapter Name	No. of Periods	Weightage
Unit I			
1	Population Distribution Density Growth and Composition	10	5
Unit II			
2	Human Settlements	8	3
Unit III			
3	Land Resources and Agriculture	9	10
4	Water Resources	9	
5	Mineral And Energy Resources	9	
6	Planning and Sustainable Development in Indian Context	7	
Unit IV			

7	Transport and Communication	11	7
8	International Trade	9	
Unit V			
9	Geographical Perspective on selected issues and problems	8	5
Map Work (Based on Marking and labelling on a political Map of India)		10	5
Total		90	35

Geography Practical-II

Chapter No.	Chapter Name	Period	Weightage
1	Data-its source and Compilation	5	18
2	Data Processing	8	
3	Graphical representation of Data	15	
4	Spatial Information Technology	12	7
Practical Record Book and Viva Voce			5
Total		40	30

**CLASS XII
COURSE CONTENT**

Book- Fundamental of Human Geography

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes
<p style="text-align: center;">1 Human Geography</p>	<ul style="list-style-type: none"> To define Human Geography and describe the nature and scope of Human Geography as a discipline. 	<ul style="list-style-type: none"> Case Study on determinism and possibilism given in NCERT to be used to explain the concept. Prepare a concept map of the chapter explaining the following: Definition of Human Geography, nature, scope, schools of thought, branches of Human Geography. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Define the term human geography. Elucidate the Interdependence between Nature and Human beings. State the fields and subfields of Human Geography and its relationship with other branches of Social Sciences. Differentiate between Environmental Determinism and Possibilism. Explain Neo-determinism with examples from real life.
<p style="text-align: center;">2 The World Population-</p>	<ul style="list-style-type: none"> To familiarize learners with some basic concepts of Population Geography. 	<ul style="list-style-type: none"> On a world map mark and label ten most populous countries of the world. 	<p>At the completion of this unit students will be able to:</p>

<p>distribution, density and growth</p>	<ul style="list-style-type: none"> To understand the patterns of population distribution in the world and correlate the factors influencing population distribution. 	<ul style="list-style-type: none"> Class discussion on how science and technology helped in population growth. List the reasons for human migration. On the world map identify the countries of Europe and Asia with negative growth rate of population and African countries with growth rate of population more than three percent. Students can be asked to find out the density of population of their respective state/ district/ city. Case Study on Thomas Malthus (optional) Prepare a glossary. 	<ul style="list-style-type: none"> Calculate density of population, birth rate and death rate. Name and define the components responsible for population change. Understand the stages of population growth in the world using Demographic Transition Theory. Suggest measures to control population growth. Define the following terms: Growth of population, Natural growth of population, Positive growth of population, Negative growth of population
<p>3 Human development</p>	<ul style="list-style-type: none"> To understand the concept human development introduced by Dr. Mehbub Ul Haq and Prof. Amartya Sen. 	<ul style="list-style-type: none"> The lesson can be introduced by asking students to discuss with their peer group: What is a meaningful life? Discuss: How Beti Bachao and Beti Padhao 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Differentiate between growth and development Explain the three basic indicators of human

		<p>programme introduced by the Government of India can address the issue of declining sex ratio and make life more meaningful for girls.</p> <ul style="list-style-type: none"> • Enact a play to show how choices get limited due to lack of capability in areas of income, health care and education. • Interview a lady vegetable vendor, cobbler and a sweeper in the community and note how their opportunities were limited because of gender, caste and income. 	<p>development and measure the level of Human Development.</p> <ul style="list-style-type: none"> • Describe Human Development Index published by UNDP. • Compare HDI with Human Poverty Index. • Explain the key pillars of human development with examples. • Compare Income approach, Welfare approach, Basic Needs approach and Capability approach to understand the concept Human Development. • Categories countries on the basis of their HDI and explain their characteristics.
<p>4 Primary Activities</p>	<ul style="list-style-type: none"> • To understand various categories of economic activities. • To describe Primary activities and relate the physical and social factors that affect the type of primary activities practised in different regions of the world. 	<ul style="list-style-type: none"> • Class discussion: Why are people in coastal areas and plains engaged in fishing and agriculture? • Describe the life of a nomadic herder. (Gaddi and Bakarwal tribe) • Mark and label the following on an outline world map: 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Define the following terms: Economic activity, Primary activities, Red Collar Worker, Pastoral Nomadism • Explain food gathering as an economic activity. • Distinguish between pastoral nomadism and commercial livestock rearing.

	<ul style="list-style-type: none"> To explain main features of different types of agricultural system practised in the world. 	<ol style="list-style-type: none"> Major areas of subsistence gathering Major areas of nomadic herding of the world Major areas of commercial livestock rearing Major areas of extensive commercial grain farming Major areas of mixed farming of the World 	<ul style="list-style-type: none"> Differentiate between primitive subsistence and intensive subsistence farming. Describe the characteristic features of plantation agriculture as a type of commercial farming. Analyse why is there low yield per acre but high yield per person in areas of extensive grain cultivation. Compare and contrast the farming practices in the developed urban areas of the world. Analyse how the model of Kolkhoz introduced in the erstwhile USSR boost agricultural production. Examine the reasons for success of cooperative farming in the European countries. Differentiate between open cast mining and shaft mining. Discuss how mining can have impact on humans and environment.
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<p style="text-align: center;">5 Secondary Activities</p>	<ul style="list-style-type: none"> • To develop understanding of secondary activities with emphasis on manufacturing industries. • To give an overview of manufacturing processes, types, its significance and recent changes. 	<ul style="list-style-type: none"> • The students can be asked to prepare a list of factory-made goods they use in their daily life and categorize them as biodegradable and non-biodegradable. • List out ten global brands, their logos and products. • The students can be taken out for a visit to local industry and asked to prepare a report on their observations regarding raw material used, finished product, production process, labour inputs, environmental impact and social responsibility. • The students can be asked to prepare a sketch, poster, poem or write-up about the environmental conditions surrounding an industry. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Explain key concepts such as, large-scale manufacturing, high technology industry, organizational set up, foot-loose industries, Agri business etc. • Identify and explain the factors affecting the location of an industry. • Differentiate between different types of industries on the basis of size, raw material, ownership and output. • Differentiate between cottage industry and small-scale industry. • Explain the importance of high-tech industries and reason for them being attracted to the peripheral areas of major metropolitan cities. • Compare large scale industry and modern high-tech industry with examples. • Understand and analyses the interrelationship between
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			industrial development and standard of living.
<p style="text-align: center;">6 Tertiary and Quaternary Activities</p>	<ul style="list-style-type: none"> • To understand different types of tertiary activity and its importance in the economy. 	<ul style="list-style-type: none"> • Make a list of economic activities under different categories. • Make a list of departmental stores and chain stores that you visit regularly. • Class discussion on: How convenient and beneficial the fast-growing service sector in the world. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast traditional and modern economic activities. • Students correlate tertiary activities and their role in the economic development of a country. • Describe different types of tertiary activities. • Discuss different types of trading centres found in rural and urban areas and role played by them in local economy. • Describe quinary activities and its role in advanced economies. • Discuss how tertiary, quaternary and quinary activities have replaced jobs in primary and secondary sectors. • Define the following terms: BPO, Outsourcing, KPO, Departmental Store, ChainStore, Wholesale trading

**7
Transport and
Communication**

- To acquire knowledge about various modes of transport in different continents.
- To compare and synthesize the information about major transport routes around the globe.
- To understand the development of communication networks and their impact on the modern world.

- Students can be asked to do a survey of their class about the means of transport being used by students to reach school. Prepare a Bar diagram with the help of the data collected.
- Analyze the connection between physical landscape and development of various modes of transport.
- Mark and label the terminal stations of Trans-Siberian Railway, Trans Canadian Railway and Trans Australia Railway on an outline world map.
- Draw a sketch map of Suez Canal, Panama Canal, St Lawrence Sea ways and Rhine waterways, and mark them on an outline map of the world.
- On an outline map of the world mark and label the following major airports of each continent:
 - Asia:** Tokyo, Beijing, Mumbai, Jeddah, Aden
 - Africa:** Johannesburg & Nairobi
 - Europe:** Moscow, London, Paris, Berlin and Rome

At the completion of this unit students will be able to:

- Compare and contrast various modes of transport.
- Explain the relationship of transport and communication networks to economic development of a region.
- Describe the major highways and major rail networks of different continents.
- Discuss the location and economic significance of Trans-Siberian Railway, Trans Canadian Railway, The Union and Pacific Railway and Trans Australian Railway.
- Describe the location and the economic importance of the major sea routes of the world.
- Discuss how Suez Canal and Panama Canal serve as major gateways of commerce for both the eastern and the western world.
- Discuss how the modern communication systems have made the concept of global village a reality.

		<p>d. North America: Chicago, New Orleans, Mexico City</p> <p>e. South America: Buenos Aires, Santiago</p> <p>f. Australia: Darwin and Wellington</p>	
<p>8 International Trade</p>	<ul style="list-style-type: none"> Familiarize the students with the basic concepts and principles of international trade. To understand the basis of international trade, Balance of trade and types of international trade. Gain knowledge about the concept of Dumping. To outline the historical perspective of globalization and role of WTO, its functions and its implications on the world trade. Examine the importance of sea ports as gateways of international trade 	<ul style="list-style-type: none"> Discuss: How International trade was carried out in the past vis-a-vis present times. Study the data given on table 9.1 and compare world import and export to calculate balance of trade and analyse its implication. Read the case study on dumping and discuss how dumping is becoming a serious concern among trading nations. Prepare a concept map of the chapter. Mark and label the headquarter of WTO on an outline world map. Mark and label the following major sea ports of the world: <ul style="list-style-type: none"> a. Europe: North Cape, London, Hamburg North America: Vancouver, San Francisco, New Orleans b. South America: Rio De Janeiro, 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Define international trade and describe how it impacts various countries. Describe the basis of International Trade. Discuss types of and aspects international trade. Explain the term Dumping, Trade liberalisation and Globalisation. Discuss the impact of WTO on current global trade. Evaluate how international trade can be detrimental to some nations. Analyse how seaports act as chief gateways of International trade.

		Colon, Valparaiso Africa: Suez and Cape Town c. Asia: Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata d. Australia: Perth, Sydney, Melbourne	
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India People and Economy

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes
1 Population: Distribution Density, Growth and Composition	<ul style="list-style-type: none"> To correlate population distribution and density with the physiography of India. To familiarize students with the demographic attributes of India 	<ul style="list-style-type: none"> Learner may be asked to refer to an Atlas to correlate relief map of India and map of population distribution and density and write their observation and share with their classmates. Prepare a choropleth map showing the state wise density of population of India. Represent the data on decadal growth rate (given on page 5 NCERT) in India using suitable statistical diagram. Refer to Census of India website to collect data on population of India. Prepare a dot map showing the 	At the completion of this unit students will be able to: <ul style="list-style-type: none"> Differentiate between distribution of population and density of population. Define: Physiological Density, Agricultural Density, Population doubling time, Working Population, Participation Rate, Main Worker, Marginal Worker, Rural Population, Urban Population, Adolescent Population. Discuss the factors responsible for uneven distribution of population in India. Explain trends of population

		<p>distribution of India's Population.</p> <ul style="list-style-type: none"> • Compare the growth rate of population of different states between 1991-2001 and 2001-2011. 	<p>growth in India since 1901.</p> <ul style="list-style-type: none"> • Describe rural-urban population composition, religious composition linguistic composition and sectoral composition of work force in India. <p>Discuss the occupational structure of India's population.</p>
<p>2 Human Settlements</p>	<ul style="list-style-type: none"> • To understand how the form and size of settlement of any particular region reflects human relationship with the environment. 	<ul style="list-style-type: none"> • The students will prepare a line graph to show the growth of urban population in India since 1901. • The students will mark and label the million plus cities of all the states on a political map of India. • Case Study: Amravati https://smartcities.gov.in/sites/default/files/SmartCityGuidelines.pdf https://assccl.ap.gov.in/ASSCCL/views/V1/Home.aspx 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between rural and urban settlement. • Describe the factors that govern the types of rural settlement in India. • Compare and contrast clustered, semi clustered, Hamleted and dispersed settlement with examples. • Describe the evolution of towns in India since prehistoric times. • Classify towns on the basis of their functions.

**3
Land Resources
and Agriculture**

- To familiarise students with the land-use categories as maintained in the land revenue records.
- To analyse the changes in land-use pattern registered in India due to change in shares of primary, secondary and tertiary sectors in GDP.

- The students will study and document the land use around their school and speak to their elders to find out changes registered in land use.
- The students will read and interpret the bar graph (fig 5.1) comparing the changes in land use in India between 1950-51 and 1914-15.
- Using the data given in the appendix (vi) the students will Work out the actual increase and rate of increases for all the land use categories between 1950–51 and 2014–15.
- The students will prepare pie graphs to show the land use categories in 1950-51 and 1914-15.
- Prepare a pie chart showing the composition of total cultivable land in the country.
- The students will calculate cropping intensity using data from table 5.1
- The students will represent the geographical conditions required

At the completion of this unit students will be able to:

- Name and define the land use categories.
- Compare the Changes in shares of Land-use Categories in India between 1950 and 2014.
- Discuss the importance of common property resources for the community.
- Compare dryland and Wetland farming and evaluate its importance.
- Compare the geographical conditions required for the growth of the following crops and their distribution/ growing areas.
- Rice, Wheat, Jowar, Pulses, Oilseeds, Cotton, Jute, Sugarcane, Tea, Coffee
- Evaluate technological developments that have taken place in Indian agriculture since Independence.
- Discuss the challenges faced by the Indian farmers and suggest measures to overcome them.

		<p>for the growth of different crops in a tabular form and compare them.</p> <ul style="list-style-type: none"> On political map of India the students will mark and label the three largest producing states of Rice, Wheat, Jowar, Pulses, Oilseeds, Cotton, Jute, Sugarcane, Tea and Coffee. 	
<p>4 Water Resources</p>	<ul style="list-style-type: none"> To familiarise students about the water resources available in India and the factors that determine spatial distribution of the available water resources in the country and its utilization. 	<ul style="list-style-type: none"> List out the major sources of water. Discuss the interrelationship between physical and human environment and their impact from local to global. Ralegan Siddhi case study to be discussed to understand the holistic impact of Watershed development in any place. Students can also be encouraged to read about Haryali, Neeru-Meeru (Water and You) programme in Andhra Pradesh and Arvary Pani Sansad in Alwar, Rajasthan 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe the available water resources in India. Evaluate the water demand and supply in India. Discuss the reasons for water scarcity in the country. Discuss water resources in India, its geographical distribution, sectoral utilization, and methods of its conservation and management. Recognize various emerging water problems and analyse the causes for deterioration of quality of water. Evaluate the scope to use rainwater harvesting techniques to conserve precious water

			resources.
<p style="text-align: center;">5 Mineral and energy resources</p>	<ul style="list-style-type: none"> • To know about distribution of various minerals in the world. • To understand and realize the importance of minerals in human life. • To create an awareness about nature of different minerals and how to sustain them for the future. 	<ul style="list-style-type: none"> • The students should be encouraged to read newspaper regularly and discuss environmental impact of mining. • The students should create awareness in school through posters and role play about the use of renewable resources and conservation of energy resources. • Prepare a table to present the spatial pattern of the following minerals under the given headings: (Properties, Total Reserves, Distribution, Mines) • Iron Ore, Manganese, Bauxite, Copper, Mica, Coal, Petroleum and natural Gas. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Classify minerals on the basis of chemical and physical properties. • Describe the major mineral belts of India and mark them on an outline map of India. • Describe different types of non-conventional mineral resources. • Analyse why the renewable energy resources will be the future source of resources. • Suggest measures to conserve our non-renewable resources. • On an outline Political Map of India mark and label the following: <p>g. Iron-ore mines: Mayurbhanj, Bailadila, Ratnagiri, Bellary</p> <p>h. Manganese mines: Balaghat, Shimoga</p> <p>i. Copper mines: Hazaribagh, Singhbhum, Khetari</p> <p>j. Bauxite mines: Katni, Bilaspur and Koraput</p> <p>k. Coal mines: Jharia, Bokaro, Raniganj, Neyveli</p> <p>l. Oil Refineries: Mathura, Jamnager, Barauni</p>

<p style="text-align: center;">6</p> <p>Planning and sustainable development in Indian Context</p>	<ul style="list-style-type: none"> To understand the need for centralised planning (sectoral planning and regional planning) to accelerate uniform economic development over space as well the role of NITI Aayog. 	<ul style="list-style-type: none"> Case Study – Integrated Tribal Development Project in Bharmaur Region. Case Study- Indira Gandhi Canal (Nahar) Command Area. Critically evaluate the need for, aims of, and impacts of irrigation on Indira Gandhi Canal (Nahar) Command Area. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Develop an understanding about various types of planning. Justify the need for target areas and target groups planning by the Planning Commission with examples. Explain the aims and approaches of the Hill Area Development Programme, Drought prone area Programme, Critically evaluate the aims and social benefits of ITDP in the Bharmaur tribal region. Evaluate the measures that can be taken to promote sustainable development in Indira Gandhi Canal Command Area.
<p style="text-align: center;">7</p> <p>Transport and communication</p>	<ul style="list-style-type: none"> To acquire knowledge about various means of transport spread in different parts of India. To compare and correlate various modes of transport to the physical regions of India. To evaluate the impact of 	<ul style="list-style-type: none"> Draw a flow chart to show the means of transportation. Collect information on Metro rail of India and discuss in the classroom. Prepare a concept map showing different means of transportation, 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> Develops an understanding about various means of transport being used in different parts of India. Analyse the impact of the physical environment on development of various modes in different regions.

	<p>transport and communication networks on the development of our nation.</p>	<p>its advantages and disadvantages.</p> <ul style="list-style-type: none"> • Collect information on Bharatmala and Setubharatam Pariyojana and share it with your peer group. 	<ul style="list-style-type: none"> • Describe different types of highways found in different parts of our country. • Discuss the role of Indian Railways in the growth of India's economy with focus on recent technological advancements. • Describe the five National Waterways of our country. • Discuss the role of OIL and Gail in development of gas pipelines in India. • Discuss reasons for the state wise variation in road density in India. • Elucidate the impact of modern communication networks in our life. • Mark and label the following on an outline political map of India: Terminal stations of north south corridor, East west corridor & golden quadrilateral
<p>8 International Trade</p>	<ul style="list-style-type: none"> • To familiarise students about the changes that have taken place in India's international trade in terms of volume, composition 	<ul style="list-style-type: none"> • Study the graph (11.1) showing India's import and export and comment on India's balance of trade. 	<p>At the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Give reasons for changing pattern of the composition of

	and direction.	<ul style="list-style-type: none"> • Make a list of items that are in India's import and export basket. • Make a list of India's major trading partners and identify these countries on a world map. • Name the nearest domestic and international airports from your school. • Study fig 11.5 and identify four cities from where maximum number of air routes converge. Discuss the reasons for the same with your classmates. 	<p>India's import and export.</p> <ul style="list-style-type: none"> • Discuss the strategies adopted by India to double its share in the international trade. • Evaluate the role of seaports as gateways of international trade with examples. • Mark and label the major seaports and airports on an outline map of India. • Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia • International Airports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad.
<p>9 Geographical Perspective on selected issues</p>	<ul style="list-style-type: none"> • To explain the causes and consequences of different types of pollution in India and suggest the measures to control it. 	<ul style="list-style-type: none"> • List the major sources of water pollution, air pollution, noise pollution and land pollution. • Identify the most polluted stretch of river Ganga and river Yamuna on an outline map. • Look into the dustbin in your school and make a list of solid 	<p>At the completion of this topic the students will be able to:</p> <ul style="list-style-type: none"> • Classify types of pollution based on the medium through which pollutants are transported and diffused. • Explain various sources of pollution and summarise the

		<p>waste generated by students.</p> <ul style="list-style-type: none"> • Prepare a poster to create awareness about Namami Gange Programme. • Speak to a rag picker and try to find out what he/she does with the waste. • Read the case study of a migrant labourer (Given in NCERT) and enact his/her life in your classroom. 	<p>state of water, air, land and noise pollution in India.</p> <ul style="list-style-type: none"> • Analyse the rural-urban migration and its role in pollution. • Describe the health and social problems of slum dwellers with reference to Dharavi. • Describe the natural and human causes of land degradation and suggest measures to control land degradation in India. • Suggest measures to control different types of pollutions and evaluate the effectiveness of the Swachh Bharat Mission. <p>Discuss the problems related to urban waste disposal and suggest measures to convert waste into wealth.</p>
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Practical Work in Geography Part II

Chapter No. and Name	Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes
1 Data its source and compilation	<ul style="list-style-type: none"> To understand the importance of data and its uses in Geography 	<ul style="list-style-type: none"> Collect Primary and Secondary Sources of data from different sources and exhibit in practical file 	<ul style="list-style-type: none"> Define data. Differentiate between primary and secondary sources of data. List several sources of data.
2 Data Processing	<ul style="list-style-type: none"> To calculate Measures of Central tendency To Compare Mean, Median and Mode 	<ul style="list-style-type: none"> Calculate Mean, Median and Mode using direct and indirect method 	<ul style="list-style-type: none"> Calculate the mean rainfall of your city. List ten Himalayan peaks with their heights and calculate the median height using the data.
3 Representation of data	<ul style="list-style-type: none"> To represent data graphically using different techniques 	<ul style="list-style-type: none"> Construction of Line Graph Bar Graph Poly Graph Line and Bar Graph Multiple Bar Diagram Compound Bar Diagram Pie Diagram <p><u>Thematic Maps</u></p> <ul style="list-style-type: none"> Dot Map Choropleth Map Isopleth Map 	<ul style="list-style-type: none"> Construct a line graph to represent the growth rate of Population in India 1901-2011. Construct a polygraph to compare the growth of sex ratio in different states. Construct a line and bar graph to represent the average monthly rainfall and temperature of Delhi. Construct a multiple bar diagram to represent decadal literacy rate, male literacy and female literacy. Draw a pie diagram to show

			<p>India's export to major regions of the world 2010-2011.</p> <ul style="list-style-type: none"> • Construct a dot map to show India's Population 2011. • Construct a choropleth map to show state wise variation in population density.
<p>4 Spatial Information Technology</p>	<ul style="list-style-type: none"> • To understand the need to capture data from different sources and integrate them using a computer that is supported by geo-processing tools. • To learn basic principles of the Spatial Information Technology and its extension to the Spatial Information System, which is more commonly known as Geographical Information System. 	.	<ul style="list-style-type: none"> • Explain Spatial Information Technology or GIS. • Describe the advantages of GIS over manual methods. • Components of GIS • Spatial Data formats • Raster data format • Vector data format • Spatial Analysis • Overlay and Buffer Analysis.

Map Items for identification only on outline political map of the World

Fundamentals of Human Geography

Chapter No. and Name	Map Items
1-Human Geography	Nil
2-The World Population Density Distribution and Growth	Nil
3-Human Development	Nil
4-Primary Activities	<ul style="list-style-type: none"> • Areas of subsistence gathering (Fig 4.2) • Major areas of nomadic herding of the world (4.4) • Major areas of commercial livestock rearing (4.6) • Major areas of extensive commercial grain farming (4.12) • Major areas of mixed farming of the World (4.14)
5-Secondary Activities	Nil
6-Tertiary and Quaternary Activities	Nil
7-Transport, Communication and Trade	<ul style="list-style-type: none"> • Terminal Stations of Transcontinental Railways– Trans-Siberian, Trans Canadian, Trans-Australian Railways <p>Major Sea Ports</p> <ul style="list-style-type: none"> • Europe: North Cape, London, Hamburg • North America: Vancouver, San Francisco, New Orleans • South America: Rio De Janeiro, Colon, Valparaiso • Africa: Suez and Cape Town • Asia: Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata

	<ul style="list-style-type: none"> • Australia: Perth, Sydney, Melbourne <p>Major Airports:</p> <ul style="list-style-type: none"> • Asia: Tokyo, Beijing, Mumbai, Jeddah, Aden • Africa: Johannesburg & Nairobi • Europe: Moscow, London, Paris, Berlin and Rome • North America: Chicago, New Orleans, Mexico City • South America: Buenos Aires, Santiago • Australia: Darwin and Wellington <p>Inland Waterways</p> <ul style="list-style-type: none"> • Suez Canal, Panama Canal, Rhine waterways and St. Lawrence Seaways
8-International Trade	Nil

Map Items for locating and labelling on political outline map of India

India - People and Economy

Chapter No. and Name	Map Items
1-Population Distribution Density Growth and Composition	State with highest population density & state with lowest population density (2011)
2-Human Settlement	Nil
3-Land Resources and Agriculture	Leading producing states of the following crops: (a) Rice (b) Wheat (c) Cotton (d) Jute (e) Sugarcane (f) Tea and (g) Coffee
4-Water Resources	Nil
5-Mineral And Energy Resources	Mines: <ul style="list-style-type: none">• Iron-ore mines: Mayurbhanj, Bailadila, Ratnagiri, Bellary• Manganese mines: Balaghat, Shimoga• Copper mines: Hazaribagh, Singhbhum, Khetari• Bauxite mines: Katni, Bilaspur and Koraput• Coal mines: Jharia, Bokaro, Raniganj, Neyveli• Oil Refineries: Mathura, Jamnager, Barauni
6-Planning and Sustainable Development in Indian Context	Nil
7-Transport and Communication	Nil
8-International Trade	Mark and label the major seaports and airports on an outline map of India. <ul style="list-style-type: none">• Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia

	<ul style="list-style-type: none">• International Airports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad.
9-Geographical Perspective on selected issues and problems	Nil

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Guidelines for Internal Assessment/ Geography Practical

- A practical file must be prepared by students covering all the topics prescribed in the practical syllabus.
- The file should be completely handwritten with a cover page, index page and acknowledgment.
- All statistical diagrams and maps should be drawn neatly with appropriate headings, scale, index etc. Data to draw statistical diagrams can be taken from the NCERT textbook or Census.
- The practical file will be assessed both by the internal and external examiners at the time of CBSE practical examinations.
- A written exam of 25 marks will be conducted based on the above given practical syllabus on the day of the practical exam.
- Viva will be conducted based on **practical syllabus** only.
- Written Exam - 25 Marks
- Practical file- 02 Marks
- Viva- 03 Marks

CBSSE

हिंदी (आधार) (कोड सं.- 302) कक्षा 11वीं-12वीं (2024 -25)

दसवीं कक्षा तक हिंदी का अध्ययन करने वाला शिक्षार्थी समझते हुए पढ़ने व सुनने के साथ-साथ हिंदी में सोचने और उसे मौखिक एवं लिखित रूप में व्यक्त कर पाने की सामान्य दक्षता अर्जित कर चुका होता है। उच्चतर माध्यमिक स्तर पर आने के बाद इन सभी दक्षताओं को उस स्तर तक ले जाने की आवश्यकता होती है, जहाँ भाषा का प्रयोग भिन्न-भिन्न व्यवहार-क्षेत्रों की माँगों के अनुरूप किया जा सके। आधार पाठ्यक्रम, साहित्यिक बोध के साथ-साथ भाषायी दक्षता के विकास को ज्यादा महत्त्व देता है। यह पाठ्यक्रम उन शिक्षार्थियों के लिए उपयोगी साबित होगा, जो आगे विश्वविद्यालय में अध्ययन करते हुए हिंदी को एक विषय के रूप में पढ़ेंगे या विज्ञान/सामाजिक विज्ञान के किसी विषय को हिंदी माध्यम से पढ़ना चाहेंगे। यह उनके लिए भी उपयोगी साबित होगा, जो उच्चतर माध्यमिक स्तर की शिक्षा के बाद किसी तरह के रोजगार में लग जाएंगे। वहाँ कामकाजी हिंदी का आधारभूत अध्ययन काम आएगा। जिन शिक्षार्थियों की रुचि जनसंचार माध्यमों में होगी, उनके लिए यह पाठ्यक्रम एक आरंभिक पृष्ठभूमि निर्मित करेगा। इसके साथ ही यह पाठ्यक्रम सामान्य रूप से तरह-तरह के साहित्य के साथ शिक्षार्थियों के संबंध को सहज बनाएगा। शिक्षार्थी भाषिक अभिव्यक्ति के सूक्ष्म एवं जटिल रूपों से परिचित हो सकेंगे। वे यथार्थ को अपने विचारों में व्यवस्थित करने के साधन के तौर पर भाषा का अधिक सार्थक उपयोग कर पाएँगे और उनमें जीवन के प्रति मानवीय संवेदना एवं सम्यक दृष्टि का विकास हो सकेगा।

राष्ट्रीय शिक्षा नीति 2020 तथा केंद्रीय माध्यमिक शिक्षा बोर्ड द्वारा समय-समय पर दक्षता आधारित शिक्षा, कला समेकित अधिगम, अनुभवात्मक अधिगम को अपनाने की बात की गई है जो शिक्षार्थियों की प्रतिभा को उजागर करने, खेल-खेल में सीखने पर बल देने, आनंदपूर्ण ज्ञानार्जन और विद्यार्जन के विविध तरीकों को अपनाने तथा अनुभव के द्वारा सीखने पर बल देती है।

दक्षता आधारित शिक्षा से तात्पर्य है सीखने और मूल्यांकन करने का एक ऐसा दृष्टिकोण जो शिक्षार्थी के सीखने के प्रतिफल और विषय में विशेष दक्षता को प्राप्त करने पर बल देता है। दक्षता वह क्षमता, कौशल, ज्ञान और दृष्टिकोण है जो व्यक्ति को वास्तविक जीवन में कार्य करने में सहायता करती है। इससे शिक्षार्थी यह सीख सकते हैं कि ज्ञान और कौशल को किस प्रकार प्राप्त किया जाए तथा उन्हें वास्तविक जीवन की समस्याओं पर कैसे लागू किया जाए। प्रत्येक विषय, प्रत्येक पाठ को जीवनोपयोगी बनाकर प्रयोग में लाना ही दक्षता आधारित शिक्षा है। इसके लिए उच्च स्तरीय चिंतन कौशल पर विशेष बल देने की आवश्यकता है।

कला समेकित अधिगम को शिक्षण-अधिगम प्रक्रिया में सुनिश्चित करना अत्यधिक आवश्यक है। कला के संसार में कल्पना की एक अलग ही उड़ान होती है। कला एक व्यक्ति की रचनात्मक अभिव्यक्ति है। कला समेकित अधिगम से तात्पर्य है कला के विविध रूपों यथा संगीत, नृत्य, नाटक, कविता, रंगशाला, यात्रा, मूर्तिकला, आभूषण बनाना, गीत लिखना, नुक्कड़ नाटक, कोलाज, पोस्टर, कला प्रदर्शनी को शिक्षण अधिगम की प्रक्रिया का अभिन्न हिस्सा बनाना। किसी विषय को आरंभ करने के लिए आइस ब्रेकिंग गतिविधि के रूप में तथा सामंजस्यपूर्ण समझ पैदा करने के लिए अंतरविषयक या बहुविषयक परियोजनाओं के रूप में कला समेकित अधिगम का प्रयोग किया जाना चाहिए। इससे पाठ अधिक रोचक एवं ग्राह्य हो जाएगा।

अनुभवात्मक अधिगम या आनुभविक ज्ञानार्जन का उद्देश्य शैक्षिक वातावरण को शिक्षार्थी केंद्रित बनाने के साथ-साथ स्वयं मूल्यांकन करने, आलोचनात्मक रूप से सोचने, निर्णय लेने तथा ज्ञान का निर्माण कर उसमें पारंगत होने से है। यहाँ शिक्षक की भूमिका मार्गदर्शक की रहती है। ज्ञानार्जन अनुभव सहयोगात्मक अथवा

स्वतंत्र होता है और यह शिक्षार्थी को एक साथ कार्य करने तथा स्वयं के अनुभव द्वारा सीखने पर बल देता है। यह सिद्धांत और व्यवहार के बीच की दूरी को कम करता है।

इस पाठ्यक्रम के अध्ययन से:

1. शिक्षार्थी अपनी रुचि और आवश्यकता के अनुरूप साहित्य का गहन और विशेष अध्ययन जारी रख सकेंगे।
2. विश्वविद्यालय स्तर पर निर्धारित हिंदी-साहित्य से संबंधित पाठ्यक्रम के साथ सहज संबंध स्थापित कर सकेंगे।
3. लेखन-कौशल के व्यावहारिक और सृजनात्मक रूपों की अभिव्यक्ति में सक्षम हो सकेंगे।
4. रोज़गार के किसी भी क्षेत्र में जाने पर भाषा का प्रयोग प्रभावी ढंग से कर सकेंगे।
5. यह पाठ्यक्रम शिक्षार्थी को जनसंचार तथा प्रकाशन जैसे विभिन्न-क्षेत्रों में अपनी क्षमता व्यक्त करने का अवसर प्रदान कर सकता है।
6. शिक्षार्थी दो भिन्न पाठों की पाठ्यवस्तु पर चिंतन करके उनके मध्य की संबद्धता पर अपने विचार अभिव्यक्त करने में सक्षम हो सकेंगे।
7. शिक्षार्थी रटे-रटाए वाक्यों के स्थान पर अभिव्यक्तिपरक/ स्थिति आधारित/ उच्च चिंतन क्षमता के प्रश्नों पर सहजता से अपने विचार प्रकट कर सकेंगे।

उद्देश्य :

- संप्रेषण के माध्यम और विधाओं के लिए उपयुक्त भाषा प्रयोग की इतनी क्षमता उनमें आ चुकी होगी कि वे स्वयं इससे जुड़े उच्चतर पाठ्यक्रमों को समझ सकेंगे।
- भाषा के अंदर सक्रिय सत्ता संबंध की समझ।
- सृजनात्मक साहित्य की समझ और आलोचनात्मक दृष्टि का विकास।
- शिक्षार्थियों के भीतर सभी प्रकार की विविधताओं (धर्म, जाति, लिंग, क्षेत्र एवं भाषा संबंधी) के प्रति सकारात्मक एवं विवेकपूर्ण रवैये का विकास।
- पठन-सामग्री को भिन्न-भिन्न कोणों से अलग-अलग सामाजिक, सांस्कृतिक चिंताओं के परिप्रेक्ष्य में देखने का अभ्यास करवाना तथा आलोचनात्मक दृष्टि का विकास करना।
- शिक्षार्थी में स्तरीय साहित्य की समझ और उसका आनंद उठाने की क्षमता तथा साहित्य को श्रेष्ठ बनाने वाले तत्वों की संवेदना का विकास।
- विभिन्न ज्ञानानु शासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति और उसकी क्षमताओं का बोध।
- कामकाजी हिंदी के उपयोग के कौशल का विकास।
- जनसंचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से परिचय और इन माध्यमों की आवश्यकता के अनुरूप मौखिक एवं लिखित अभिव्यक्ति का विकास।
- शिक्षार्थी में किसी भी अपरिचित विषय से संबंधित प्रासंगिक जानकारी के स्रोतों का अनुसंधान और व्यवस्थित ढंग से उनकी मौखिक और लिखित प्रस्तुति की क्षमता का विकास।

शिक्षण-युक्तियाँ

- कुछ बातें इस स्तर पर हिंदी शिक्षण के लक्ष्यों के संदर्भ में सामान्य रूप से कही जा सकती हैं। एक तो यह है कि कक्षा में दबाव एवं तनाव मुक्त माहौल होने की स्थिति में ये लक्ष्य हासिल किए जा सकते हैं। चूँकि इस पाठ्यक्रम में तैयारशुदा उत्तरों को कंठस्थ कर लेने की कोई अपेक्षा नहीं है, इसलिए विषय को समझने और उस समझ के आधार पर उत्तर को शब्दबद्ध करने की योग्यता विकसित करना शिक्षक का काम है। इस योग्यता के विकास के लिए कक्षा में शिक्षार्थियों और शिक्षिका के

बीच निर्बाध संवाद ज़रूरी है। शिक्षार्थी अपनी शंकाओं और उलझनों को जितना अधिक व्यक्त करेंगे, उनमें उतनी स्पष्टता आ पाएगी।

- भाषा की कक्षा से समाज में मौजूद विभिन्न प्रकार के द्वंद्वों पर बातचीत का मंच बनाना चाहिए। उदाहरण के लिए संविधान में किसी शब्द विशेष के प्रयोग पर निषेध को चर्चा का विषय बनाया जा सकता है। यह समझ ज़रूरी है कि शिक्षार्थियों को सिर्फ़ सकारात्मक पाठ देने से काम नहीं चलेगा बल्कि उन्हें समझाकर भाषिक यथार्थ का सीधे सामना करवाने वाले पाठों से परिचय होना ज़रूरी है।
- शंकाओं और उलझनों को रखने के अलावा भी कक्षा में शिक्षार्थियों को अधिक-से-अधिक बोलने के लिए प्रेरित किया जाना ज़रूरी है। उन्हें यह अहसास कराया जाना चाहिए कि वे पठित सामग्री पर राय देने का अधिकार और ज्ञान रखते हैं। उनकी राय को प्राथमिकता देने और उसे बेहतर तरीके से पुनः प्रस्तुत करने की अध्यापकीय शैली यहाँ बहुत उपयोगी होगी।
- शिक्षार्थियों को संवाद में शामिल करने के लिए यह ज़रूरी होगा कि उन्हें एक नामहीन समूह न मानकर अलग-अलग व्यक्तियों के रूप में अहमियत दी जाए। शिक्षकों को अक्सर एक कुशल संयोजक की भूमिका में स्वयं देखना होगा, जो किसी भी इच्छुक व्यक्ति को संवाद का भागीदार बनने से वंचित नहीं रखते, उसके कच्चे-पक्के वक्तव्य को मानक भाषा-शैली में ढाल कर उसे एक आभा दे देते हैं और मौन को अभिव्यंजना मान बैठे लोगों को मुखर होने पर बाध्य कर देते हैं।
- अप्रत्याशित विषयों पर चिंतन तथा उसकी मौखिक व लिखित अभिव्यक्ति की योग्यता का विकास शिक्षकों के सचेत प्रयास से ही संभव है। इसके लिए शिक्षकों को एक निश्चित अंतराल पर नए-नए विषय प्रस्तावित कर उन पर लिखने तथा संभाषण करने के लिए पूरी कक्षा को प्रेरित करना होगा। यह अभ्यास ऐसा है, जिसमें विषयों की कोई सीमा तय नहीं की जा सकती। विषय की असीम संभावना के बीच शिक्षक यह सुनिश्चित कर सकते हैं कि उसके शिक्षार्थी किसी निबंध-संकलन या कुंजी से तैयारशुदा सामग्री उतार भर न ले। तैयार शुदा सामग्री के लोभ से, बाध्यतावश ही सही मुक्ति पाकर शिक्षार्थी नये तरीके से सोचने और उसे शब्दबद्ध करने के लिए तैयार होंगे। मौखिक अभिव्यक्ति पर भी विशेष ध्यान देने की ज़रूरत है, क्योंकि भविष्य में साक्षात्कार, संगोष्ठी जैसे मौकों पर यही योग्यता शिक्षार्थी के काम आती है। इसके अभ्यास के सिलसिले में शिक्षकों को उचित हावभाव, मानक उच्चारण, पाँज, बलाघात, हाजिरजवाबी इत्यादि पर खास बल देना होगा।
- काव्य की भाषा के मर्म से शिक्षार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के शिक्षण में उससे मदद ली जानी चाहिए।
- एन सी ई आर टी, शिक्षा मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए कार्यक्रम/ ई-सामग्री, वृत्तचित्रों और सिनेमा को शिक्षण सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है। शिक्षार्थियों को स्तरीय परीक्षा करने को भी कहा जा सकता है।
- कक्षा में सिर्फ़ एक पाठ्यपुस्तक की उपस्थिति से बेहतर यह है कि शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को शिक्षार्थी देख सकें और शिक्षक उनका कक्षा में अलग-अलग मौकों पर इस्तेमाल कर सकें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे शिक्षार्थियों में इसका इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सही अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा और उनमें संवेदनशीलता बढ़ेगी। वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।

- कक्षा-अध्यापन के पूरक कार्य के रूप में सेमिनार, ट्यूटोरियल कार्य, समस्या-समाधान कार्य, समूहचर्चा, परियोजनाकार्य, स्वाध्याय आदि पर बल दिया जाना चाहिए। पाठ्यक्रम में जनसंचार माध्यमों से संबंधित अंशों को देखते हुए यह ज़रूरी है कि समय-समय पर इन माध्यमों से जुड़े व्यक्तियों और विशेषज्ञों को भी विद्यालय में बुलाया जाए तथा उनकी देख-रेख में कार्यशालाएँ आयोजित की जाएँ।
- भिन्न क्षमता वाले शिक्षार्थियों के लिए उपयुक्त शिक्षण सामग्री का इस्तेमाल किया जाए तथा उन्हें किसी भी प्रकार से अन्य शिक्षार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में शिक्षक को हर प्रकार की विविधताओं (लिंग जाति, धर्म, वर्ग आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।

श्रवण तथा वाचन परीक्षा हेतु दिशा-निर्देश

श्रवण (सुनना) (5 अंक) : वर्णित या पठित सामग्री को सुनकर अर्थग्रहण करना, वार्तालाप करना, वाद-विवाद, भाषण, कविता पाठ आदि को सुनकर समझना, मूल्यांकन करना और अभिव्यक्ति के ढंग को समझना।

वाचन (बोलना) (5 अंक): भाषण, सस्वर कविता-पाठ, वार्तालाप और उसकी औपचारिकता, कार्यक्रम-प्रस्तुति, कथा-कहानी अथवा घटना सुनाना, परिचय देना, भावानुकूल संवाद-वाचन।

टिप्पणी: वार्तालाप की दक्षताओं का मूल्यांकन निरंतरता के आधार पर परीक्षा के समय ही होगा। निर्धारित 10 अंकों में से 5 श्रवण (सुनना) कौशल के मूल्यांकन के लिए और 5 वाचन (बोलना) कौशल के मूल्यांकन के लिए होंगे।

वाचन (बोलना) एवं श्रवण (सुनना) कौशल का मूल्यांकन:

- परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 250 शब्दों का होना चाहिए।
या
परीक्षक 2-3 मिनट का श्रव्य अंश (ऑडियो क्लिप) सुनवाएगा। अंश रोचक होना चाहिए। कथ्य/घटना पूर्ण एवं स्पष्ट होनी चाहिए। वाचक का उच्चारण शुद्ध, स्पष्ट एवं विराम चिह्नों के उचित प्रयोग सहित होना चाहिए।
- परीक्षार्थी ध्यानपूर्वक परीक्षक/ऑडियो क्लिप को सुनने के पश्चात परीक्षक द्वारा पूछे गए प्रश्नों का अपनी समझ से मौखिक उत्तर देंगे। (1x5 =5)
- किसी निर्धारित विषय पर बोलना : जिससे शिक्षार्थी अपने व्यक्तिगत अनुभवों का प्रत्यास्मरण कर सकें।
- कोई कहानी सुनाना या किसी घटना का वर्णन करना।
- परिचय देना।
(स्व/ परिवार/ वातावरण/ वस्तु/ व्यक्ति/ पर्यावरण/ कवि/लेखक आदि)

परीक्षकों के लिए अनुदेश :-

- परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
- विवरणात्मक भाषा में वर्तमान काल का प्रयोग अपेक्षित है।
- निर्धारित विषय परीक्षार्थी के अनुभव-जगत के हों।
- जब परीक्षार्थी बोलना आरंभ करें तो परीक्षक कम से कम हस्तक्षेप करें।

कौशलों के अंतरण का मूल्यांकन

(इस बात का निश्चय करना कि क्या शिक्षार्थी में श्रवण और वाचन की निम्नलिखित योग्यताएँ हैं)

क्र.	श्रवण (सुनना)		वाचन (बोलना)
1	परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है।	1	केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2	परिचित संदर्भों में केवल छोटे संबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है।	3	अपेक्षाकृत दीर्घ भाषण में जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है।
4	दीर्घ कथनों की शृंखला को पर्याप्त शुद्धता से समझने के ढंग और निष्कर्ष निकाल सकने की योग्यता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा-प्रवाह रूप में प्रस्तुत करता है।
5	जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करने की क्षमता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है।

परियोजना कार्य

विषय वस्तु

भाषा एवं प्रस्तुति

शोध एवं मौलिकता

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कुल अंक 10

5 अंक

3 अंक

2 अंक

- हिन्दी भाषा और साहित्य से जुड़े विविध विषयों/ विधाओं / साहित्यकारों / समकालीन लेखन / साहित्यिक वादों / भाषा के तकनीकी पक्ष / प्रभाव / अनुप्रयोग / साहित्य के सामाजिक संदर्भों एवं जीवन मूल्य संबंधी प्रभावों आदि पर परियोजना कार्य दिए जाने चाहिए।
- सत्र के प्रारंभ में ही शिक्षार्थी को विषय चुनने का अवसर मिले ताकि उसे शोध, तैयारी और लेखन के लिए पर्याप्त समय मिल सके।

परियोजना-कार्य

'परियोजना' शब्द योजना में 'परि' उपसर्ग लगने से बना है। 'परि' का अर्थ है 'पूर्णता' अर्थात् ऐसी योजना जो अपने आप में पूर्ण हो परियोजना कहलाती है। किसी विशेष लक्ष्य की प्राप्ति हेतु जो योजना बनाई और कार्यान्वित की जाती है, उसे परियोजना कहते हैं। यह किसी समस्या के निदान या किसी विषय के तथ्यों को प्रकाशित करने के लिए तैयार की गई एक पूर्ण विचार योजना होती है।

राष्ट्रीय पाठ्यचर्चा की रूपरेखा, राष्ट्रीय शिक्षा नीति 2020 तथा केन्द्रीय माध्यमिक शिक्षा बोर्ड द्वारा समय-समय पर अनुभवात्मक अधिगम, आनंदपूर्ण अधिगम की बात कही गई है। उच्चतर माध्यमिक स्तर पर शिक्षार्थियों के लिए हिंदी का अध्ययन एक सृजनात्मक, साहित्यिक, सांस्कृतिक और विभिन्न प्रयुक्तियों की भाषा के रूप में प्रयोग करने और करवाने के लिए परियोजना कार्य अत्यंत महत्वपूर्ण व लाभदायक सिद्ध होता है।

परियोजना का महत्व

- व्यक्तिगत स्तर पर खोज, कार्यवाही और ग्यारहवीं - बारहवीं कक्षा के दौरान अर्जित ज्ञान और कौशल, विचारों आदि पर चिंतन का उपयोग ।
- सैद्धांतिक निर्माणों और तर्कों का उपयोग करके वास्तविक दुनिया के परिदृश्यों का विश्लेषण और मूल्यांकन
- एक स्वतंत्र और विस्तारित कार्य का निर्माण करने के लिए महत्वपूर्ण और रचनात्मक चिंतन, कौशल और क्षमताओं के अनुप्रयोग का प्रदर्शन
- उन विषयों पर कार्य करने का अवसर जिनमें शिक्षार्थियों की रुचि है।
- नए ज्ञान की ओर अग्रसर
- खोजी प्रवृत्ति में वृद्धि
- भाषा ज्ञान समृद्ध एवं व्यावहारिक
- समस्या समाधान की क्षमता का विकास

परियोजना कार्य निर्धारित करते समय ध्यान देने योग्य बातें

- परियोजना कार्य शिक्षार्थियों में योग्यता आधारित क्षमता को ध्यान में रखकर दिए जाएँ जिससे वे विषय के साथ जुड़ते हुए उसके व्यावहारिक पक्ष को समझ सकें। वर्तमान समय में उसकी प्रासंगिकता पर भी ध्यान दिया जाए।
- सत्र के प्रारम्भ में ही शिक्षार्थियों को विषय चुनने का अवसर मिले ताकि उसे शोध, तैयारी और लेखन के लिए पर्याप्त समय मिल सके।
- अध्यापिका/अध्यापक द्वारा कक्षा में परियोजना-कार्य को लेकर विस्तारपूर्वक चर्चा की जाए जिससे शिक्षार्थी उसके अर्थ, महत्व व प्रक्रिया को भली-भाँति समझने में सक्षम हो सकें ।
- हिंदी भाषा और साहित्य से जुड़े विविध विषयों/ विधाओं/ साहित्यकारों/ समकालीन लेखन/ भाषा के तकनीकी पक्ष/ प्रभाव/ अनुप्रयोग/ साहित्य के सामाजिक संदर्भों एवं जीवन-मूल्य संबंधी प्रभावों आदि पर परियोजना कार्य दिए जाने चाहिए।
- शिक्षार्थी को उसकी रुचि के अनुसार विषय का चयन करने के छूट दी जानी चाहिए तथा अध्यापक/ अध्यापिका को मार्गदर्शक के रूप में उसकी सहायता करनी चाहिए।
- परियोजना – कार्य करते समय निम्नलिखित आधार को अपनाया जा सकता है-
 1. प्रमाण – पत्र
 2. आभार ज्ञापन
 3. विषय-सूची
 4. उद्देश्य
 5. समस्या का बयान
 6. परिकल्पना
 7. प्रक्रिया (साक्ष्य संग्रह, साक्ष्य का विश्लेषण)
 8. प्रस्तुतीकरण (विषय का विस्तार)
 9. अध्ययन का परिणाम
 10. अध्ययन की सीमाएँ
 11. स्रोत
 12. अध्यापक टिप्पणी

- परियोजना – कार्य में शोध के दौरान सम्मिलित किए गए चित्रों और संदर्भों के विषय में उचित जानकारी दी जानी चाहिए। उनके स्रोत को अवश्य अंकित करना चाहिए।
- चित्र, रेखाचित्र, विज्ञापन, ग्राफ, विषय से संबंधित आँकड़े, विषय से संबंधित समाचार की कतरनें एकत्रित की जानी चाहिए।
- प्रमाणस्वरूप सम्मिलित किए गए आँकड़े, चित्र, विज्ञापन आदि के स्रोत अंकित करने के साथ-साथ समाचार-पत्र, पत्रिकाओं के नाम एवं दिनांक भी लिखना चाहिए।
- साहित्यकोश, संदर्भ-ग्रंथ, शब्दकोश की सहायता लेनी चाहिए।
- परियोजना-कार्य में शिक्षार्थियों के लिए अनेक संभावनाएँ हैं। उनके व्यक्तिगत विचार तथा उनकी कल्पना के विस्तृत संसार को अवश्य सम्मिलित किया जाए।

परियोजना – कार्य के कुछ विषय सुझावात्मक रूप में दिए जा रहे हैं।

भाषा और साहित्य से जुड़े विविध विषयों/ विधाओं/ साहित्यकारों/ समकालीन लेखन के आधार पर

- **हिंदी कविता में प्रकृति चित्रण (पाठ – उषा / बगुलों के पंख कविता)**
- विभिन्न कवियों की कविताओं का तुलनात्मक अध्ययन,
- भाषा शैली, विशेषताएँ
- वर्तमान के साथ प्रासंगिकता इत्यादि।
- **भारतीय ग्रामीण का जीवन (पाठ – पहलवान की ढोलक)**
 - आज़ादी से पहले, बाद में तथा वर्तमान में स्थिति
 - सुधार की आवश्यकताएँ
 - आपकी भूमिका/ योगदान/ सुझाव
- **समकालीन, सांस्कृतिक एवं साहित्यिक विषयों से संबंधित**
- भूमिका - क्या है, क्यों है आदि का विवरण
- विभिन्न देशों में प्रभाव
- भारत के साथ तुलनात्मक अध्ययन
- कारण और निवारण
- आपकी भूमिका/ योगदान/ सुझाव

उपर्युक्त विषय सुझाव के रूप में प्रस्तुत किए गए हैं। आप दिशानिर्देशों के आधार पर अन्य विषयों का चयन कर सकते हैं।

श्रवण कौशल एवं परियोजना कार्य का मूल्यांकन विद्यालय स्तर पर आंतरिक परीक्षक (विषय अध्यापक) द्वारा ही किया जाएगा।

हिंदी (आधार) (कोड सं. 302) कक्षा -11वीं (2024-25)

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 100 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)

परीक्षा हेतु पाठ्यक्रम विनिर्देशन
हिंदी (आधार) (कोड सं. 302) कक्षा -12वीं (2024-25)

- 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 - 2 एवं वितान भाग - 2 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 = 01 अंक, लघूत्तरात्मक प्रश्न 02 अंक x 03 प्रश्न = 06 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 3, 4, 5, 11, 12 तथा 13 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	पाठ संख्या 3, 4, 5, 11 तथा 13 पर आधारित (02 अंक x 04 प्रश्न= 08 अंक) (लगभग 40 शब्दों में), (04 अंक x 02 प्रश्न = 08 अंक) (लगभग 80 शब्दों में) (विकल्प सहित)	16 अंक
	खंड- ग (आरोह भाग - 2 एवं वितान भाग-2 पाठ्यपुस्तकों के आधार पर)	40 अंक
5	पठित काव्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05 अंक

6	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06 अंक
7	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
8	पठित गद्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05 अंक
9	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06 अंक
10	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
11	वितान के पाठों पर आधारित 03 में से 02 प्रश्नों के उत्तर (लगभग 100 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 पुस्तकें :

1. आरोह, भाग-2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
2. वितान, भाग-2, 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 - 2	काव्य खंड	<ul style="list-style-type: none"> • गजानन माधव मुक्तिबोध - सहर्ष स्वीकारा है (पूरा पाठ) • फिराक गोरखपुरी - गज़ल
	गद्य खंड	<ul style="list-style-type: none"> • विष्णु खरे - चार्ली चैप्लिन यानी हम सब (पूरा पाठ) • रज़िया सज्जाद ज़हीर - नमक (पूरा पाठ)
वितान भाग - 2		<ul style="list-style-type: none"> • एन फ्रैंक - डायरी के पन्ने

कक्षा बारहवीं हेतु प्रश्नपत्र का विस्तृत प्रारूप जानने के लिए कृपया बोर्ड द्वारा जारी प्रतिदर्श प्रश्नपत्र देखें।

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HINDUSTANI MUSIC VOCAL (Code – 034)
Examination Structure for Assessment (2024-25) Class XI

Total: 100 Marks

Theory:

30 Marks

Time: 02 Hours

Practical:

70 Marks

Time: 20-25 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.

Distribution of Marks

Sr. No.	Value Points	Marks
1	Choice Raga (Vilambit & Drut Khyal) any one of the following <ul style="list-style-type: none">• Bihagi• Bhimpalasi• Bhairavi	15
2	Examiner's Choice Ragas	12
3	1 Dhrupad with Dugun in any one of the prescribed Ragas	14
4	Devotional Song.	06
5	Ability to recognize the prescribed ragas from the phrases of swarasrendend by the examiner	08
6	Recitation of Thekas of prescribed Talas with Thah, Dugun, Chaugun: <ul style="list-style-type: none">• Teentala• Ektala• Chautala	05+05=10
7	Practical File	05

* Teachers will refer to the distribution of marks while examining the candidate for practical examination

HINDUSTANI MUSIC VOCAL (Code – 034)
Examination Structure for Assessment (2024-25) Class XIII

Total: 100 Marks

Theory:

30 Marks

Time: 02 hours

Practical (External Assessment)

70 Marks

Time: 25-30 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.

Distribution of Marks

Sr.No.	Value Points	Marks
1.	Choice Raga (Vilambit and Drut Khayal) with simple elaborations in prescribed Ragas (anyone) Bhairav <ul style="list-style-type: none">• Bhairav• Bageshri• Malkauns	10+6=16
2.	Examiner's Choice Ragas	10
3.	One Tarana and one Dhamar with dugun and Chaugun	8+8=16
6.	Identification of Ragas	06
7.	Reciting the Thekas of Prescribed Talas with hand beats with Thah and Dugun and Chaugun: <ul style="list-style-type: none">• Jhaptala• Rupak• Dhamar	5+5=10
8.	Tuning of Tanpura and questions regarding it	5
9.	Practical file	5

* External Examiner will refer to the distribution of marks while examining the candidate for practical examination

HINDUSTANI MUSIC VOCAL (Code – 034)

Course Structure (2024-25) Class XI

Theory –40 Periods

30 Marks

Time: 02 hours

1. Questions to be set with internal choice covering the entire syllabus

Sr. No.	Units	No. of Periods	Marks
Unit 1		10	
1.1	Brief of the following Nada, Shruti, Swar, Saptak, Thaata, Jati, Laya, Tala	04	06
1.2	Brief study of the following: Margi- Desi, Raga,	06	
Unit 2		06	
2.1	Brief History of the following Dhrupad, Khayal and Tarana	06	06
Unit 3		08	
3.1	Brief study of Musical Elements in Natya Shastra	04	06
3.2	Life sketch and contribution of Tansen, V.N. Bhatkhande and V.D. Paluskar	04	
Unit 4		06	
4.1	Description of Prescribed Talas along with Tala Notation with Thah, Dugun and Chaugun <ul style="list-style-type: none">• Teentala• Ektala• Chautala	06	06
4.2	Knowledge of the Structure of Tanpura	04	
Unit 5		10	
5.1	Critical study of Prescribed Ragas along with Recognizing Ragas from phrases of Swaras and elaborating them excluding Raga Jaunpuri	04	06
5.2	<ul style="list-style-type: none">• Writing in notation the compositions of Prescribed Ragas Bihag• Bhimpalasi• Bhairavi	06	

Class – XI

Practical -100

Periods:

70 Marks

Sr.No.	Topics	No. of periods
1.	One vilambit Khayal with simple elaborations and few tanas in any one of the prescribed Ragas.	18
2.	One Drut Khayal with simple elaboration and few tanas in the following Ragas- Bihag, Bhairavi and Bhimpalasi.	40
3.	One Dhrupad with Dugun in any one of the prescribed Ragas.	12
4.	One Devotional Songs.	10
5.	Ability to recognize the prescribed Ragas from the phrases of Swaras rendered by the Examiner.	05
6.	Recitation of the Thekas of Teentala, Chautala and Ektala with Dugun and Chaugun, keeping Tala with hand beats.	15

HINDUSTANI MUSIC VOCAL (Code – 034)
Course Structure (2024-25) Class XII

Theory- 60 periods

30 Marks

Time: 02 hours

1. Questions to be set with internal choice covering the entire syllabus

Sr.No.	Units	No. of Periods	Marks
Unit 1		08	
1.1	Brief study of the following: - Alankar, Kan, Meend, Khatka, Murki, Gamak.	05	0 6
1.2	Brief study of the following Gram, Murchhana, Alap, Tana.	07	
Unit 2		05	
			0 6
2.1	Historical development of Time Theory of Ragas	05	
Unit 3		08	
3.1	Detail study of the following Sangeet Ratnakar Sangeet Parijat	04	0 6
3.2	Life sketch and Cotributionof Faiyaz Khan, Bade Ghulam Ali Khan, Krishna Rao, Shankar Pandit	04	
Unit 4		09	
4.1	Description of Prescribed Talas along with Tala Notation with Thah, Dugun, Tigun and Chaugun Jhaptala Rupak Dhamar	06	06
4.2	Tuning of Tanpura	03	
Unit 5		10	
5.1	Critical study of Prescribed Ragas along with recognizing Ragas from phrases of Swaras and elaborating them excluding Raga Shuddha Sarang	04	06
5.2	Writing in Notation the Compositions of Prescribed Ragas. <ul style="list-style-type: none"> • Bhairav • Bageshri • Malkauns 	06	

Class XII

Practical: 100 periods

70 Marks

Sr.No.	Topics	No. of periods
1.	One Vilambit Khayal with simple elaborations and few Tanas in any two of the prescribed Ragas.	18
2.	One Drut Khayal with simple elaborations and few tanas in the following Ragas-Bhairav, Bageshri, and Malkauns.	42
3.	One Tarana and one Dhamar with dugun andchaugun in any one of the prescribed Ragas.	10
4.	Ability to recognize the Ragas from the Phrases of swaras rendered by the examiner.	10
5.	Recitation of the Thekas of Jhaptala, Rupak, and Dhamar with Dugun and Chaugun, keeping tala withhandbeats.	15
6.	Tuning of Tanpura.	05



वसुधैव कुटुम्बकम्
ONE EARTH • ONE FAMILY • ONE FUTURE

CBSE HISTORY SYLLABUS 2024-25

(Code No. 027)

CLASS XI-XII



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RATIONALE

The History curriculum introduces the students to a set of important historical events and processes through a focus on a series of historical issues, debates and through various sources. Discussion of these themes would allow students not only to know about the events and processes, but also to discover the excitement of reading history. However, practical way of assessing whether the learning objectives have been actualized or not, can be ensured by the way of having stated outcomes. These outcomes have been enumerated against the learning objectives so that the concerned teachers and their students can adopt different kinds of constructive strategies and competency-based assessment techniques. It is also to be understood that the learning objectives and their outcomes are essentially linked and complementary to each other.

AIMS & OBJECTIVES

History gives us the tools to analyse and explain problems in the past, it helps us to see the patterns that might otherwise be not known in the present. It provides a crucial perspective for understanding and solving the current and future problems.

Studying the diversity of human experience helps us appreciate cultures, ideas, and traditions and to recognize them as meaningful outcomes of specific times and places. History helps us realize how different is our life from that of our ancestors, yet how similar we are in our goals and values. With lessons from the past, we not only learn about ourselves and how we came to be, but also develop the ability to avoid mistakes and create better paths for our societies.

The subject emphasizes 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 would help them to understand the process through which historians write history, by choosing and assembling different types of evidence, and by reading their sources critically. They will appreciate how historians follow the trails that lead to the past, and how historical knowledge develops.

The syllabus would also enable students to store/relate/compare developments in different situations, analyse connections between similar processes located in different time periods, and discover the relationship between different methods of enquiry within history and the allied disciplines.

THEMES IN CLASS XI

The syllabus in class XI is organized around some major themes in the world history.

1. Focus on some important developments in different spheres-political, social, cultural, and economic.
2. Study not only the grand narratives of development-urbanization, industrialization, and modernization-but also to know about the 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.

The treatment of each theme in class XI would include an overview of the theme under discussion, a more detailed focus on one region of study and an introduction to a critical debate associated with the issue.

Many of the themes will introduce to the debates in the field and show how historians continuously rethink old issues.

THEMES IN CLASS XII

In class XII the focus will shift to a detailed study of some themes in ancient, medieval, and modern Indian history although the attempt is to soften the distinction between what is conventionally termed as ancient, medieval and modern. The object would be to study a set of these themes in some detail and depth rather than survey the entire chronological span of Indian history. In this sense the course will be built on the knowledge that the students have acquired in the earlier classes.

Each theme in class XII will also introduce the students to one type of source for the study of history. Through such a study, students would begin to see what different types of sources can reveal and what they cannot tell. They would come to know how historians analyse these sources, the problems, and difficulties of interpreting each type of source, and the way a larger picture of an event, a historical process, or a historical figure, is built by looking at different types of sources.

Each theme for class XII will be organized around four sub heads:

1. A detailed overview of the events, issues, and processes under discussion.
2. A summary of the present state of research on the theme.
3. An account of how knowledge about the theme has been acquired.

4. An excerpt from a primary source related to the theme, explaining how it has been said by historians.

While the themes in both the classes (XI and XII) are arranged in a broad chronological sequence, there are overlaps between them. This is intended to convey a sense that chronological divides and periodization do not always operate in a neat fashion. In the textbooks each theme would be located in a specific time and place. But these discussions would be situated within a wider context by.....

- Plotting the specific event within timelines.
- Discussing the event or process in relation to the developments in other places and other times.

COURSE STRUCTURE

CLASS XI

Section Title	Theme No.	Theme Title	No. of periods	Marks
Reading of World History		Introduction of world History	10	
I EARLY SOCIETIES		Introduction Timeline I (6 MYA TO 1 BCE)	05	
	1	Writing and City Life	20	10
II EMPIRES		Introduction Timeline II (C. 100 BCE TO 1300 CE)	05	
	2	An Empire Across Three Continents	20	10
	3	Nomadic Empires	20	10
III CHANGING TRADITIONS		Introduction Timeline III (C. 1300 TO 1700)	05	
	4	The Three Orders	20	10
	5	Changing Cultural Traditions	20	10
IV TOWARDS MODERNIZATION		Introduction Timeline IV (C. 1700 TO 2000)	05	
	6	Displacing Indigenous Peoples	20	10
	7	Paths to Modernisation	20	15
	Map	Map work of the related Themes	15	05
		Theory Total		80
		Project work	25	20
		TOTAL	210	100

Note: Please refer to the following link for NCERT Rationalised 2023-24 textbook

<https://ncert.nic.in/textbook/pdf/kehs1ps.pdf>

COURSE CONTENT
CLASS XI

Section	Theme	Specific learning objectives	Suggestive Teaching learning process	Learning outcome with specific competencies
I EARLY SOCIETIES	Timeline I (6 MYA TO 1 BCE)	Briefing about the early societies	Use of timeline	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.	<ul style="list-style-type: none"> • To familiarize the learner with the interwoven social and cultural aspects of civilization and brief. about the connection between city life and culture of contemporary civilizations through their writings. • To discuss whether writing is significant as a marker of civilization. 	<ul style="list-style-type: none"> • To use a table to bring out the connection between city life and culture of contemporary civilizations. • Group discussion to discuss whether writing is significant as a marker of civilization. • Using Visuals to explain 	<ul style="list-style-type: none"> • ❖ 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)	<ul style="list-style-type: none"> • Introducing the periods of the Empires. 	<ul style="list-style-type: none"> ▪ Quiz and Timeline discussion. 	<ul style="list-style-type: none"> ❖ Understanding the periods in order of time.

II EMPIRES	Theme 2 An Empire across Three Continents	<ul style="list-style-type: none"> • To familiarize the learner with the dynamics of the Roman Empire history of a major world empire. • To discuss implications of Roman's contacts with the subcontinent empires and explain slavery was a significant element in the economy. • To discuss the cultural transformation in that period & impact of the slavery in development of a country. 	<p>Use of maps to facilitate an easier comprehension of the changing dynamics of political history.</p> <p>Group discussion on slavery as a significant element in the economy.</p> <p>Use of flow chart to learn the cultural transformation during that period.</p>	<ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> • To understand the varieties of nomadic society and their institutions. • To locate the places in the map and comprehend the spread of the nomadic society. • Discuss whether state formation is possible in nomadic societies. 	<ul style="list-style-type: none"> ▪ Discussion on the life of pastoralist society. ▪ Textual reading and discussion about Genghis Khan. ▪ Watching Genghis Khan film and distinguish between the Mongolian people's perspective and the world's opinion about Genghis Khan. 	<ul style="list-style-type: none"> ❖ 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.

			<ul style="list-style-type: none"> ▪ Use case studies for deeper understanding of the socio-political and economic changes. 	<ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> • Make the learner understand the nature of the economy and society of this period and the changes within them. • Show how the debate on the decline of feudalism helps in understanding processes of transition. 	<ul style="list-style-type: none"> ▪ Debate and explain the Historical phenomenon of feudalism. ▪ Discussion on the impact of feudalism. ▪ Pictures and discussions held on renaissance paintings' or 'slave trade' 	<ul style="list-style-type: none"> ❖ Explain the myriad aspects of feudalism with special 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
	Theme 5 Changing Cultural Traditions	<ul style="list-style-type: none"> • To Explore the intellectual trends and events in the period. • To appreciate the paintings and buildings of the period. • To make a comparative study on women and monuments of Renaissance periods. 	<ul style="list-style-type: none"> ▪ Photos and Video clippings to understand the events and its impact. ▪ Field trip and research work on architectural and literary developments. ▪ Graphic chart to compare the life of women during this period. 	<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.

		<ul style="list-style-type: none"> To engage in a debate around the idea of 'Renaissance' its positive and negative impact. To discuss the Roman Catholic Church's response to the Protestant Reformation 	<ul style="list-style-type: none"> Group work on Protestant reformation and catholic reformation and de brief. 	<p>Humanism and Realism.</p> <ul style="list-style-type: none"> ❖ Compare and contrast the condition of women in the Renaissance period. ❖ Recognize 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.
IV TOWARDS MODERNISATION	Timeline IV (C. 1700 TO 2000)	<ul style="list-style-type: none"> To recall the time of modernization. 	<ul style="list-style-type: none"> Use of Timeline framework. 	<ul style="list-style-type: none"> ❖ Remember and understand the time frame.
		<ul style="list-style-type: none"> Sensitize students to the processes of displacements that accompanied the 	<ul style="list-style-type: none"> Use of factsheets, debates and group-discussions on such issues of displacements, supported with maps. 	<ul style="list-style-type: none"> ❖ Evaluate the process of displacements of the native people which led to the development of America and Australia

	<p>Theme 6</p> <p>Displacing Indigenous People</p>	<p>development of America and Australia.</p> <ul style="list-style-type: none"> • Understand the implications of such processes for the displaced populations. • Reason out the causes of displaced population and its impact on society. 	<ul style="list-style-type: none"> ▪ Narration of events with picture charts. 	<p>to understand their condition.</p> <ul style="list-style-type: none"> ❖ To analyse the realms of settlement of Europeans in Australia and America. ❖ Compare and contrast the lives and roles of indigenous people in these continents
	<p>Theme 7</p> <p>Paths to Modernization</p>	<ul style="list-style-type: none"> • Show how notions like 'modernization' need to be critically assessed. • Make students aware that transformation in the modern world takes many different forms. • Discuss the domains of Japanese nationalism. • To understand the nationalist upsurge in China And to learn about the era of communism. 	<p>Demonstrate an understanding of the concept of modernization and its application in various forms.</p> <p>Research work and textual reading to comprehend the impact of modernization.</p> <ul style="list-style-type: none"> ▪ Videos to understand the upsurge in China and learn about the era. 	<ul style="list-style-type: none"> ❖ Deduce the histories of China and Japan from the phase of imperialism to modernization. ❖ Explore the Japanese political, cultural and economic system prior to and after the Meiji Restoration. ❖ Analyse the domains of Japanese nationalism prior and after the Second World War. ❖ Summarize the nationalist upsurge in

	<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>			<p>China from Dr Sun Yet Sen to Mao Ze Dong to understand the era of communism.</p> <ul style="list-style-type: none"> ❖ To analyse the Chinese path to modernization under Deng Xio Ping and Zhou en Lai in order to understand the transformation from rigid communism to liberal socialism.
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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	4	0	2	0	20
	Theme 3					
III CHANGING TRADITIONS	Theme 4	6	2	0	2	20
	Theme 5					
1V TOWARDS MODERNISATION	Theme 6	8	3	1	0	25
	Theme 7					
MAP						05
TOTAL		21x1=21	6x3=18	8x3=24	4x3=12	80

Prescribed Textbook - Themes in World History – Published by NCERT

Link for NCERT Rationalised 2023-24 textbook: <https://ncert.nic.in/textbook.php?kehs1=0-7>

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, scrutinizes, and assembles different types of evidence to write history.

The syllabus in class-XI is organized 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.
- ❖ To develop skill to comprehend, analyse, interpret, evaluate historical evidence, and understand the limitation of historical evidence.
- ❖ To develop 21st century managerial skills of co-ordination, self-direction, and time management.
- ❖ To learn to work on diverse cultures, races, religions, and lifestyles.

- ❖ To learn through constructivism-a theory based on observation and scientific study.
- ❖ To inculcate a spirit of inquiry and research.
- ❖ To communicate data in the most appropriate form using a variety of techniques.
- ❖ To provide greater opportunity for interaction and exploration.
- ❖ To understand contemporary issues in context to our past.
- ❖ To develop a global perspective and an international outlook.
- ❖ To grow into caring, sensitive individuals capable of making informed, intelligent, and independent choices.
- ❖ To develop lasting interest in history discipline.

GUIDELINES TO 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 work.

- ❖ 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 in class XI.

Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.

FEW 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 conceptualize 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.)

Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines.

CBSF

**CLASS XII
COURSE STRUCTURE**

Theory Paper

S. No	Part	Period	Marks
1	Themes in Indian History Part--I	60	25
2	Themes in Indian History Part--II	60	25
3	Themes in Indian History Part -- III	60	25
4	Map	15	05
	Total	195	80

Themes in Indian History		Part—I	25 Marks	
Theme No.	Theme Title	Periods	Marks	
1	Bricks, Beads and Bones The Harappa Civilisation	15	25	
2	Kings, Farmers and Towns Early States and Economies (c.600 BCE600 CE)	15		
3	Kingship, Caste and class Early Societies (c. 600 BCE600 CE)	15		
4	Thinkers, Beliefs and Buildings Cultural Developments (c. 600 BCE600 CE)	15		
Themes in Indian History		Part—II	25 marks	
5	Through the eyes of Travellers Perceptions of Society (c. tenth to seventeenth centuries)	15	25	
6	Bhakti-Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)	15		
7	An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries)	15		

8	Peasants, zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries)	15	
Themes in Indian History		Part—III	25 marks
Theme No.	Theme Title	Periods	Marks
09	Colonialism and The Countryside Exploring Official Archives	15	25
10	Rebels and Raj 1857 Revolt and its Representations	15	
11	Mahatma Gandhi and the National Movement Civil Disobedience and Beyond	15	
12	Framing of the Constitution The Beginning of a New Era	15	
	Including Map work of the related Themes	15	05
	Theory Total		80
	Project Work	25	20
	TOTAL	220	100

Note: Please refer to the following links for NCERT Rationalised 2023-24 textbook

<https://ncert.nic.in/textbook.php?lehs1=1-4>

<https://ncert.nic.in/textbook.php?lehs2=0-4#>

<https://ncert.nic.in/textbook.php?lehs3=0-4>

**CLASS XII
COURSE CONTENT**

Theme No. and Title	Specific learning objectives	Suggestive Teaching learning process	Learning outcome with specific competencies
Themes in Indian History Part—I			
<p>1</p> <p>BRICKS, BEADS AND BONES The Harappan Civilisation</p>	<ul style="list-style-type: none"> • Familiarize the learner with the early urban centers as economic and social institutions. • Introduce the ways in which new data can lead to a revision of existing notions of history. • Find the difference between an archeologist and historian who Investigate and interpret historical and contemporary sources. 	<ul style="list-style-type: none"> ▪ Inquiry based use of questions to explore. ▪ Illustrate how archaeological excavations are undertaken, and their findings are interpreted. ▪ Use of Picture charts and Map reading to trace the growth of urban centres. 	<ul style="list-style-type: none"> ❖ To investigate, explore and interpret the early urban centres and social institutions. ❖ State and deduce the multi-lateral aspects of Harappan civilization to understand the first civilization of the world. ❖ Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.
<p>2</p> <p>KINGS, FARMERS AND TOWNS: Early States and</p>	<ul style="list-style-type: none"> • To Familiarize the learner with major trends in the political and economic history of the subcontinent. • Introduce inscriptional 	<ul style="list-style-type: none"> ▪ Use of Archaeological Evidence Videos and Narration method to bring an understanding of the trends. ▪ Virtual tour to analyse and understand the inscriptions 	<ul style="list-style-type: none"> ❖ To critically evaluate and interpret major trends in the political and economic history of the subcontinent. ❖ Decode inscriptional evidence.

<p>Economies (c.600 BCE600 CE)</p>	<p>analysis and the ways in which these have shaped the understanding of political and economic processes.</p> <ul style="list-style-type: none"> • Critically examine the limitations of inscriptional evidence. 		<ul style="list-style-type: none"> ❖ Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.
<p>3</p> <p>KINSHIP, CASTE AND CLASS, Early Societies (c. 600 BCE600 CE)</p>	<ul style="list-style-type: none"> • To Familiarize the learners with issues in social history. • Introduce the strategies of textual analysis and their use in reconstructing social history. • To appraise the condition of women during Mahabharata age. 	<ul style="list-style-type: none"> ▪ Narration of the issues in social history. ▪ Story boards can be used to discuss the scriptures of ancient India. ▪ Debate & Group discussion condition of women during Mahabharata age. 	<ul style="list-style-type: none"> ❖ To examine, analyse the issues of social history. ❖ Analyse social norms in order to understand the perspectives of society given in the scriptures of ancient India. ❖ Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata..
<p>4</p> <p>THINKERS, BELIEFS AND BUILDINGS</p> <p>Cultural Developments (c. 600 BCE600 CE)</p>	<ul style="list-style-type: none"> • Discuss the major religious developments in early India. • Introduce strategies of visual analysis and their use in reconstructing the theories of religion. 	<ul style="list-style-type: none"> ▪ Use of flow chart and Tabular columns to compare the major religions in ancient India. ▪ Picture chart to discuss the stories in the sculptures. 	<ul style="list-style-type: none"> ❖ To infer and compare the major religious developments in early India. ❖ Elucidate the rich religious sculpture and infer the stories hidden in it.

	<ul style="list-style-type: none"> Reconstructing the Mauryan administration with help of Arthashastra Indica and other sources. 	<ul style="list-style-type: none"> Use of map to locate the places of religious development. 	<ul style="list-style-type: none"> To create a picture album of the Buddhist sculpture/
Themes in Indian History Part—II			
<p style="text-align: center;">5</p> <p style="text-align: center;">THROUGH THE EYES OF TRAVELLERS Perceptions of Society (c. tenth to seventeenth centuries)</p>	<ul style="list-style-type: none"> Familiarize the learner with the salient features of social histories described by the travellers. Discuss how traveller's accounts can be used as sources of social history. Familiarise with the accounts of foreign travellers in order to understand the social political and economic life in the medieval period. 	<ul style="list-style-type: none"> Think Pair and share the features of social history as narrated by travellers. Reading the text for knowing the traveller's accounts which is the source of social history. Narration of the writings of all the travellers. 	<ul style="list-style-type: none"> To understand salient features of social histories described by the travellers and apply the learning in real life. Elucidating the accounts of foreign travellers in order to understand the social political and economic life during the tenure of different rulers in the medieval period. Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.
<p style="text-align: center;">6</p> <p style="text-align: center;">BHAKTI –SUFI TRADITIONS Changes in Religious</p>	<ul style="list-style-type: none"> Familiarize the learner with the religious developments. Discuss ways of analysing devotional literature as 	<ul style="list-style-type: none"> Use chronological order to track the developments. Venn diagram to make comparison of different religious movements. 	<ul style="list-style-type: none"> Understand the religious developments. Summarize the philosophies of different Bhakti and Sufi

<p>Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</p>	<p>sources of history.</p> <ul style="list-style-type: none"> • Understand the religious developments during medieval period. • Understand the religious movement in order and its impact. 	<ul style="list-style-type: none"> ▪ Group discussion on the value impact. 	<p>saints to understand the religious developments during medieval period.</p> <ul style="list-style-type: none"> ❖ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society
<p style="text-align: center;">7</p> <p>AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)</p>	<ul style="list-style-type: none"> • Acquaint the learner with the buildings monuments that were built during the time. • To examine the 'excerpts or the sources more closely and discuss the ways in which architecture can be analysed to reconstruct history. • Analyse city planning, water management system, administration of the rulers with the help of literary accounts of foreign traveller's and architectural evidence. 	<p>Visit museums attached to</p> <ul style="list-style-type: none"> ▪ archaeological sites. To learn about the nature, characteristics and significance of archaeological artefacts, historical monuments which could be of political, social, or religious significance. <p>View documentary Videos and observe Pictures on architecture.</p> <p>Graphic organisers to make comparison of the study reports.</p>	<ul style="list-style-type: none"> ❖ Students will be able to Classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India. ❖ Analyse accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city. ❖ Assess and appreciate the city planning, water management system, administration of the rulers

<p style="text-align: center;">8</p> <p style="text-align: center;">PEASANTS, ZAMINDARS AND THE STATE Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries)</p>	<ul style="list-style-type: none"> • Engage the students to discuss the developments in agrarian relations. • Discuss how to supplement official documents with other sources. • Elaborate the agrarian changes occurred during sixteenth and seventeenth centuries. • Explain the changes and differences in the agrarian sectors. 	<ul style="list-style-type: none"> • Group discussion on the agrarian development and impact. ▪ Create a Venn diagram or a table and compare the changes during the 16th and 17th century, ▪ Debate on the differences in the sector and arrive on the impact. 	<ul style="list-style-type: none"> ❖ Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period. ❖ Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries. ❖ Make a table and bring out the differences in the agrarian sector.
Themes in Indian History Part—III			
<p style="text-align: center;">09</p> <p style="text-align: center;">COLONIALISM AND THE COUNTRYSIDE Exploring Official Archives</p>	<ul style="list-style-type: none"> • Discuss how colonialism affected zamindars, peasants and artisans. • Explain the revenue systems introduced by the British to Comprehend the problems and limits of using official sources for understanding the lives of the people. • Discuss about the types of records and reports. 	<p>Discussion and deliberation on the colonialism and revenue system.</p> <p>list the problems for understanding the lives of the people.</p> <p>Classify the records and reports.</p>	<ul style="list-style-type: none"> ❖ Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India. ❖ Analyse the colonial official records& reports to understand the divergent interest of British and Indians.

	<p>maintained by the rural society.</p> <ul style="list-style-type: none"> • Understand the divergent interest of the British in the society and on the Indians. 		<ul style="list-style-type: none"> ❖ Find solution to be taken to protect the peasants and artisans in this century.
<p>10</p> <p>REBELS AND THE RAJ: 1857 Revolt and its Representations</p>	<ul style="list-style-type: none"> • Discuss how the events of 1857 are being interpreted. • Discuss how visual material can be used by historians to narrate events. • Understand the planning and execution of the plan. • Highlight the united contribution made by the Indian soldiers. 	<ul style="list-style-type: none"> ▪ Movie or video watching on events of 1857 followed by discussion. ▪ Problem solving method to question the events and suggest actions. 	<ul style="list-style-type: none"> ❖ To examine the events of 1857. ❖ Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature. ❖ Examine the momentum of the revolt to understand its spread. ❖ Analyse how revolt created vision of unity amongst Indians. ❖ Interpret visual images to understand the emotions portrayed by the nationalist and British.
<p>11</p> <p>MAHATMA GANDHI AND THE NATIONALIST</p>	<ul style="list-style-type: none"> • To acquaint the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership. 	<ul style="list-style-type: none"> ▪ Collaborate and create. a timeline of the movement. ▪ Making a collage of events. individuals, and institutions 	<ul style="list-style-type: none"> ❖ Understand the nationalist movement in chronological order.

<p>MOVEMENT Civil Disobedience and Beyond</p>	<ul style="list-style-type: none"> • Discuss how Gandhi was perceived by different groups. • Examine how historians need to read and interpret newspapers diaries and letters as a historical source. • Throw light on nationalism and patriotism. 	<p>under the Gandhian leadership.</p> <ul style="list-style-type: none"> ▪ Doing a Project on historical source such as newspapers, biographies and auto-biographies diaries and letters. 	<ul style="list-style-type: none"> ❖ Correlate the significant elements of the nationalist movement and the nature of ideas, individuals, and institutions under the Gandhian leadership. ❖ Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism. ❖ Explore the ways of interpreting historical source such as newspapers, biographies and auto-biographies diaries and letters
<p>12 FRAMING THE CONSTITUTION The Beginning of a New Era</p>	<ul style="list-style-type: none"> • Discuss how the founding ideals of the new nation state were debated and formulated. • Understand how such debates and discussions can be read by historians. • Discuss the other countries constitution and compare. 	<p>Mock session of the assembly</p> <ul style="list-style-type: none"> ▪ to debate and discuss the ideals. ▪ Use sources & case studies for a Group discussion. 	<ul style="list-style-type: none"> ❖ Highlight the role of Constituent Assembly to understand functionalities in framing the constitution of India. ❖ Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution

- Explain the salient features of our constitution.

Note: This is not an exhaustive list. For reflective teaching- learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning

LIST OF MAPS

S. No	Page No.	Part – I Maps
1	2	Mature Harappan sites: Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.
2	3	Mahajanapada and cities: Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3	33	Distribution of Ashokan inscriptions: <ul style="list-style-type: none"> • Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi. • Kingdom of Cholas, Cheras and Pandyas.
4	43	Important kingdoms and towns: <ul style="list-style-type: none"> • Kushanas, Shakas, Satavahanas, Vakatakas, Guptas • Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha
5	95	Major Buddhist Sites: Nagarjunakonda, Sanchi, Amaravati, Lumbini, Bharhut, Bodh Gaya, Ajanta
S. No	Page No.	Part II - Maps
6	174	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli
7	214	Territories under Babur, Akbar and Aurangzeb: <ul style="list-style-type: none"> • Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.
S. No	Page No.	Part III - Maps
8	287	Territories/cities under British Control in 1857: Punjab, Sindh, Bombay, Madras Berar, Bengal, Bihar, Orissa, Surat, Calcutta, Patna, Allahabad

9	260	Main centres of the Revolt of 1857: Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh
10		Important centres of the National Movement: Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi

**CLASS XII
QUESTION PAPER DESIGN**

Book	MCQ		SA		LA		Source Based		Map	Total	
	No of questions	MM	No of questions	MM	No of questions	MM	No of questions	MM		Theory	Internal
Part I	7	1	2	3	1	8	1	4		25	
Part II	7	1	2	3	1	8	1	4		25	
Part III	7	1	2	3	1	8	1	4		25	
Map									05	05	
Project										80	20
Total	7x 3=21		6x 3=18		3x 8= 24		3x4=12		1x5=5	100 marks	

WEIGHTAGE BASED ON COMPETENCIES

Competencies	Marks	%
Knowledge Remembering previously learned material by recalling facts, terms, basic concepts, and answers,	21	26.25
Understanding demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	18	22.50
Applying and Analyzing: applying acquired knowledge, facts, techniques and rules and solving the problems.	24	30

Formulating, Evaluating and Creating skills: Examining, making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information and piling information	12	15
Map skills	05	6.25

Note: Competency based questions for the examinations to be conducted in the academic year 2024-25 will be 40 percent in class XII

INTERNAL ASSESSMENT

PROJECT WORK	MM - 20
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1. 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.
2. The project must be done individually/ In-groups.
3. 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 work.
4. 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.
5. 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.
6. 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.
7. Evaluation will be done by external examiner appointed by the Board in class XII and internal in class XI.

Note: The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.

A FEW SUGGESTIVE TOPICS FOR CLASS XII PROJECTS

1. The Indus Valley Civilization-Archaeological Excavations and New Perspectives
2. The History and Legacy of Mauryan Empire
3. "Mahabharat"- The Great Epic of India
4. The History and Culture of the Vedic period
5. Buddha Charita
6. A Comprehensive History of Jainism
7. Bhakti Movement- Multiple interpretations and commentaries.
8. "The Mystical Dimensions of Sufism

9. Global legacy of Gandhian ideas
10. The Architectural Culture of the Vijayanagar Empire
11. Life of women in the Mughal rural society
12. Comparative Analysis of the Land Revenue Systems introduced by the Britishers in India
13. The Revolt of 1857- Causes; Planning & Coordination; Leadership, Vision of Unity
14. The Philosophy of Guru Nanak Dev
15. The Vision of Kabir
16. An insight into the Indian Constitution
17. Comparative study of Stupas and Pillar edicts
18. Comparative study of Mughal and Vijayanagar architecture

(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 conceptualize under the embedded themes. Forms of rubrics are a significant aspect and to be discussed in the classroom itself for clear understanding of concept & for assessment.)

Note: Please refer Circular No. Acad.16/2013 dated 17.04.2013 for complete guidelines

Note: Kindly refer to the guidelines on project work for classes XI and XII given below: - One Project to be done throughout the session, as per the existing scheme.

1. Steps involved in the conduct of the project:

Students may work upon the following lines as suggested:

1. Choose a Title/Topic
2. Need of the Study, Objective of the Study
3. Hypothesis
4. Content -Timeline, Maps, Mind maps, Pictures, etc. (Organization of Material/Data Present Material/Data)
5. Analysing the Material/Data for Conclusion
6. Draw the Relevant Conclusion
7. Bibliography

2. Expected Checklist for the Project Work:

1. Introduction of topic/ title
2. Identifying the causes, events, consequences and/or remedies
3. Various stakeholders and effect on each of them
4. Advantages and disadvantages of situations or issues identified
5. Short-term and long-term implications of strategies suggested during research
6. Validity, reliability, appropriateness, and relevance of data used for research work and for presentation in the project file
7. Presentation and writing that is succinct and coherent in project file
8. Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

3. Assessment of Project Work:

1. Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
2. The aspects of the project work to be covered by students can be assessed during the academic year.
3. 20 marks assigned for Project Work can be divided in the following manner:

PROJECT WORK: 20 Marks

The teacher will assess the progress of the project work in the following manner

Month	Periodic work	Assessment Rubrics	Marks
April-July	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/ Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data	6
August - October	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5

November- January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
January - February	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	4
		TOTAL	20

4. Viva-Voce

1. At the end, each learner will present the research work in the Project File to the External and Internal examiner.
2. The questions should be asked from the Research Work/ Project File of the learner.
3. The Internal Examiner should ensure that the study submitted by the learner is his/her own original work. In case of any doubt, authenticity should be checked and verified.



HEALTH AND PHYSICAL EDUCATION [502]

GRADE XI AND XII - 2024- 2025



The development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning

-National Education Policy 2020

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC UNIT ,SHIKSHA SADAN , 17 , ROUSE AVENUE NEW DELHI - 110002



HEALTH AND PHYSICAL EDUCATION / 502 /XI-XII /2024-2025

Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, Yoga, NCC, self-defense, fitness and lifestyle choices.

Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area of curriculum is on helping children develop a positive attitude and commitment to life long, healthy and active living and the capacity to live satisfying, productive lives with the help of health, hygiene and sanitation, work experience, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices. Health and Physical Activities, preferably sports must be given one regular period per day. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools as they develop physical fitness, discipline, sportsmanship combined with patriotism, self-sacrifice and health care. Similarly Self-defense may be actively taught to students, especially girl students, as it instills confidence and empowers them. The teachers should ensure that the students get opportunities to participate in activities of their choice and help them in identifying and nurturing their talents and gaining confidence. The Physical Education teacher will maintain the record of all the Health and Physical Education activities/competitions that each of the children participate in. The Comprehensive School Health Manuals (four volumes) brought out by CBSE could be referred to for detailed information and the graded activities could be taken up as part of the curriculum in school.

To address the Health aspect of HPE, qualified doctors should examine children once in a year along with a follow-up session during the year. School should also bring any noticeable disability in a student to the notice of the school counselor and parents. Cases of special needs of students with medical history must be carefully noted and handled accordingly. Detailed information on the Comprehensive Physical and Health Education Curriculum is enclosed with this document.



1. BACKGROUND/ RATIONALE

Health and Physical Education is concerned with the total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. Health is often a state of physical, mental, emotional, social and spiritual well-being and not merely the absence of disease or infirmity.

1.1.1 The aim of Mainstreaming Health and Physical Education is to enable the student to attain an optimum state of health, by incorporating each of the aforementioned aspects.

1.1.2 In this respect, it is a truism to say that the practice of healthy living will serve as the foundation for Physical Education. It is envisaged that any effort to promote aesthetic values at the school level will include a natural esteem for physical well-being. The mastery of the body, its powers and qualities, requires knowledge, methodical training and exercise. The skills and capacities need to be developed, the muscles and nerves trained, the senses cultivated and hygienic and proper dietary habits inculcated for this purpose.

1.1.3 Therefore, provision has to be made much more systematically than before, in the school curriculum for Health and Physical Education imbued with Life Skills

1.1.4 Research has demonstrated that there is a positive correlation between brain development and exercise which also has an impact on cognitive development thus helping to improve academic grades.

1.1.5 A comprehensive view of Health and Physical Education includes and encompasses the three areas of Health Education, Physical Education and Yoga as integral to achieving holistic health (physical, mental, intellectual, emotional, social and spiritual). Given the interdisciplinary nature of this subject, it needs to be transacted in innovative ways across the curriculum.

1.1.6 The ubiquitous digital presence can be an added resource for the student, teacher educator and the teacher. It provides endless possibilities of resorting to online resources to add value to PE.

1.1.7 At the Secondary level acquisition of the habits of healthy living and participation in games and sports and athletics for neuromuscular coordination and physical fitness are the aims which should be taken care of while developing any syllabus of Health and Physical Education.

1.1.8 While at the Senior Secondary level, through the integrated PE approach, students will acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle.

2. LEARNING OBJECTIVES

1.2.1 To develop awareness regarding the importance of physical fitness in individual and social life including Life Skills.

1.2.2 To bring the overall awareness of values with regard to personal health and fitness, and to inculcate among students the desired habits and attitudes towards health to raise their health status.*

1.2.3 To make the pupils physically, mentally and emotionally fit and to develop such personal and social qualities that will help them to be good human beings.*

1.2.4 To take action individually and collectively to protect and promote (i) own health (ii) health of family members: and (iii) health of the surrounding community and seeking help when required from available community resources.*

1.2.5 To develop interest in exercise, sports and games for self-satisfaction and make it a part of life;

1.2.6 To enable an individual to enhance inner qualities - self-mastery, discipline, courage, confidence and efficiency.*

1.2.7 To enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community *

1.2.8 To develop awareness of the importance of self-defense.*

1.2.9 To create awareness among children about rules of safety in appropriate hazardous situations to avoid accidents and injuries. To acquaint them with first-aid measures about common sickness and injuries. *

1.2.10 To help children learn correct postural habits in standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities. *

1.2.11 To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, Red Cross, Scouts and Guides etc. *

1.2.12 To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life. *

1.2.13 To address the physical, psycho-social needs of CWSN (Children with Special Needs) in an integrated fashion. *

1.2.14 To seek in instilling self-worth thus helping students to become confident, assertive, emotionally stable, independent and self-controlled. *

1.2.15 To help release of emotional stress, anxiety and tension, leading to a reduced risk of depression. *

1.2.16 To help strengthen peer relationships, social bonding, buddy mentorship and team camaraderie.

1.2.17. To develop more positive attitude towards challenges, winning and losing, thus preparing students for life and for the workplace.*

* Values Integrated across HPE

3. COURSE STRUCTURE

Strand	Strand Name	No. of periods	Marks allotted	Teacher/Person Responsible
1	Games/Sports* 1.Athletics/Swimming 2.Team Games 3.Individual Games 4.Adventure Sports 5.Indigenous Games	90	50	PE Teacher
2	Health and Fitness 1.Physical Health 2.Social Health 3.Emotional Health	50	25	PE Teacher Yoga Teacher Health and Wellness Coordinator Counselor
3	SEWA	50	25	SEWA Coordinator [Any Subject]
4	Health and Activity Card	10		Class Coordinator
4.1.Physical Check up				Qualified Doctor
4.2.Posture Evaluation				Physiotherapist/Nurse
4.3.Sporting Activities				
4.3.1.Strand 1				PET
4.3.2.Strand 2				PET/Yoga Teacher/HWC
4.3.3.Strand 3				SEWA Coordinator [Any teacher]
Fitness Tests				PET
Total		200	100	

The strands conceptualized will be assessed internally through a blended approach of self-assessment and teacher assessment. Students will be assessed in each of the strands on the basis of evidence such as -direct observation, checklists, and/or use of video. In case of SEWA Projects Students plan and conduct projects and communicate their findings. Evidence in this case can include journals, diaries, essays, laboratory reports, oral presentations and/or the use of video, etc. Maximum marks allotted for each strand are given in table 1.1. SEWA can be assessed on the basis of the rubric developed by the class teacher for the project chosen by the class for that year. The Board will be inspecting records for Strand 1 and 2 such as attendance and participation by all students. Evidence such as Portfolios, Journals, Essays, Video recordings

etc. in case of SEWA may be kept ready for scrutiny by the CBSE at any time during the year. Schools are encouraged to place the activities they undertake under various strands on their own website under the 'Sports Corner' which should be updated at regular intervals.

4. PHYSICAL FITNESS TEST BATTERY

Fitness Tests may be conducted as per the guidelines of Khelo India fitness tests and the data may be uploaded on Khelo India App which helps the country in early talent identification for support. The Khelo India app also helps the school to generate individual reports with recommendations for intervention which will help the children in maintaining fitness.

The following components are to be considered for fitness assessment of Grade XI and XII

Battery of Tests - Mandatory	Battery of Tests- Optional*
1. Body Composition (BMI)	1. Flexed Bent Arm Hang
2. Strength-A] Abdominal (Partial Curl-up)	2. Flamingo Balance Test
2. Strength-B]. Muscular Endurance (Push Ups for Boys, Modified Push Ups for Girls)	3. Shuttle Run
3. Flexibility (Sit and Reach Test)	4. Sprint/Dash
4. Cardiovascular Endurance (600 Meter Run/Walk)	5. Standing Vertical Jump
5. Speed (50 mt. Dash)	6. Plate Tap Test
	7. Alternative Hand Wall Toss Test

*Schools targeting higher levels of fitness may also consider the optional fitness tests suggested here. However, Mandatory tests are the minimum tests to be covered by each school every year

Test Descriptions for conducting fitness tests

Schools may refer to the test descriptions prepared by Sports Authority of India for Khelo India fitness assessment as the description is prepared for Indian context. For video tutorials on how to conduct these tests and how to upload the data and generate individual reports schools may visit <https://schoolfitness.kheloindia.gov.in/UploadedFiles/SampleData/AdminManual.pdf>

5. COURSE CONTENT UNDER STRAND 1

Any one or more games or activities out of Athletics/ Swimming, Team Games, Individual Games , Adventure Sports and indigenous games must be taken up by each student as an individual, or as a class team or as a school team. Once selected the children are supposed to focus on learning the following aspects

1. Developing skills and using them to improve the overall success of a performance (DS)
2. Using different strategies and tactics to win events (S&T)
3. Having the physical fitness and mental capacity needed to carry out the demands of the activity (P&M)
4. Knowing what they do well and what they need to practice in order to improve further (IM)

6. ASSESSMENT OF HEALTH AND PHYSICAL EDUCATION

Assessment of Health and Physical Education may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades. In the existing scheme of assessment, these activities will be graded on a 9- point grading scale (A to E) for classes XI-XII and will have no descriptive indicators. Work Experience is subsumed in Physical and Health Education. No upscaling of grades will be done. The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout a year and finally assign grades .While assessing the children the following aspects may be considered and weightage may be given as per its relevance.

Knowledge-The objective method of setting a paper can be used in which there will be one word answers, true and false and matching.

Skills -The skills that are taught can be tested using the reciprocal method

Application of skills- Application of skills during game situation in INTRA section matches and for application of skill during INTRA class matches may be considered

While the students are engaged in the core areas like Health and Physical Education, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below

Area	Process	Product
Health and Physical Education including Work Experience	Participation, team- spirit, commitment and honest effort	Overall fitness

While filling online data for strand 1, following grades may be filled against HPE:ClassXI-XII:Grade (A-E) on **9-point scale (A1,A2,B1,B2,C1,C2,D1,D2,E)**

While filling online data, following grades of SEWA shall be filled against Work Education

/ Work Experience:Class XI-XII: Grade (A-E) on **9-point scale (A1,A2,B1,B2,C1,C2,D1,D2,E)**

7. SAMPLE QUESTIONS

Sample questions to conduct the assessment of the knowledge aspect are made available. The questions are suggestive only. However, the schools must not make this assessment stressful for children. Questions related to the activity/game selected by the child may be assessed orally as a quiz or with multiple choice questions.

8. DIVYANG [CHILDREN WITH SPECIAL NEEDS]

Teachers are expected to intervene positively to ensure participation of each and every child in the class, including CWSN. The students must find unique and creative ways to include CWSN who are their classmates. Though few of the strategies for inclusion have been outlined for some games in boxes attached below, if movement is not possible at all, then aided umpiring or aided cheering should be considered for CWSN. If some learning is possible, let the CWSN learn about the intricacies of the game. If they are interested in art work or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers. Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged, the CWSN (Divyang), the society, and the environment. The principle of giving to society has to become second nature to them.

9. PRESCRIBED TEXTBOOKS [RESOURCES]

1. Comprehensive School Health Manuals (brought out in four volumes by the Board in 2005, revised in 2010). (Available under Resources)
2. Resources for transacting PE by providing linkages across subjects at the Pre Primary, and Primary level are already available in Physical Education Cards brought out for teachers and students. (Available under Resources)
3. PE Cards are also available for differently-abled children as PEC ability cards and also for secondary level (SPEC). (Available under Resources)
4. Life Skills Manuals for Primary, Middle and Secondary have activities and themes for transaction of PE across classes in age appropriate ways. (Available under Resources)
5. Training and Resource Materials-Health and Wellness of School Going Children under the aegis of School Health Program of Ayushman Bharath [Available under Resources]

ANNEXURES



School Logo

CBSE Logo

**HEALTH AND ACTIVITY CARD
GENERAL INFORMATION**

Aadhar Card no of Student (optional):.....
NAME:.....
ADMISSION NO:.....DATE OF BIRTH:.....
M F T:.....
BLOODGROUP:.....

MOTHER'S NAME

:.....
YOB :..... WEIGHT
:..... HEIGHT:.....
BLOOD GROUP:.....
AADHAR CARD NO.
:.....

FATHER'S NAME:.....

YOB :..... WEIGHT
:..... HEIGHT:.....
BLOOD GROUP:.....
AADHAR CARD NO.
:.....

FAMILY MONTHLY INCOME

:.....
ADDRESS
:.....

.....

.....
PHONE NO. (M)

.....

CWSN, SPECIFY

.....

SIGNATURE OF PARENTS/ GUARDIAN

DATE:

This information should not be shared with any third party/agency in any case. Privacy must be ensured



HEALTH AND ACTIVITY RECORD

Components	Parameters	Class 9 th	Class 10 th	Class 11 th	Class 12 th
Vision	RE/ LE				
Ears	Left/ Right				
Teeth Occlusion	Caries/ Tonsils/ Gums				
General Body Measurements	Height				
	Weight				
Circumferences	Hip				
	Waist				
Health Status	Pulse				
	Blood Pressure				
Posture Evaluation	If any: Head Forward/ Sunken Chest/ Round Shoulders/ Kyphosis/ Lordosis/ Abdominal Ptosis/ Body Lean/ Tilted Head/ Shoulders Uneven/ Scoliosis/ Flat Feet/ Knock Knees/ Bow Legs				
Sporting Activities (HPE) (For details, see HPE manual available on CBSE website www.cbseacademic.in)	Strand 1: Any one of following: 1. Athletics/ Swimming 2. Team Game 3. Individual Game 4. Adventure Sports				
	Strand 2: Health and Fitness (<i>Mass PT, Yoga, Dance, Calisthenics, Jogging, Cross Country Run, Working outs using weights/gym equipment, Tai- Chi etc</i>)				
	Strand 3: SEWA				

*The circumference measurement of hip and waist of girls must be taken only by lady teachers

HEALTH AND ACTIVITY RECORD

Fitness Components	Fitness Parameters		Test Name	What does it Measure	Class 9 th	Class 10 th	Class 11 th	Class 12 th
Health Components	Body Composition		BMI	Body Mass Index for specific Age and Gender				
	Muscular Strength	Core	Partial Curl up	Abdominal Muscular Endurance				
		Upper Body	Push Up	Muscular Endurance				
	Flexibility		Sit and Reach	Measures the flexibility of the lower back and hamstring muscles				
	Endurance		600 Meter Run	Cardiovascular Fitness/ Cardiovascular Endurance				
	Balance	Static Balance	Flamingo Balance Test	Ability to balance successfully on a single leg				
Skill Components	Agility		Shuttle Run	Test of speed and agility				
	Speed		Sprint/ Dash	Determines acceleration and Speed				
	Power		Standing Vertical Jump	Measures the Leg Muscle Power				
	Coordination		Plate Tapping	Tests speed and coordination of limb movement				
			Alternative Hand Wall Toss Test	Measures hand-eye coordination				

Highlighted tests are mandatory. Details regarding how to conduct tests are available at <https://schoolfitness.kheloindia.gov.in/UploadedFiles/SampleData/AdminManual.pdf>

Mainstreaming Health and Physical Education

Health and Physical Education is concerned with the total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. Health is often a state of physical, mental, emotional, social and spiritual well-being and not merely the absence of disease or infirmity

The aim of Mainstreaming Health and Physical Education is to enable the student to attain an optimum state of health, by incorporating each of the aforementioned aspects.

A comprehensive view of Health and Physical Education includes and encompasses the three areas of Health Education, Physical Education and Yoga as integral to achieving holistic health (physical, mental, intellectual, emotional, social and spiritual). Given the interdisciplinary nature of this subject, it needs to be transacted in innovative ways across the curriculum

DISTRIBUTION OF MARKS FOR INTERNAL ASSESSMENT

Strand	Marks	Periods (Approx)	Levels*
1. GAMES			Up to 25 marks: Learning
A) Athletics/ Swimming	} 50 marks	90 periods	
B) Team Games			
C) Individual Games/ Activity			
D) Adventure Sports			
E) Indigenous Games			
2. Health and Fitness	25 Marks	50 periods	Up to 12 marks: Learning 13-20 marks: Proficiency 21-25 marks: Advanced
3. SEWA	25 Marks	50 periods	Up to 12 marks: Learning 13-20 marks: Proficiency 21-25 marks: Advanced
4. Health and Activity Card	No Marks	10 periods	-
Total	100 Marks	200 Periods	-

*The grades/levels obtained under the first three Stands will be reflected in the report card

SCHOOL NAME

MENTOR OBSERVATION

Attendance:.....
.....

Involvement:.....
.....

Regularity:.....
.....

Commitment:.....
.....

Additional
Comments:.....
.....
.....
.....



SCHOOL NAME
MY SEWA PROMISE FORM

Dear Student,

SEWA is a firm step to prepare you for life . It is a voluntary project experience. You have to complete my SEWA Promise Form and obtain prior approval for the activity /project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

Student's Name:.....Class :.....

BRIEF DESCRIPTION OF THE ACTIVITY



Duration [Days and Time] Estimated Hours

.....

Name of Mentor Teacher

.....

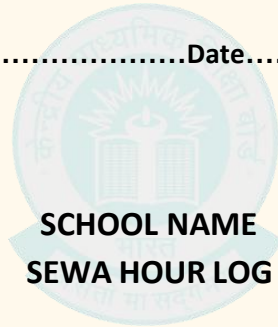
.....

Student Signature :

Date.....

Parent Signature

..... Date.....



Annexure 4 -SEWA Hour Log

STUDENT NAME: _____

PROJECT : _____

Date	Activity	Hours	Mentor's Signature

Annexure 4 -SEWA Hourly Schedule



SCHOOL NAME
SEWA HOURLY SCHEDULE

Hour Count	Date and Day	Proposed activity plan
Hour 1		
Hour 2		

Hour 3		
Hour 4		
Hour 5		
Hour 6		



Annexure 5 -SEWA Self Appraisal Form

SEWA SELF APPRAISAL FORM

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions.

My Name _____

My Activity / Project _____

My Commitment Towards the Project/ Activity

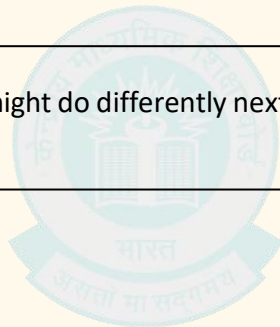
This Activity/ Project has been a great learning experience because

I initially felt that the project could not have achieved its outcomes because

The project has definitely changed me as a person in terms of behavior, attitude and life skills because

The details of the beneficiary(ies). Any significant comment received from them; please quote

The challenges I faced and the things I might do differently next time so as to improve?



Informatics Practices (2024-25)

CLASS XI Code No. 065

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	Periods Theory	Periods Practical	Total Period
1	Introduction to computer system	10	10	-	10
2	Introduction to Python	25	35	28	63
3	Database concepts and the Structured Query Language	30	23	17	40
4	Introduction to Emerging Trends	5	7	-	7
	Practical	30	-	-	-
	Total	100	75	45	120

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()

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 a 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)

Informatics Practices (2024-25)

CLASS XII Code No. 065

1. **Prerequisite:** Informatics Practices – Class XI

2. Learning Outcomes

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

- Create Series, Data frames and apply various operations.
- Visualize data using relevant graphs.
- Design SQL queries using aggregate functions.
- Import/Export data between SQL database and Pandas.
- Learn terminology related to networking and internet.
- Identify internet security issues and configure browser settings.
- Understand the impact of technology on society including gender and disability issues.

3. Distribution of Marks and Periods

Unit No	Unit Name	Marks	Periods Theory	Periods Practical	Total Period
1	Data Handling using Pandas and Data Visualization	25	25	25	50
2	Database Query using SQL	25	20	17	37
3	Introduction to Computer Networks	10	12	-	12
4	Societal Impacts	10	14	-	14
	Project	-	-	7	7
	Practical	30	-	-	-
	Total	100	71	49	120

4. Unit Wise syllabus

Unit 1: Data Handling using Pandas -I

Introduction to Python libraries- Pandas, Matplotlib.

Data structures in Pandas - Series and Data Frames.

Series: Creation of Series from – ndarray, dictionary, scalar value; mathematical operations; Head and Tail functions; Selection, Indexing and Slicing.

Data Frames: creation - from dictionary of Series, list of dictionaries, Text/CSV files; display; iteration; Operations on rows and columns: add, select, delete, rename; Head and Tail functions; Indexing using Labels, Boolean Indexing;

Importing/Exporting Data between CSV files and Data Frames.

Data Visualization

Purpose of plotting; drawing and saving following types of plots using Matplotlib – line plot, bar graph, histogram

Customizing plots: adding label, title, and legend in plots.

Unit 2: Database Query using SQL

Revision of database concepts and SQL commands covered in class XI

Math functions: POWER (), ROUND (), MOD ().

Text functions: UCASE ()/ UPPER (), LCASE ()/ LOWER (), MID ()/ SUBSTRING () /SUBSTR (), LENGTH (), LEFT (), RIGHT (), INSTR (), LTRIM (), RTRIM (), TRIM ().

Date Functions: NOW (), DATE (), MONTH (), MONTHNAME (), YEAR (), DAY (), DAYNAME ().

Aggregate Functions: MAX (), MIN (), AVG (), SUM (), COUNT (); using COUNT (*).

Querying and manipulating data using Group by, Having, Order by.

Working with two tables using equi-join

Unit 3: Introduction to Computer Networks

Introduction to networks, Types of network: PAN, LAN, MAN, WAN.

Network Devices: modem, hub, switch, repeater, router, gateway

Network Topologies: Star, Bus, Tree, Mesh.

Introduction to Internet, URL, W W W, and its applications- Web, email, Chat, VoIP.

Website: Introduction, difference between a website and webpage, static vs dynamic web page, web server and hosting of a website.

Web Browsers: Introduction, commonly used browsers, browser settings, add-ons and plug-ins, cookies.

Unit 4: Societal Impacts

Digital footprint, net and communication etiquettes, data protection, intellectual property rights (IPR), plagiarism, licensing and copyright, free and open source software (FOSS), cybercrime and cyber laws, hacking, phishing, cyber bullying, overview of Indian IT Act.

E-waste: hazards and management.

Awareness about health concerns related to the usage of technology.

Project Work

The aim of the class project is to create tangible and useful IT application. The learner may identify a real-world problem by exploring the environment. e.g. Students can visit shops/business places, communities or other organizations in their localities and enquire about the functioning of the organization, and how data are generated, stored, and managed.

The learner can take data stored in csv or database file and analyze using Python libraries and generate appropriate charts to visualize.

Learners can use Python libraries of their choice to develop software for their school or any other social good.

Learners should be sensitized to avoid plagiarism and violation of copyright issues while working on projects. Teachers should take necessary measures for this. Any resources (data, image etc.) used in the project must be suitably referenced.

The project can be done individually or in groups of 2 to 3 students. The project should be started by students at least 6 months before the submission deadline.

Practical Marks Distribution

S. No.	Unit Name	Marks
1	Programs using Pandas and Matplotlib	8
2	SQL Queries	7
3	Practical file (minimum of 15 programs based on Pandas, 4 based on Matplotlib and 15 SQL queries must be included)	5
4	Project Work (using concepts learned in class XI and XII)	5
5	Viva-Voce	5
	TOTAL	30

5. Suggested Practical List

5.1 Data Handling

1. Create a panda's series from a dictionary of values and a ndarray
2. Given a Series, print all the elements that are above the 75th percentile.

3. Create a Data Frame quarterly sales where each row contains the item category, item name, and expenditure. Group the rows by the category and print the total expenditure per category.
4. Create a data frame for examination result and display row labels, column labels data types of each column and the dimensions
5. Filter out rows based on different criteria such as duplicate rows.
6. Importing and exporting data between pandas and CSV file

5.2 Visualization

1. Given the school result data, analyses the performance of the students on different parameters, e.g subject wise or class wise.
2. For the Data frames created above, analyze, and plot appropriate charts with title and legend.
3. Take data of your interest from an open source (e.g. data.gov.in), aggregate and summarize it. Then plot it using different plotting functions of the Matplotlib library.

5.3 Data Management

1. Create a student table with the student id, name, and marks as attributes where the student id is the primary key.
2. Insert the details of a new student in the above table.
3. Delete the details of a student in the above table.
4. Use the select command to get the details of the students with marks more than 80.
5. Find the min, max, sum, and average of the marks in a student marks table.
6. Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.
7. Write a SQL query to order the (student ID, marks) table in descending order of the marks.

MATHEMATICS (XI-XII)

(Code No. 041)

Session – 2024-25

The Syllabus in the subject of Mathematics has undergone changes from time to time in accordance with growth of the subject and emerging needs of the society. Senior Secondary stage is a launching stage from where the students go either for higher academic education in Mathematics or for professional courses like Engineering, Physical and Biological science, Commerce or Computer Applications. The present revised syllabus has been designed in accordance with National Curriculum Framework 2005 and as per guidelines given in Focus Group on Teaching of Mathematics 2005 which is to meet the emerging needs of all categories of students. Motivating the topics from real life situations and other subject areas, greater emphasis has been laid on application of various concepts.

Objectives

The broad objectives of teaching Mathematics at senior school stage intend to help the students:

- to acquire knowledge and critical understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles, symbols and mastery of underlying processes and skills.
- to feel the flow of reasons while proving a result or solving a problem.
- to apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method.
- to develop positive attitude to think, analyze and articulate logically.
- to develop interest in the subject by participating in related competitions.
- to acquaint students with different aspects of Mathematics used in daily life.
- to develop an interest in students to study Mathematics as a discipline.
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.

COURSE
STRUCTURE CLASS
XI (2024-25)

One Paper

Total Period–240 [35 Minutes each]

Three Hours

Max Marks: 80

No.	Units	No. of Periods	Marks
I.	Sets and Functions	60	23
II.	Algebra	50	25
III.	Coordinate Geometry	50	12
IV.	Calculus	40	08
V.	Statistics and Probability	40	12
	Total	240	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

(20) Periods

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

(20) Periods

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 (upto $R \times R \times R$). 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

(20) Periods

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 $\sin^2x + \cos^2x = 1$, 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:

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

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

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

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

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 (10) Periods

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 (10) Periods

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

3. Permutations and Combinations (10) Periods

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

4. Binomial Theorem (10) Periods

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

5. Sequence and Series (10) Periods

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 (15) Periods

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 (25) Periods

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 (10) Periods

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

Unit-IV: Calculus

1. Limits and Derivatives (40) Periods

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. Derivatives of polynomial and trigonometric functions.

Unit-V Statistics and Probability

1. Statistics (20) Periods

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

2. Probability (20) Periods

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.

MATHEMATICS
QUESTION PAPER
DESIGN CLASS – XI

Time: 3 Hours

(2024-25)

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weight age
1	<p>Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	44	55
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	20	25
3	<p>Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	16	20
	Total	80	100

1. No chapter wise weightage. Care to be taken to cover all the chapters
2. Suitable internal variations may be made for generating various templates keeping the overall weightage to different form of questions and typology of questions same.

Choice(s):

There will be no overall choice in the question paper.

However, 33% internal choices will be given in all the sections

INTERNAL ASSESSMENT	20 MARKS
Periodic Tests (Best 2 out of 3 tests conducted)	10 Marks
Mathematics Activities	10 Marks

Note: Please refer the guidelines given under XII Mathematics Syllabus:

CLASS-XII
(2024-25)

One Paper

Max Marks: 80

No.	Units	No. of Periods	Marks
I.	Relations and Functions	30	08
II.	Algebra	50	10
III.	Calculus	80	35
IV.	Vectors and Three - Dimensional Geometry	30	14
V.	Linear Programming	20	05
VI.	Probability	30	08
	Total	240	80
	Internal Assessment		20

Unit-I: Relations and Functions

1. Relations and Functions **15 Periods**

Types of relations: reflexive, symmetric, transitive and equivalence relations. One to one and onto functions.

2. Inverse Trigonometric Functions **15 Periods**

Definition, range, domain, principal value branch. Graphs of inverse trigonometric functions.

Unit-II: Algebra

1. Matrices **25 Periods**

Concept, notation, order, equality, types of matrices, zero and identity matrix, transpose of a matrix, symmetric and skew symmetric matrices. Operations on matrices: Addition and multiplication and multiplication with a scalar. Simple properties of addition, multiplication and scalar multiplication. Non-commutativity of multiplication of matrices and existence of non-zero matrices whose product is the zero matrix (restrict to square matrices of order 2). Invertible matrices and proof of the uniqueness of inverse, if it exists; (Here all matrices will have real entries).

2. Determinants **25 Periods**

Determinant of a square matrix (up to 3 x 3 matrices), minors, co-factors and applications of determinants in finding the area of a triangle. Adjoint and inverse of a square matrix. Consistency, inconsistency and number of solutions of system of linear equations by examples, solving system of linear equations in two or three variables (having unique solution) using inverse of a matrix.

Unit-III: Calculus

1. Continuity and Differentiability

20 Periods

Continuity and differentiability, chain rule, derivative of inverse trigonometric functions, like $\sin^{-1} x$, $\cos^{-1} x$ and $\tan^{-1} x$, derivative of implicit functions. Concept of exponential and logarithmic functions.

Derivatives of logarithmic and exponential functions. Logarithmic differentiation, derivative of functions expressed in parametric forms. Second order derivatives.

2. Applications of Derivatives

10 Periods

Applications of derivatives: rate of change of quantities, increasing/decreasing functions, maxima and minima (first derivative test motivated geometrically and second derivative test given as a provable tool). Simple problems (that illustrate basic principles and understanding of the subject as well as real-life situations).

3. Integrals

20 Periods

Integration as inverse process of differentiation. Integration of a variety of functions by substitution, by partial fractions and by parts, Evaluation of simple integrals of the following types and problems based on them.

$$\int \frac{dx}{x^2 \pm a^2}, \int \frac{dx}{\sqrt{x^2 \pm a^2}}, \int \frac{dx}{\sqrt{a^2 - x^2}}, \int \frac{dx}{ax^2 + bx + c}, \int \frac{dx}{\sqrt{ax^2 + bx + c}}$$

$$\int \frac{px + q}{ax^2 + bx + c} dx, \int \frac{px + q}{\sqrt{ax^2 + bx + c}} dx, \int \sqrt{a^2 \pm x^2} dx, \int \sqrt{x^2 - a^2} dx$$

$$\int \sqrt{ax^2 + bx + c} dx,$$

Fundamental Theorem of Calculus (without proof). Basic properties of definite integrals and evaluation of definite integrals.

4. Applications of the Integrals

15 Periods

Applications in finding the area under simple curves, especially lines, circles/ parabolas/ellipses (in standard form only)

5. Differential Equations

15 Periods

Definition, order and degree, general and particular solutions of a differential equation. Solution of differential equations by method of separation of variables, solutions of homogeneous differential equations of first order and first degree. Solutions of linear differential equation of the type:

$$\frac{dy}{dx} + py = q, \text{ where } p \text{ and } q \text{ are functions of } x \text{ or constants.}$$

$$\frac{dx}{dy} + px = q, \text{ where } p \text{ and } q \text{ are functions of } y \text{ or constants.}$$

Unit-IV: Vectors and Three-Dimensional Geometry

1. Vectors

15 Periods

Vectors and scalars, magnitude and direction of a vector. Direction cosines and direction ratios of a vector. Types of vectors (equal, unit, zero, parallel and collinear vectors), position vector of a point, negative of a vector, components of a vector, addition of vectors, multiplication of a vector by a scalar, position vector of a point dividing a line segment in a given ratio. Definition, Geometrical Interpretation, properties and application of scalar (dot) product of vectors, vector (cross) product of vectors.

2. Three - dimensional Geometry

15 Periods

Direction cosines and direction ratios of a line joining two points. Cartesian equation and vector equation of a line, skew lines, shortest distance between two lines. Angle between two lines.

Unit-V: Linear Programming

1. Linear Programming

20 Periods

Introduction, related terminology such as constraints, objective function, optimization, graphical method of solution for problems in two variables, feasible and infeasible regions (bounded or unbounded), feasible and infeasible solutions, optimal feasible solutions (up to three non-trivial constraints).

Unit-VI: Probability

1. Probability

30 Periods

Conditional probability, multiplication theorem on probability, independent events, total probability, Bayes' theorem, Random variable and its probability distribution, mean of random variable.

MATHEMATICS (Code No. - 041)
QUESTION PAPER DESIGN CLASS - XII
(2024-25)

Time: 3 hours

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage
1	<p>Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	44	55
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	20	25
3	<p>Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	16	20
	Total	80	100

- No chapter wise weightage. Care to be taken to cover all the chapters*
- Suitable internal variations may be made for generating various templates keeping the overall weightage to different form of questions and typology of questions same.*

Choice(s):

There will be no overall choice in the question paper.

However, 33% internal choices will be given in all the sections

INTERNAL ASSESSMENT	20 MARKS
Periodic Tests (Best 2 out of 3 tests conducted)	10 Marks
Mathematics Activities	10 Marks

Note: For activities NCERT Lab Manual may be referred.

Conduct of Periodic Tests:

Periodic Test is a Pen and Paper assessment which is to be conducted by the respective subject teacher. The format of periodic test must have questions items with a balance mix, such as, very short answer (VSA), short answer (SA) and long answer (LA) to effectively assess the knowledge, understanding, application, skills, analysis, evaluation and synthesis. Depending on the nature of subject, the subject teacher will have the liberty of incorporating any other types of questions too. The modalities of the PT are as follows:

- a) **Mode:** The periodic test is to be taken in the form of pen-paper test.
- b) **Schedule:** In the entire Academic Year, three Periodic Tests in each subject may be conducted as follows:

Test	Pre Mid-term (PT-I)	Mid-Term (PT-II)	Post Mid-Term (PT-III)
Tentative Month	July-August	November	December-January

This is only a suggestive schedule and schools may conduct periodic tests as per their convenience. The winter bound schools would develop their own schedule with similar time gaps between two consecutive tests.

- c) **Average of Marks:** Once schools complete the conduct of all the three periodic tests, they will convert the weightage of each of the three tests into ten marks each for identifying best two tests. The best two will be taken into consideration and the average of the two shall be taken as the final marks for PT.
- d) The school will ensure simple documentation to keep a record of performance as suggested in detail circular no.Acad-05/2017.
- e) **Sharing of Feedback/Performance:** The students' achievement in each test must be shared with the students and their parents to give them an overview of the level of learning that has taken place during different periods. Feedback will help parents formulate interventions (conducive ambience, support materials, motivation and morale-boosting) to further enhance learning. A teacher, while sharing the feedback with student or parent, should be empathetic, non- judgmental and motivating. It is recommended that the teacher share best examples/performances of IA with the class to motivate all learners.

Assessment of Activity Work:

Throughout the year any 10 activities shall be performed by the student from the activities given in the NCERT Laboratory Manual for the respective class (XI or XII) which is available on the link: <http://www.ncert.nic.in/exemplar/labmanuals.html> a record of the same may be kept by the student. An year end test on the activity may be conducted

The weightage are as under:

- The activities performed by the student throughout the year and record keeping : 5 marks
- Assessment of the activity performed during the year end test: 3 marks
- Viva-voce: 2 marks

Prescribed Books:

- 1) Mathematics Textbook for Class XI, NCERT Publications
- 2) Mathematics Part I - Textbook for Class XII, NCERT Publication
- 3) Mathematics Part II - Textbook for Class XII, NCERT Publication
- 4) Mathematics Exemplar Problem for Class XI, Published by NCERT
- 5) Mathematics Exemplar Problem for Class XII, Published by NCERT
- 6) Mathematics Lab Manual class XI, published by NCERT
- 7) Mathematics Lab Manual class XII, published by NCERT

TABLE OF CONTENT

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RATIONALE

Sri Aurobindo believed, “For the body to be effective physical education must be rigorous and detailed, far-sighted and methodological. This will be translated into habits. These habits should be controlled and disciplined while remaining flexible enough to adapt themselves to circumstances and to the needs of growth and development of the being”.

Physical education programs at all levels help students develop the knowledge, skills, attitudes, values, and behaviours to initiate and maintain a physically active lifestyle that will continue into and through adulthood. Students are encouraged to use physical activity to develop personal initiative, responsibility, and caring about others and the community.

A positive, supportive environment is essential to the success of the physical education program. This inclusive learning environment allows students to experience positive, challenging, and enjoyable physical activity while learning the benefits and importance of such action. Such an environment accommodates a variety of individual differences such as cultural identity, previous movement experiences, fitness and skill levels, and intellectual, physical, and socio-emotional maturity.

Appropriate instruction in physical education incorporates best practices derived from research and experiences in teaching students. This physical education curriculum sets forth developmental and instructional proper rules in designing, implementing, and evaluating physical education programs.

Therefore, the Physical education committee created a tool, ‘The Physical Education Curriculum’ – which has been researched and designed to provide consistency, coherence, and rigor in the content and process of teaching physical education throughout the schools of the CBSE all over the world.

The Physical education curriculum provides all students with enjoyable and worthwhile learning opportunities where they develop the movement skills and competencies to participate and perform in various physical activities competently, confidently, and safely. It builds students’ motivation and commitment to physical activity and sports within and beyond school. It can encourage students to participate in leadership roles, irrespective of their previous experiences or ability in physical activity. The physical education program also prepares students to develop their careers in physical education and sports. It is one of the dynamic fields, providing numerous opportunities for diverse career options like being a teacher, coach, sports manager, and many more.

Looking into today’s context, physical education is the only subject that not only develops mental, physical, and social attributes among us but also contributes to our overall sense of well-being in our life.

LEARNING OBJECTIVES

1. Optimum Development of Child's Physical Growth, Including Intellectual Development, Emotional Development, Social Development, Personal Development, and Character Building.
2. Imparting and Development of Positive Approach among Children to opt for Physical Education as a Profession.
3. Developing Management Skills to Understand and Organize Sports Tournaments.
4. Learn and Understand the Motor Abilities like Strength, Speed, Endurance, Coordination, And Flexibility.
5. Acquire knowledge about the Human Body and Its Functioning and Effects on Physical Activities.
6. Understand the Process of Growth and Development and its Positive Relationship with Physical Activities.
7. Develop Socio-Psychological Aspects like Control of Emotions, Balanced Behavior, Development of Leadership and Followership Qualities, and Team Spirit.
8. Learn and Understand the Effect of Physical and Physiological Training on Women Athletes.
9. Develop the Habit of Practicing Yoga Asanas and Pranayama Daily to Minimize Hypokinetic Diseases.
10. Learning about Nutrition and the Importance of a Balanced Diet.
11. Understand the application of Laws and Principles of Physics in Sports and Games.
12. Understanding the Characteristics of Children with Special Needs (CWSN) and Learning the Importance of Physical Activities for them.
13. Learning the procedure and application of different Physical and Physiological tests for different Age Categories.
14. Learning and understanding different Games and Sports.

CLASS XI
COURSE STRUCTURE

UNIT NO.	UNIT NAME	NO. OF PERIODS (190 HRS)	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Changing Trends & Career in Physical Education	15	04 + 04 b*
UNIT 2	Olympic Value Education	10	05
UNIT 3	Yoga	14	06+01 b*
UNIT 4	Physical Education & Sports for CWSN	13	04+03 b*
UNIT 5	Physical Fitness, Wellness	10	05
UNIT 6	Test, Measurements & Evaluation	15	08
UNIT 7	Fundamentals of Anatomy and Physiology in Sports	15	08
UNIT 8	Fundamentals of Kinesiology and Biomechanics in Sports	15	04+04 b*
UNIT 9	Psychology and Sports	13	07
UNIT 10	Training & Doping in Sports	14	07
PRACTICAL (LAB)#	Including 3 Practical	56	30
TOTAL	Theory 10 + Practical 3	134 + 56 = 190hrs	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	<p>Changing Trends and Careers in Physical Education</p> <ol style="list-style-type: none"> 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. 	<p>After completing the unit, the students will be able to:</p> <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 1. Olympism – Concept and Olympics Values (Excellence, Friendship & Respect) 2. Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind 3. Ancient and Modern Olympics 4. Olympics - Symbols, Motto, Flag, Oath, and Anthem 5. Olympic Movement Structure - IOC, NOC, IFS, Other members	<ul style="list-style-type: none"> • To make the students aware of Concepts and Olympics Values (Excellence, Friendship & Respect) • To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind • To make students understand ancient and modern Olympic games. • To make the students aware of Olympics - Symbols, Motto, Flag, Oath, and Anthem • To make students learn about the working and functioning of IOC, NOC and IFS, and other members. 	<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"> • Incorporate values of Olympism in your life. • Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games • Identity the Olympic Symbol and Ideals • Describe the structure of the Olympic movement structure
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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). 3. Disability Etiquette 4. Aim and objectives of	<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 To make the students Understand the aims and objectives Adaptive Physical 	<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 and respect children with special needs by following etiquettes.

	<p>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>	<p>Education</p> <ul style="list-style-type: none"> To make students aware of role of various professionals for children with special needs. 		<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.
<p>Unit 5</p>	<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 promoting wellness</p> <p>4. Leadership through Physical Activity and Sports</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 promote wellness To develop Leadership qualities through Physical Activity and Sports in students 	<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 components of physical fitness. Illustrate traditional sports and regional games to promote wellness.

	5. Introduction to First Aid – PRICE	<ul style="list-style-type: none"> To make students learn First Aid and its management skills 		<ul style="list-style-type: none"> Relate leadership through physical activity and sports Illustrate the different steps used in first aid - PRICE.
Unit 6	Test, Measurement & Evaluation <ol style="list-style-type: none"> Define Test, Measurements and Evaluation. Importance of Test, Measurements and Evaluation in Sports. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site) Somato Types (Endomorphy, Mesomorphy & Ectomorphy) Measurements of health-related fitness 	<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. To make the students learn the method to measure health-related fitness. 	<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 student s will be able to: <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 BMI: A popular clinical standard and its computation Differentiate between Endomorphy, Mesomorphy & Ectomorphy h describe the procedure of Anthropometric

				Measurement
Unit 7	<p>Fundamentals of Anatomy, Physiology in Sports</p> <ol style="list-style-type: none"> 1. Definition and importance of Anatomy and Physiology in Exercise and Sports. 2. Functions of Skeletal System, Classification of Bones, and Types of Joints. 3. Properties and Functions of Muscles. 4. Structure and Functions of Circulatory System and Heart. 5. 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 it's working. • Identify and analyses the layout and functions of Circulatory System.
Unit 8	<p>Fundamentals Of Kinesiology And Biomechanics in Sports</p> <ol style="list-style-type: none"> 1. Definition and Importance of 	<ul style="list-style-type: none"> • The students will learn the meaning and definition & identify the importance of Kinesiology and Biomechanics in sports. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> • Understand Kinesiology and Biomechanics with their

	<p>Kinesiology and Biomechanics in Sports.</p> <p>2. Principles of Biomechanics</p> <p>3. Kinetics and Kinematics in Sports</p> <p>4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation</p> <p>5. Axis and Planes – Concept and its application in body movements</p>	<ul style="list-style-type: none"> • 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"> • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	<p>application in sports.</p> <ul style="list-style-type: none"> • 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.
<p>Unit 9</p>	<p>Psychology and Sports</p> <p>1. Definition & Importance of Psychology in Physical Education & Sports;</p> <p>2. Developmental Characteristics at Different Stages of Development;</p>	<ul style="list-style-type: none"> • The students will identify the definition and importance of Psychology in Physical Education and sports. • The students will be able to differentiate characteristics of growth and development at different stages. 	<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 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> • Identify the role of Psychology in Physical Education and Sports • Differentiate characteristics of growth and development at different stages.

	<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>	<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"> Expeditionary learning. 	<ul style="list-style-type: none"> Explain the issues related to adolescent behavior and Team Cohesion in Sports Correlate the psychological concepts with the sports and athlete specific situations
<p>Unit 10</p>	<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 & Strategies</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. Acquire the ability to differentiate between the skill, technique, tactics & strategies in sports training.

	5. Concept of Doping and its disadvantages	students. • To make students aware of the doping substances and their disadvantages in sports.		• Interpret concept of doping.
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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:** Anyone one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also mention its Rules, Terminologies & Skills.

CLASS XII
COURSE STRUCTURE

UNIT NO.	UNIT NAME	NO. OF PERIODS (190 HRS)	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Management of Sporting Events	15	05 + 04 b*
UNIT 2	Children and Women in Sports	12	07
UNIT 3	Yoga as Preventive measure for Lifestyle Disease	12	06+01 b*
UNIT 4	Physical Education & Sports for (CWSN)	13	04+04 b*
UNIT 5	Sports & Nutrition	12	07
UNIT 6	Test and Measurement in Sports	13	08
UNIT 7	Physiology & Injuries in Sport	13	04+04 b*
UNIT 8	Biomechanics and Sports	18	10
UNIT 9	Psychology and Sports	12	07
UNIT 10	Training in Sports	15	09
PRACTICAL (LAB)#	Including 3 Practical	56	30
TOTAL	Theory 10 + Practical 3	134 + 56 = 190hrs	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 XII
COURSE CONTENT

Unit No.	Unit Name & Topics	Specific Learning Objectives	Suggested Teaching Learning process	Learning Outcomes with specific competencies
Unit 1	<p>Management of Sporting Events</p> <p>1. Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling)</p> <p>2. Various Committees & their Responsibilities (pre; during & post)</p> <p>3. Fixtures and their Procedures – Knock-Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments.</p>	<ul style="list-style-type: none"> • To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament. • To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments. • To make the students understand the need for the meaning and significance of intramural and extramural 	<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"> * Describe the functions of Sports Event management * Classify the committees and their responsibilities in the sports event * Differentiate the different types of tournaments. * Prepare fixtures of knockout, league & combination. * Distinguish between intramural and extramural sports events * Design and prepare different types of community

	<p>4. Intramural & Extramural tournaments – Meaning, Objectives & Its Significance</p> <p>5. Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity)</p>	<p>tournaments</p> <ul style="list-style-type: none"> To teach them about the different types of community sports and their importance in our society. 		
Unit 2	<p>Children & Women in Sports</p> <p>1. Exercise guidelines of WHO for different age groups.</p> <p>2. Common postural deformities-knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures.</p> <p>3. Women's</p>	<ul style="list-style-type: none"> To make students understand the exercise guidelines of WHO for different age groups To make students aware of the common postural deformities To make students aware of women's sports participation in India and about the special conditions of women. 	<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"> * Differentiate exercise guidelines for different stages of growth and development. * Classify common postural deformities and identify corrective measures. * Recognize the role and importance of sports participation of women in India. * Identify special considerations relate to menarche and

	<p>participation in Sports – Physical, Psychological, and social benefits.</p> <p>4. Special consideration (menarche and menstrual dysfunction)</p> <p>5. Female athlete triad (osteoporosis, amenorrhea, eating disorders).</p>	<ul style="list-style-type: none"> • To make students understand menarche and menstrual dysfunction among women athletes. • To make them understand about female athlete triad. 		<p>menstrual dysfunction.</p> <p>* Express female athlete triad according to eating disorders.</p>
Unit 3	<p>Yoga as Preventive measure for Lifestyle Disease</p> <p>1. Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana,</p>	<ul style="list-style-type: none"> • To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma. • To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases. 	<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> <p>* Identify the asanas beneficial for different ailments and health problems.</p> <p>* Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis</p> <p>* Describe the procedure for performing a variety of asanas for maximal benefits.</p>

	<p>Ushtrasana, Suryabedhan pranayama.</p> <p>2. Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bh ujangasana, Shalabhasana, Dhanurasana, Supta- vajasana, Paschimottanasana-a, Ardha- Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati.</p> <p>3. Asthma: Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansan a, UttanMandukasan- a, Bhujangasana,</p>			<ul style="list-style-type: none"> * Distinguish the contraindications associated with performing different asanas. * Outline the role of yogic management for various health benefits and preventive measures.
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	<p>Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana Matsyaasana, Anuloma-Viloma.</p> <p>4. Hypertension: Procedure, Benefits & Contraindications for Tadasana, Katichakransan, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasan-a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi- shodhanapranayam, Sitlipranayam.</p> <p>5. Back Pain and Arthritis: Procedure, Benefits & Contraindications of</p>			
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	Tadasan, Urdhawahastootansa na, Ardh- Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrsana, Bhujandgasana, Gomukhasana, Bhadrasana, Makarasana, Nadi- Shodhana pranayama.			
Unit 4	Physical Education and Sports for CWSN (Children with Special Needs - Divyang) 1. Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics) 2. Concept of Classification and Divisioning in Sports. 3. Concept of Inclusion	<ul style="list-style-type: none"> • To make students understand the concept of Disability and Disorder. • To teach students about the types of disabilities & disorders, their causes, and their nature. • To make them aware of Disability Etiquette. • To make the students Understand the advantage of physical activity for 	<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: * Value the advantages of physical activities for children with special needs * Differentiate between methods of categorization in sports for CWSN * Understand concepts and the importance of inclusion in sports * Create advantages for Children with Special Needs through Physical Activities

	<p>in sports, its need, and Implementation;</p> <p>4. Advantages of Physical Activities for children with special needs.</p> <p>5. Strategies to make Physical Activities assessable for children with special needs.</p>	<p>CWSN.</p> <ul style="list-style-type: none"> To make the students aware of different strategies for making physical activity accessible for Children with Special Needs. 		<ul style="list-style-type: none"> * Strategies physical activities accessible for children with specialneeds
<p>Unit 5</p>	<p>Sports & Nutrition</p> <p>1. Concept of balanced diet and nutrition</p> <p>2. Macro and Micro Nutrients: Food sources & functions</p> <p>3. Nutritive & Non-Nutritive Components of Diet</p> <p>4. Eating for Weight control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and</p>	<ul style="list-style-type: none"> To make the students understand the importance of a balanced diet To clear the concept of Nutrition – Micro & Macro nutrients, Nutritive & non-Nutritive Components of diet To make them aware of eating for weight loss and the results of the pitfalls of dieting. To understand food 	<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 of a balanced diet and nutrition. Classify Nutritive and Non-Nutritive components of the Diet * Identify the ways to maintain a healthy weight * Know about foods commonly causing food intolerance * Recognize the pitfalls of dieting and food myths

	Food Myths 5. Importance of Diet in Sports-Pre, During and Post competition Requirements	intolerance & food myths		
Unit 6	<p>Test & Measurement in Sports</p> <p>1. Fitness Test – SAI Khelo India Fitness Test in school:</p> <p>Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test</p> <p>Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).</p>	<ul style="list-style-type: none"> • To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General Motor Fitness Test. • To make students to determine physical fitness Index through Harvard Step Test/Rockport Test • To make students to calculate Basal Metabolic Rate (BMR) • To measure the fitness level of Senior Citizens through Rikli and Jones Senior Citizen Fitness Test. 	<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"> * Perform SAI Khelo India Fitness Test in school [Age group 5-8 years/ (class 1-3) and Age group 9-18yrs/ (class 4-12) * Determine physical fitness Index through Harvard Step Test/Rock- port Test * Compute Basal Metabolic Rate (BMR) * Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test

	<p>2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds $\times 100 / 5.5 \times$ Pulse count of 1-1.5 Min after Exercise.</p> <p>3. Computing Basal Metabolic Rate (BMR)</p> <p>4. Rikli & Jones - Senior Citizen Fitness Test</p> <ul style="list-style-type: none"> • Chair Stand Test for lower body strength • Arm Curl Test for upper body strength • Chair Sit & Reach Test for lower body flexibility • Back Scratch Test for upper body flexibility • Eight Foot Up & Go Test for agility • Six-Minute Walk Test for Aerobic Endurance 			
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	5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping full-turn)			
Unit 7	Physiology & Injuries in Sport 1. Physiological factors determining components of physical fitness 2. Effect of exercise on the Muscular System 3. Effect of exercise on the Cardio-Respiratory System 4. Physiological changes due to aging 5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain & Strain;	<ul style="list-style-type: none"> • Understanding the physiological factors determining the components of physical fitness. • Learning the effects of exercises on the Muscular system. • Learning the effects of exercises on Cardiovascular system. • Learning the effects of exercises on the Respiratory system. • Learning the changes caused due to aging. • Understanding the Sports 	<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: * Recognize the physiological factors determining the components of physical fitness. * Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems. * Figure out the physiological changes due to ageing * Classify sports injuries with its Management.

	Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)	Injuries (Classification, Causes, and Prevention) <ul style="list-style-type: none"> • Understanding the Aims & Objectives of First Aid • Understanding the Management of Injuries 		
Unit 8	Biomechanics and Sports <ol style="list-style-type: none"> 1. Newton's Law of Motion & its application in sports 2. Types of Levers and their application in Sports. 3. Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports 4. Friction & Sports 5. Projectile in Sports 	<ul style="list-style-type: none"> • Understanding Newton's Laws of Motion and their Application in Sports. • Make students understand the lever and its application in sports. • Make students understand the concept of Equilibrium and its application in sports. • Understanding Friction in Sports. • Understanding the concept of Projectile in sports. 	<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 Newton's Law of Motion and its application in sports * Recognize the concept of Equilibrium and its application in sports. * Know about the Centre of Gravity and will be able to apply it in sports * Define Friction and application in sports. * Understand the concept of Projectile in sports.
Unit 9	Psychology and Sports	<ul style="list-style-type: none"> • To make students understand Personality & 	<ul style="list-style-type: none"> ▪ Lecture-based instruction, 	<p>After completing the unit, the students will be able to:</p>

	<ol style="list-style-type: none"> 1. Personality; its definition & types (Jung Classification & Big Five Theory) 2. Motivation, its type & techniques. 3. Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it 4. Meaning, Concept & Types of Aggressions in Sports 5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting 	<p>its classifications.</p> <ul style="list-style-type: none"> • To make students understand motivation and its techniques. • To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise. • To make them aware of Aggression in sports and types. • To make students understand Psychological Attributes in Sports. 	<ul style="list-style-type: none"> ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. 	<ul style="list-style-type: none"> * Classify different types of personality and their relationship with sports performance. * Recognise the concept of motivation and identify various types of motivation. * Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. * Differentiate between different types of aggression in sports. * Explain various psychological attributes in sports.
Unit 10	<p>Training in Sports</p> <ol style="list-style-type: none"> 1. Concept of Talent Identification and Talent Development in Sports 	<ul style="list-style-type: none"> • Making the students understand the concept of talent identification and methods in sports 	<ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * understand the concept of talent identification and methods used for talent development in sports

	<p>2. Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle.</p> <p>3. Types & Methods to Develop – Strength, Endurance, and Speed.</p> <p>4. Types & Methods to Develop – Flexibility and Coordinative Ability.</p> <p>5. Circuit Training - Introduction & its importance</p>	<ul style="list-style-type: none"> • Making the students Understand sports training and the different cycle in sports training. • Making the students Understand different types & methods of strengths, endurance, and speed. • Making the students Understand different types & methods of flexibility and coordinative ability. • Making the students understand Circuit training and its importance. 	<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"> * Understand sports training and the different cycle used in the training process. * Understand different types & methods to develop -strength, endurance, and speed in sports training. * Understand different types & methods to develop – flexibility and coordinative ability. * Understand Circuit training and its importance.
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**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:** Anyone one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also, mention its Rules, Terminologies & Skills.

PRESCRIBED TEXTBOOKS (CLASS XI & XII)

CBSE Physical Education Class XI Text Book

https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation11_2022.pdf



CBSE Physical Education Class XII Text Book

https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation12_2022.pdf



PHYSICS
Class XI-XII (Code No.42)
(2024-25)

Senior Secondary stage of school education is a stage of transition from general education to discipline-based focus on curriculum. The present updated syllabus keeps in view the rigor and depth of disciplinary approach as well as the comprehension level of learners. Due care has also been taken that the syllabus is comparable to the international standards. Salient features of the syllabus include:

- Emphasis on basic conceptual understanding of the content.
- Emphasis on use of SI units, symbols, nomenclature of physical quantities and formulations as per international standards.
- Providing logical sequencing of units of the subject matter and proper placement of concepts with their linkage for better learning.
- Reducing the curriculum load by eliminating overlapping of concepts/content within the discipline and other disciplines.
- Promotion of process-skills, problem-solving abilities and applications of Physics concepts.

Besides, the syllabus also attempts to

- Strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.
- Expose the learners to different processes used in Physics-related industrial and technological applications.
- Develop process-skills and experimental, observational, manipulative, decision making and investigatory skills in the learners.
- Promote problem solving abilities and creative thinking in learners.
- Develop conceptual competence in the learners and make them realize and appreciate the interface of Physics with other disciplines.

PHYSICS (Code No. 042)
COURSE STRUCTURE
Class XI - 2024-25 (Theory)

Time: 3 hrs.

Max Marks: 70

		No. of Periods	Marks
Unit-I	Physical World and Measurement	08	23
	Chapter-2: Units and Measurements		
Unit-II	Kinematics	24	
	Chapter-3: Motion in a Straight Line		
	Chapter-4: Motion in a Plane		
Unit-III	Laws of Motion	14	
	Chapter-5: Laws of Motion		
Unit-IV	Work, Energy and Power	14	
	Chapter-6: Work, Energy and Power		
Unit-V	Motion of System of Particles and Rigid Body	18	
	Chapter-7: System of Particles and Rotational Motion		
Unit-VI	Gravitation	12	
	Chapter-8: Gravitation		
Unit-VII	Properties of Bulk Matter	24	20
	Chapter-9: Mechanical Properties of Solids		
	Chapter-10: Mechanical Properties of Fluids		
	Chapter-11: Thermal Properties of Matter		
Unit-VIII	Thermodynamics	12	
	Chapter-12: Thermodynamics		
Unit-IX	Behaviour of Perfect Gases and Kinetic Theory of Gases	08	
	Chapter-13: Kinetic Theory		
Unit-X	Oscillations and Waves	26	10
	Chapter-14: Oscillations		
	Chapter-15: Waves		
Total		160	70

Unit I: Physical World and Measurement

08 Periods

Chapter–2: Units and Measurements

Need for measurement: Units of measurement; systems of units; SI units, fundamental and derived units. significant figures. Dimensions of physical quantities, dimensional analysis and its applications.

Unit II: Kinematics

24 Periods

Chapter–3: Motion in a Straight Line

Frame of reference, Motion in a straight line, Elementary concepts of differentiation and integration for describing motion, uniform and non-uniform motion, and instantaneous velocity, uniformly accelerated motion, velocity - time and position-time graphs. Relations for uniformly accelerated motion (graphical treatment).

Chapter–4: Motion in a Plane

Scalar and vector quantities; position and displacement vectors, general vectors and their notations; equality of vectors, multiplication of vectors by a real number; addition and subtraction of vectors, Unit vector; resolution of a vector in a plane, rectangular components, Scalar and Vector product of vectors.

Motion in a plane, cases of uniform velocity and uniform acceleration-projectile motion, uniform circular motion.

Unit III: Laws of Motion

14 Periods

Chapter–5: Laws of Motion

Intuitive concept of force, Inertia, Newton's first law of motion; momentum and Newton's second law of motion; impulse; Newton's third law of motion.

Law of conservation of linear momentum and its applications.

Equilibrium of concurrent forces, Static and kinetic friction, laws of friction, rolling friction, lubrication.

Dynamics of uniform circular motion: Centripetal force, examples of circular motion (vehicle on a level circular road, vehicle on a banked road).

Unit IV: Work, Energy and Power

14 Periods

Chapter–6: Work, Energy and Power

Work done by a constant force and a variable force; kinetic energy, work-energy theorem, power.

Notion of potential energy, potential energy of a spring, conservative forces: non-conservative forces, motion in a vertical circle; elastic and inelastic collisions in one and two dimensions.

Unit V: Motion of System of Particles and Rigid Body

18 Periods

Chapter–7: System of Particles and Rotational Motion

Centre of mass of a two-particle system, momentum conservation and Centre of mass motion. Centre of mass of a rigid body; centre of mass of a uniform rod.

Moment of a force, torque, angular momentum, law of conservation of angular momentum and its applications.

Equilibrium of rigid bodies, rigid body rotation and equations of rotational motion, comparison of linear and rotational motions.

Moment of inertia, radius of gyration, values of moments of inertia for simple geometrical objects (no derivation).

Unit VI: Gravitation

12 Periods

Chapter–8: Gravitation

Kepler's laws of planetary motion, universal law of gravitation.

Acceleration due to gravity and its variation with altitude and depth.

Gravitational potential energy and gravitational potential, escape speed,

orbital velocity of a satellite.

Unit VII: Properties of Bulk Matter

24 Periods

Chapter–9: Mechanical Properties of Solids

Elasticity, Stress-strain relationship, Hooke's law, Young's modulus, bulk modulus, shear modulus of rigidity (qualitative idea only), Poisson's ratio; elastic energy.

Chapter–10: Mechanical Properties of Fluids

Pressure due to a fluid column; Pascal's law and its applications (hydraulic lift and hydraulic brakes), effect of gravity on fluid pressure.

Viscosity, Stokes' law, terminal velocity, streamline and turbulent flow, critical velocity, Bernoulli's theorem and its simple applications.

Surface energy and surface tension, angle of contact, excess of pressure across a curved surface, application of surface tension ideas to drops, bubbles and capillary rise.

Chapter–11: Thermal Properties of Matter

Heat, temperature, thermal expansion; thermal expansion of solids, liquids and gases, anomalous expansion of water; specific heat capacity; C_p , C_v - calorimetry; change of state - latent heat capacity.

Heat transfer-conduction, convection and radiation, thermal conductivity, qualitative ideas of Blackbody radiation, Wein's displacement Law, Stefan's law .

Unit VIII: Thermodynamics

12 Periods

Chapter–12: Thermodynamics

Thermal equilibrium and definition of temperature, zeroth law of thermodynamics, heat, work and internal energy. First law of thermodynamics,

Second law of thermodynamics: gaseous state of matter, change of condition

of gaseous state -isothermal, adiabatic, reversible, irreversible, and cyclic processes.

Unit IX: Behavior of Perfect Gases and Kinetic Theory of Gases

08 Periods

Chapter–13: Kinetic Theory

Equation of state of a perfect gas, work done in compressing a gas.

Kinetic theory of gases - assumptions, concept of pressure. Kinetic interpretation of temperature; rms speed of gas molecules; degrees of freedom, law of equi-partition of energy (statement only) and application to specific heat capacities of gases; concept of mean free path, Avogadro's number.

Unit X: Oscillations and Waves

26 Periods

Chapter–14: Oscillations

Periodic motion - time period, frequency, displacement as a function of time, periodic functions and their applications.

Simple harmonic motion (S.H.M) and its equations of motion; phase; oscillations of a loaded spring- restoring force and force constant; energy in S.H.M.

Kinetic and potential energies; simple pendulum derivation of expression for its time period.

Chapter–15: Waves

Wave motion: Transverse and longitudinal waves, speed of travelling wave, displacement relation for a progressive wave, principle of superposition of waves, reflection of waves, standing waves in strings and organ pipes, fundamental mode and harmonics, Beats.

PRACTICALS

Total Periods: 60

The record, to be submitted by the students, at the time of their annual examination, has to include:

- Record of at least 8 Experiments [with 4 from each section], to be performed by the students.
- Record of at least 6 Activities [with 3 each from section A and section B], to be performed by the students.
- Report of the project carried out by the students.

EVALUATION SCHEME

Time 3 hours

Max. Marks: 30

Topic	Marks
Two experiments one from each section	7+7
Practical record (experiment and activities)	5
One activity from any section	3
Investigatory Project	3
Viva on experiments, activities and project	5
Total	30

SECTION–A

Experiments

1. To measure diameter of a small spherical/cylindrical body and to measure internal diameter and depth of a given beaker/calorimeter using Vernier Callipers and hence find its volume.
2. To measure diameter of a given wire and thickness of a given sheet using screw gauge.

3. To determine volume of an irregular lamina using screw gauge.
4. To determine radius of curvature of a given spherical surface by a spherometer.
5. To determine the mass of two different objects using a beam balance.
6. To find the weight of a given body using parallelogram law of vectors.
7. Using a simple pendulum, plot its $L-T^2$ graph and use it to find the effective length of second's pendulum.
8. To study variation of time period of a simple pendulum of a given length by taking bobs of same size but different masses and interpret the result.
9. To study the relationship between force of limiting friction and normal reaction and to find the co-efficient of friction between a block and a horizontal surface.
10. To find the downward force, along an inclined plane, acting on a roller due to gravitational pull of the earth and study its relationship with the angle of inclination θ by plotting graph between force and $\text{Sin}\theta$.

Activities

1. To make a paper scale of given least count, e.g., 0.2cm, 0.5 cm.
2. To determine mass of a given body using a metre scale by principle of moments.
3. To plot a graph for a given set of data, with proper choice of scales and error bars.
4. To measure the force of limiting friction for rolling of a roller on a horizontal plane.
5. To study the variation in range of a projectile with angle of projection.
6. To study the conservation of energy of a ball rolling down on an inclined plane (using a double inclined plane).
7. To study dissipation of energy of a simple pendulum by plotting a graph between square of amplitude and time.

SECTION-B

Experiments

1. To determine Young's modulus of elasticity of the material of a given wire.
2. To find the force constant of a helical spring by plotting a graph between load and extension.
3. To study the variation in volume with pressure for a sample of air at constant temperature by plotting graphs between P and V , and between P and $1/V$.
4. To determine the surface tension of water by capillary rise method.
5. To determine the coefficient of viscosity of a given viscous liquid by measuring terminal velocity of a given spherical body.
6. To study the relationship between the temperature of a hot body and time by plotting a cooling curve.
7. To determine specific heat capacity of a given solid by method of mixtures.
8. To study the relation between frequency and length of a given wire under constant tension using sonometer.
9. To study the relation between the length of a given wire and tension for constant frequency using sonometer.
10. To find the speed of sound in air at room temperature using a resonance tube by two resonance positions.

Activities

1. To observe change of state and plot a cooling curve for molten wax.
2. To observe and explain the effect of heating on a bi-metallic strip.
3. To note the change in level of liquid in a container on heating and interpret the observations.
4. To study the effect of detergent on surface tension of water by observing capillary rise.
5. To study the factors affecting the rate of loss of heat of a liquid.
6. To study the effect of load on depression of a suitably clamped metre scale loaded at (i) its end (ii) in the middle.
7. To observe the decrease in pressure with increase in velocity of a fluid.

**Practical Examination for Visually Impaired
Students Class XI**

Note: Same Evaluation scheme and general guidelines for visually impaired students as given for Class XII may be followed.

A. Items for Identification/Familiarity of the apparatus for assessment in practical's (All experiments)

Spherical ball, Cylindrical objects, vernier calipers, beaker, calorimeter, Screw gauge, wire, Beam balance, spring balance, weight box, gram and milligram weights, forceps, Parallelogram law of vectors apparatus, pulleys and pans used in the same 'weights' used, Bob and string used in a simple pendulum, meter scale, split cork, suspension arrangement, stop clock/stop watch, Helical spring, suspension arrangement used, weights, arrangement used for measuring extension, Sonometer, Wedges, pan and pulley used in it, 'weights' Tuning Fork, Meter scale, Beam balance, Weight box, gram and milligram weights, forceps, Resonance Tube, Tuning Fork, Meter scale, Flask/Beaker used for adding water.

B. List of Practicals

1. To measure diameter of a small spherical/cylindrical body using vernier calipers.
2. To measure the internal diameter and depth of a given beaker/calorimeter using vernier calipers and hence find its volume.
3. To measure diameter of given wire using screw gauge.
4. To measure thickness of a given sheet using screw gauge.
5. To determine the mass of a given object using a beam balance.
6. To find the weight of given body using the parallelogram law of vectors.
7. Using a simple pendulum plot $L-T$ and $L-T^2$ graphs. Hence find the effective length of second's pendulum using appropriate length values.
8. To find the force constant of given helical spring by plotting a graph between load and extension.
9. (i) To study the relation between frequency and length of a given wire under constant tension using a sonometer.

(ii) To study the relation between the length of a given wire and tension, for constant frequency, using a sonometer.

10. To find the speed of sound in air, at room temperature, using a resonance tube, by observing the two resonance positions.

Note: The above practicals may be carried out in an experiential manner rather than recording observations.

Prescribed Books:

1. Physics Part-I, Textbook for Class XI, Published by NCERT
2. Physics Part-II, Textbook for Class XI, Published by NCERT
3. Laboratory Manual of Physics, Class XI Published by NCERT
4. The list of other related books and manuals brought out by NCERT (consider multimedia also).

Note:

The content indicated in NCERT textbooks as excluded for the year 2023-24 is not to be tested by schools.

CLASS XII (2024-25)
PHYSICS (THEORY)

Time: 3 hrs.

Max Marks: 70

		No. of Periods	Marks
Unit-I	Electrostatics	26	16
	Chapter-1: Electric Charges and Fields		
	Chapter-2: Electrostatic Potential and Capacitance		
Unit-II	Current Electricity	18	
	Chapter-3: Current Electricity		
Unit-III	Magnetic Effects of Current and Magnetism	25	17
	Chapter-4: Moving Charges and Magnetism		
	Chapter-5: Magnetism and Matter		
Unit-IV	Electromagnetic Induction and Alternating Currents	24	
	Chapter-6: Electromagnetic Induction		
	Chapter-7: Alternating Current		
Unit-V	Electromagnetic Waves	04	18
	Chapter-8: Electromagnetic Waves		
Unit-VI	Optics	30	18
	Chapter-9: Ray Optics and Optical Instruments		
	Chapter-10: Wave Optics		
Unit-VII	Dual Nature of Radiation and Matter	8	12
	Chapter-11: Dual Nature of Radiation and Matter		
Unit-VIII	Atoms and Nuclei	15	12
	Chapter-12: Atoms		
	Chapter-13: Nuclei		
Unit-IX	Electronic Devices	10	7
	Chapter-14: Semiconductor Electronics: Materials, Devices and Simple Circuits		
Total		160	70

Unit I: Electrostatics**26 Periods****Chapter–1: Electric Charges and Fields**

Electric charges, Conservation of charge, Coulomb's law-force between two- point charges, forces between multiple charges; superposition principle and continuous charge distribution.

Electric field, electric field due to a point charge, electric field lines, electric dipole, electric field due to a dipole, torque on a dipole in uniform electric field.

Electric flux, statement of Gauss's theorem and its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet and uniformly charged thin spherical shell (field inside and outside).

Chapter–2: Electrostatic Potential and Capacitance

Electric potential, potential difference, electric potential due to a point charge, a dipole and system of charges; equipotential surfaces, electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field.

Conductors and insulators, free charges and bound charges inside a conductor. Dielectrics and electric polarization, capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor (no derivation, formulae only).

Unit II: Current Electricity**18 Periods****Chapter–3: Current Electricity**

Electric current, flow of electric charges in a metallic conductor, drift velocity, mobility and their relation with electric current; Ohm's law, V-I characteristics (linear and non-linear), electrical energy and power, electrical resistivity and conductivity, temperature dependence of resistance, Internal resistance of a cell, potential difference and emf of a cell, combination of cells in series and in parallel, Kirchhoff's rules, Wheatstone bridge.

Unit III: Magnetic Effects of Current and Magnetism

25 Periods

Chapter–4: Moving Charges and Magnetism

Concept of magnetic field, Oersted's experiment.

Biot - Savart law and its application to current carrying circular loop.

Ampere's law and its applications to infinitely long straight wire. Straight solenoid (only qualitative treatment), force on a moving charge in uniform magnetic and electric fields.

Force on a current-carrying conductor in a uniform magnetic field, force between two parallel current-carrying conductors-definition of ampere, torque experienced by a current loop in uniform magnetic field; Current loop as a magnetic dipole and its magnetic dipole moment, moving coil galvanometer- its current sensitivity and conversion to ammeter and voltmeter.

Chapter–5: Magnetism and Matter

Bar magnet, bar magnet as an equivalent solenoid (qualitative treatment only), magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis (qualitative treatment only), torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only), magnetic field lines.

Magnetic properties of materials- Para-, dia- and ferro - magnetic substances with examples, Magnetization of materials, effect of temperature on magnetic properties.

Unit IV: Electromagnetic Induction and Alternating Currents

24 Periods

Chapter–6: Electromagnetic Induction

Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's Law, Self and mutual induction.

Chapter–7: Alternating Current

Alternating currents, peak and RMS value of alternating current/voltage; reactance and impedance; LCR series circuit (phasors only), resonance, power in AC circuits, power factor, wattless current.

AC generator, Transformer.

Unit V: Electromagnetic waves

04 Periods

Chapter–8: Electromagnetic Waves

Basic idea of displacement current, Electromagnetic waves, their characteristics, their transverse nature (qualitative idea only).

Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays) including elementary facts about their uses.

Unit VI: Optics

30 Periods

Chapter–9: Ray Optics and Optical Instruments

Ray Optics: Reflection of light, spherical mirrors, mirror formula, refraction of light, total internal reflection and optical fibers, refraction at spherical surfaces, lenses, thin lens formula, lens maker's formula, magnification, power of a lens, combination of thin lenses in contact, refraction of light through a prism.

Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers.

Chapter–10: Wave Optics

Wave optics: Wave front and Huygen's principle, reflection and refraction of plane wave at a plane surface using wave fronts. Proof of laws of reflection and refraction using Huygen's principle. Interference, Young's double slit experiment and expression for fringe width (No derivation final expression only), coherent sources and sustained interference of light, diffraction due to a single slit, width of central maxima (qualitative treatment only).

Unit VII: Dual Nature of Radiation and Matter

08 Periods

Chapter–11: Dual Nature of Radiation and Matter

Dual nature of radiation, Photoelectric effect, Hertz and Lenard's observations; Einstein's photoelectric equation-particle nature of light.

Experimental study of photoelectric effect

Matter waves-wave nature of particles, de-Broglie relation.

Unit VIII: Atoms and Nuclei

15 Periods

Chapter–12: Atoms

Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model of hydrogen atom, Expression for radius of nth possible orbit, velocity and energy of electron in nth orbit, hydrogen line spectra (qualitative treatment only).

Chapter–13: Nuclei

Composition and size of nucleus, nuclear force

Mass-energy relation, mass defect; binding energy per nucleon and its variation with mass number; nuclear fission, nuclear fusion.

Unit IX: Electronic Devices

10 Periods

Chapter–14: Semiconductor Electronics: Materials, Devices and Simple Circuits

Energy bands in conductors, semiconductors and insulators (qualitative ideas only) Intrinsic and extrinsic semiconductors- p and n type, p-n junction

Semiconductor diode - I-V characteristics in forward and reverse bias, application of junction diode -diode as a rectifier.

PRACTICALS

Total Periods 60

The record to be submitted by the students at the time of their annual examination has to include:

- Record of at least 8 Experiments [with 4 from each section], to be performed by the students.
- Record of at least 6 Activities [with 3 each from section A and section B], to be performed by the students.
- The Report of the project carried out by the students.

Evaluation Scheme

Max. Marks: 30

Time 3 hours

Two experiments one from each section	7+7 Marks
Practical record [experiments and activities]	5 Marks
One activity from any section	3 Marks
Investigatory Project	3 Marks
Viva on experiments, activities and project	5 Marks
Total	30 marks

Experiments

SECTION–A

1. To determine resistivity of two / three wires by plotting a graph for potential difference versus current.
2. To find resistance of a given wire / standard resistor using metre bridge.
3. To verify the laws of combination (series) of resistances using a metre bridge.

OR

To verify the laws of combination (parallel) of resistances using a metre bridge.

4. To determine resistance of a galvanometer by half-deflection method and to find its figure of merit.
5. To convert the given galvanometer (of known resistance and figure of merit) into a voltmeter of desired range and to verify the same.

OR

To convert the given galvanometer (of known resistance and figure of merit) into an ammeter of desired range and to verify the same.

6. To find the frequency of AC mains with a sonometer.

Activities

1. To measure the resistance and impedance of an inductor with or without iron core.
2. To measure resistance, voltage (AC/DC), current (AC) and check continuity of a given circuit using multimeter.
3. To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and a power source.
4. To assemble the components of a given electrical circuit.
5. To study the variation in potential drop with length of a wire for a steady current.
6. To draw the diagram of a given open circuit comprising at least a battery, resistor/rheostat, key, ammeter and voltmeter. Mark the components that are not connected in proper order and correct the circuit and also the circuit diagram.

SECTION-B

Experiments

1. To find the value of v for different values of u in case of a concave mirror and to find the focal length.
2. To find the focal length of a convex mirror, using a convex lens.
3. To find the focal length of a convex lens by plotting graphs between u and v or between $1/u$ and $1/v$.
4. To find the focal length of a concave lens, using a convex lens.
5. To determine angle of minimum deviation for a given prism by plotting a graph

between angle of incidence and angle of deviation.

6. To determine refractive index of a glass slab using a travelling microscope.
7. To find the refractive index of a liquid using convex lens and plane mirror.
8. To find the refractive index of a liquid using a concave mirror and a plane mirror.
9. To draw the I-V characteristic curve for a p-n junction diode in forward and reverse bias.

Activities

1. To identify a diode, an LED, a resistor and a capacitor from a mixed collection of such items.
2. Use of multimeter to see the unidirectional flow of current in case of a diode and an LED and check whether a given electronic component (e.g., diode) is in working order.
3. To study effect of intensity of light (by varying distance of the source) on an LDR.
4. To observe refraction and lateral deviation of a beam of light incident obliquely on a glass slab.
5. To observe diffraction of light due to a thin slit.
6. To study the nature and size of the image formed by a (i) convex lens, or (ii) concave mirror, on a screen by using a candle and a screen (for different distances of the candle from the lens/mirror).
7. To obtain a lens combination with the specified focal length by using two lenses from the given set of lenses.

Suggested Investigatory Projects

1. To study various factors on which the internal resistance/EMF of a cell depends.
2. To study the variations in current flowing in a circuit containing an LDR because of a variation in
 - (a) the power of the incandescent lamp, used to 'illuminate' the LDR (keeping all the lamps at a fixed distance).

(b) the distance of a incandescent lamp (of fixed power) used to 'illuminate' the LDR.

3. To find the refractive indices of (a) water (b) oil (transparent) using a plane mirror, an equiconvex lens (made from a glass of known refractive index) and an adjustable object needle.
4. To investigate the relation between the ratio of (i) output and input voltage and (ii) number of turns in the secondary coil and primary coil of a self-designed transformer.
5. To investigate the dependence of the angle of deviation on the angle of incidence using a hollow prism filled one by one, with different transparent fluids.
6. To estimate the charge induced on each one of the two identical Styrofoam (or pith) balls suspended in a vertical plane by making use of Coulomb's law.
7. To study the factor on which the self-inductance of a coil depends by observing the effect of this coil, when put in series with a resistor/(bulb) in a circuit fed up by an A.C. source of adjustable frequency.
8. To study the earth's magnetic field using a compass needle -bar magnet by plotting magnetic field lines and tangent galvanometer.

**Practical Examination for Visually Impaired Students of
Classes XI and XII Evaluation Scheme**

Time 2 hours

Max. Marks: 30

Identification/Familiarity with the apparatus	5 marks
Written test (based on given/prescribed practicals)	10 marks
Practical Record	5 marks
Viva	10 marks
Total	30 marks

General Guidelines

- The practical examination will be of two-hour duration.
- A separate list of ten experiments is included here.
- The written examination in practicals for these students will be conducted at the time of practical examination of all other students.
- The written test will be of 30 minutes duration.
- The question paper given to the students should be legibly typed. It should contain a total of 15 practical skill based very short answer type questions. A student would be required to answer any 10 questions.
- A writer may be allowed to such students as per CBSE examination rules.
- All questions included in the question papers should be related to the listed practicals. Every question should require about two minutes to be answered.
- These students are also required to maintain a practical file. A student is expected to record at least five of the listed experiments as per the specific instructions for each subject. These practicals should be duly checked and signed by the internal examiner.
- The format of writing any experiment in the practical file should include aim, apparatus required, simple theory, procedure, related practical skills, precautions etc.
- Questions may be generated jointly by the external/internal examiners and used for assessment.
- The viva questions may include questions based on basic theory/principle/concept, apparatus/ materials/chemicals required, procedure, precautions, sources of error etc.

Class XII

A. Items for Identification/ familiarity with the apparatus for assessment in practicals (All experiments)

Meter scale, general shape of the voltmeter/ammeter, battery/power supply, connecting wires, standard resistances, connecting wires, voltmeter/ammeter, meter bridge, screw gauge, jockey Galvanometer, Resistance Box, standard Resistance, connecting wires, Potentiometer, jockey, Galvanometer, Lechlanche cell, Daniell cell [simple distinction between the two vis-à-vis their outer (glass and copper) containers], rheostat connecting wires, Galvanometer, resistance box, Plug-in and tapping keys, connecting wires battery/power supply, Diode, Resistor (Wire-wound or carbon ones with two wires connected to two ends), capacitors (one or two types), Inductors, Simple electric/electronic bell, battery/power supply, Plug- in and tapping keys, Convex lens, concave lens, convex mirror, concave mirror, Core/hollow wooden cylinder, insulated wire, ferromagnetic rod, Transformer core, insulated wire.

B. List of Practicals

1. To determine the resistance per cm of a given wire by plotting a graph between voltage and current.
2. To verify the laws of combination (series/parallel combination) of resistances by Ohm's law.
3. To find the resistance of a given wire / standard resistor using a meter bridge.
4. To determine the resistance of a galvanometer by half deflection method.
5. To identify a resistor, capacitor, inductor and diode from a mixed collection of such items.
6. To observe the difference between
 - (i) a convex lens and a concave lens
 - (ii) a convex mirror and a concave mirror and to estimate the likely difference between the power of two given convex /concave lenses.
7. To design an inductor coil and to know the effect of
 - (i) change in the number of turns

(ii) Introduction of ferromagnetic material as its core material on the inductance of the coil.

8. To design a (i) step up (ii) step down transformer on a given core and know the relation between its input and output voltages.

Note: The above practicals may be carried out in an experiential manner rather than recording observations.

Prescribed Books:

1. Physics, Class XI, Part -I and II, Published by NCERT.
2. Physics, Class XII, Part -I and II, Published by NCERT.
3. Laboratory Manual of Physics for class XII Published by NCERT.
4. The list of other related books and manuals brought out by NCERT (consider multimedia also).

Note:

The content indicated in NCERT textbooks as excluded for the year 2023-24 is not to be tested by schools and will not be assessed in the Board examinations 2023-24.

QUESTION PAPER DESIGN

Theory (Class: XI/XII)

Maximum Marks: 70

Duration: 3 hrs.

S No.	Typology of Questions	Total Marks	Approximate Percentage
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	27	38 %
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	22	32%
3	Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	21	30%
	Total Marks	70	100
	Practical	30	
	Gross Total	100	

Note:

The above template is only a sample. Suitable internal variations may be made for generating similar templates keeping the overall weightage to different form of questions and typology of questions same.

For more details kindly refer to Sample Question Paper of class XII for the year 2023- 24 to be published by CBSE at its website.



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CBSE

POLITICAL SCIENCE

SYLLABUS 2024-2025

(Code No. 028)

CLASS-XI & XII



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RATIONALE

A discipline of Social Science, Political Science deals with understanding the social structures and methods used to manage a government or State. It also encompasses the historical, philosophical, constitutional, and legal foundation of the political system. It further provides scope to identify the political values and ideas, governing institutions and their policy making process. The subject enhances the ability to address the functions and processes of government and politics in international, national, and state levels. It ensures that students acquire citizenship skills and engage as active citizens by appreciating human diversity. This subject is interdisciplinary by nature and draws upon other social disciplines or branches of knowledge and there by influenced by them in many ways. At the Senior Secondary level, the curriculum of Political Science is organized in a systematic manner to facilitate students to have an understanding of political ideas, ideologies, institutions, policies, processes, and behavior, as well as groups, classes, government, law, peace and war which are the bedrock of human society and polity. The contents enrich student's writing, communication, data analysis skills and also develop knowledge about current and past political events across the world. An earnest effort is directed towards laying the foundation for a serious engagement with the discipline and developing competencies that prepare students for higher education, learning, and acquiring knowledge.

AIMS AND OBJECTIVES

1. Indian Constitution at Work:

- Understand the historical circumstances and the processes in which the Constitution was drafted.
- Be familiar with the diverse perspectives that guided the makers of the Indian Constitution.
- Analyze the working of the three pillars of democracy: Legislature, Executive, and Judiciary and their role with changing times.
- Identify the key features of the Indian Constitution and compare these to other constitutions in the world.

2. Political Theory:

- Recognize the ideas, concepts, and values inherent in the political life of a citizen.
- Systematic reflection and critical analysis of the political phenomenon.
- Provides a clarity on what is 'political' in relation to 'social', 'economic', 'moral', and the like.
- Augment the ability of students to build a good state in a good society, and create processes, procedures, institutions, and structures which could be rationally achievable.

3. Contemporary World Politics

- Enables an understanding of the nature of political interactions amongst the sovereign states in the World.
- Trace the key political events and processes in the post-cold war era.
- Analyze the all-encompassing impact of various global institutions, processes, and events.
- Promote international understanding and respect for humanity.

4. Politics in India since Independence

- Understand and analyze constitutional institutions and their working in the post-independence era.
- Appreciate the contribution of political leaders in Nation Building.
- Develop the capacity to link Government structure, processes, and their policies with contemporary political realities.
- Acquaint the students to the changing trends and developments in India.

CLASS XI

Links for NCERT Rationalised 2024-25 Political Science textbooks:

1. <https://ncert.nic.in/textbook.php?keps1=ps-8>
2. <https://ncert.nic.in/textbook.php?keps2=0-10>

CBSSE

CLASS XI

COURSE STRUCTURE

Chapter No.	Chapter Name	No. of Periods	Marks Allotted
PART A- INDIAN CONSTITUTION AT WORK			
1	Constitution: Why and How?	12	8
2	Rights in the Indian Constitution	8	
3	Election and Representation	14	6
4	Executive	14	12
5	Legislature	14	
6	Judiciary	14	
7	Federalism	14	6
8	Local Governments	10	4
9	Constitution as a Living Document	6	4
10	The Philosophy of the Constitution	6	
No. of periods & marks allotted to Indian Constitution at Work		112	40
PART B-POLITICAL THEORY			
1	Political Theory: An Introduction	8	4
2	Freedom	10	12
3	Equality	12	
4	Social Justice	12	6
5	Rights	14	4
6	Citizenship	12	8
7	Nationalism	15	
8	Secularism	16	6
No. of periods & marks allotted for Political Theory		99	40
Total		211	80

CLASS XI

COURSE CONTENT

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies
PART A-INDIAN CONSTITUTION AT WORK			
<p style="text-align: center;">1</p> <p><u>Constitution: Why and How?</u></p> <p>a) Why do we need a Constitution?</p> <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 <p>b) The authority of a Constitution</p> <ul style="list-style-type: none"> • Mode of promulgation • The substantive provisions of a constitution • Balanced institutional design 	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Key aspects of the working of the Constitution. • Various Institutions of the government in the country and their relationship with each other. • Conditions and circumstances in which the Constitution of India was made. • Key features of the Indian Constitution and other Constitutions of the world. 	<p>Comparative Analysis: <i>Different constitutions</i></p> <p>Reading of the Preamble</p> <p>Group Discussions and Debates:</p> <p><i>What happens in an organization in the absence of a set of rules and regulations to run it?</i></p> <p><i>How far our National Movement influenced the framing of our Constitution?</i></p> <p>Timeline/Flowchart</p> <p>Question strategy</p> <p>Quiz</p>	<p>After completion of the chapter, Students will be able to:</p> <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. • Analyze the ways in which the provisions of the Constitution have worked in real political life.

<p>c) How was the Indian Constitution made?</p> <ul style="list-style-type: none"> • Composition of the Constituent Assembly • Procedures • Inheritance of the nationalist movement • Institutional arrangements <p>d) Provisions adapted from Constitutions of different countries</p>			
<p style="text-align: center;">2</p> <p style="text-align: center;"><u>Rights in the Indian Constitution</u></p> <p>a) The importance of rights</p> <ul style="list-style-type: none"> • Bill of Rights <p>b) Fundamental rights in the Indian Constitution</p> <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 <p>c) Directive principles of state policy</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Fundamental Rights enshrined in the Constitution of India • Manner of protection of rights • Role of the Judiciary in protecting and interpreting these rights • Comparison between Fundamental Rights and the Directive Principles of State Policy. 	<p>Discussion: <i>Rights, the type of rights, why some rights are considered as fundamental?</i></p> <p>Lecture method</p> <p>Comparative analysis: <i>Rights guaranteed in India and other countries</i></p> <p>Brain storming: <i>Whether directive principles should take precedence over fundamental rights?</i></p> <p>Drama production</p>	<p>After completion of the chapter students will be able to:</p> <ul style="list-style-type: none"> • Analyze 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

<ul style="list-style-type: none"> • what do the directive principles contain? <p>d) Relationship between fundamental rights and directive principles</p>		<p>Collage-Making: <i>Violations of rights</i></p>	<ul style="list-style-type: none"> • 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 style="text-align: center;">3</p> <p><u>Election and Representation</u></p> <p>a) Elections and democracy</p> <p>b) Election system in India</p> <ul style="list-style-type: none"> • First Past the Post System • Proportional Representation <p>c) Why did India adopt the FPTP system?</p> <p>d) Reservation of constituencies</p> <p>e) Free and fair elections</p> <ul style="list-style-type: none"> • Universal franchise and right to contest • Independent Election Commission <p>f) Electoral Reforms</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Election process in India • Structure and functions of the Election Commission of India • Rationale of Free and Fair elections. • Need for electoral reforms. 	<p>Conducting mock elections</p> <p>Comparative analysis: <i>Election processes of different countries</i></p> <p>Reflecting on cartoons/ caricatures</p> <p>Group discussion: <i>Challenges and reforms</i></p> <p>Reflective inquiry: Recapitulating known facts</p>	<p>After completion of the chapter, 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 style="text-align: center;">4</p> <p style="text-align: center;"><u>Executive</u></p> <p>a) What is an executive? b) What are the different types of executives? c) Parliamentary executive in India</p> <ul style="list-style-type: none"> • Power and position of President • Discretionary Powers of the President <p>d) Prime Minister and Council of ministers e) Permanent Executive: Bureaucracy</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Meaning of Executive • Distinction between Parliamentary and Presidential forms of Executive • Power and position of the President of India. • Composition, powers and functioning of the Council of Ministers and the importance of the Prime Minister • Importance and functioning of the administrative machinery. 	<p>Comparative Analysis: <i>Different forms of Executive</i></p> <p>Interpretation of Cartoons/ caricatures</p> <p>Discussion and Debate: <i>Powers and functions of the Real and Nominal Executive</i></p> <p>Quiz</p>	<p>After completion of the chapter the student will be able to:</p> <ul style="list-style-type: none"> • Recognize the meaning of Executive. • Compare and contrast the Parliamentary and Presidential Executive. • Analyze the composition and functioning of the executive. • Know the significance of the administrative machinery.
<p style="text-align: center;">5</p> <p style="text-align: center;"><u>Legislature</u></p> <p>a) Why do we need a parliament? b) Why do we need two houses of parliament?</p> <ul style="list-style-type: none"> • Rajya Sabha • Lok Sabha <p>c) What does the parliament do?</p> <ul style="list-style-type: none"> • Powers of Rajya Sabha 	<p>Familiarize the students with the:</p> <ul style="list-style-type: none"> • Importance of Legislature. • Types of Legislatures- Unicameral and Bicameral. • Powers and functions of the Indian Parliament 	<p>Comparative Analysis: <i>Powers and functions of Lok Sabha and Rajya Sabha</i></p> <p>Passing of a Bill-Class activity/Mock Parliament</p> <p>Map activity: <i>Identification of states with bicameral legislatures</i></p> <p>Cartoon Interpretation</p>	<p>After completion of the chapter, 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.

<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Law-making process and the different types of bills in India • Instruments of parliamentary control over the executive. • Composition, powers and functions of the Lok Sabha and Rajya Sabha. 		<ul style="list-style-type: none"> • Examine the parliamentary control over the Executive. • Analyze the role of Parliamentary committees for the success of Indian democracy.
<p style="text-align: center;">6 <u>Judiciary</u></p> <p>a) Why do we need an independent judiciary?</p> <ul style="list-style-type: none"> • Independence of Judiciary • Appointment of Judges • Removal of Judges <p>b) Structure of the Judiciary</p> <p>c) Jurisdiction of supreme Court</p> <ul style="list-style-type: none"> • Original Jurisdiction • Writ Jurisdiction • Appellate Jurisdiction • Advisory Jurisdiction <p>d) Judicial Activism</p> <p>e) Judiciary and Rights</p> <p>f) Judiciary and Parliament</p>	<p>Familiarize the students with the:</p> <ul style="list-style-type: none"> • Need of an independent Judiciary. • Different jurisdictions of the Supreme Court • Distinction between Judicial Activism, Judicial Review and Judicial Over-reach • Conflicts between Judiciary and Parliament. 	<p>Constructivist approach: <i>The importance of India's Judicial System.</i></p> <p>Moot Courts</p> <p>Discussion: <i>Enhancing assertiveness of the Indian Judiciary.</i></p> <p>Debates: <i>How far separation of Powers is practiced?</i></p>	<p>After completion of the chapter, 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 • Analyze the reasons why Judiciary has become proactive. • Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments.

<p style="text-align: center;">7</p> <p style="text-align: center;"><u>Federalism</u></p> <p>a) What is Federalism? 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>Familiarize the students with the:</p> <ul style="list-style-type: none"> • Key ideas & basic concepts of federalism. • Provisions of the Indian Constitution regarding federalism. • Need to have a strong central government in India owing to its diversity and size. • Issues involving relations between Centre and States. 	<p>Cartoon interpretation</p> <p>Textual reading</p> <p>Group Discussion/Debate: <i>Prevailing issues in Centre-state relations.</i></p> <p>Map activity</p>	<p>After completion of the chapter 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 style="text-align: center;">8</p> <p style="text-align: center;"><u>Local Governments</u></p> <p>a) Why local governments? 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 d) 73rd Amendment</p> <ul style="list-style-type: none"> • Three Tier Structure 	<p>Familiarize the students with the:</p> <ul style="list-style-type: none"> • Importance and need for local government. • Functions and responsibilities of local government bodies • Significance of the 73rd and 74th Amendments 	<p>Recapitulation of definitions</p> <p>Timeline: <i>Depicting the emergence of local government.</i></p> <p>Flowcharts: <i>On the structural arrangement of Panchayati Raj.</i></p> <p>Concept maps: <i>The functions of local government bodies at the rural and urban level</i></p>	<p>After completion of the chapter, 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

<ul style="list-style-type: none"> • Elections • Reservations • Transfer of Subjects • State Election Commissioners • State Finance Commission <p>e) 74th Amendment f) Implementation of 73rd and 74th Amendments</p>	<ul style="list-style-type: none"> • Merits and demerits of decentralization • Challenges faced by local government bodies 	<p>Group presentation: Amendments</p> <p>Debate/group discussion: <i>The merits and demerits of decentralization</i></p>	<p>bodies</p> <ul style="list-style-type: none"> • Justify the significance of 73rd and 74th constitutional amendments • Acknowledge and examine the significance of decentralization • Introspect and realize the need to empower local government bodies
<p style="text-align: center;">9</p> <p style="text-align: center;"><u>Constitution as a Living Document</u></p> <p>a) Are constitutions static? b) How to amend the constitution? c) Why have there been so many amendments? d) Contents of amendments made so far</p> <ul style="list-style-type: none"> • Differing Interpretations • Amendments through Political Consensus • Controversial Amendments 	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Working of the Indian Constitution • Response of the Indian Constitution to the changing circumstances • Process of amending the Indian Constitution • Different types of amendments 	<p>Brainstorming: <i>To assess the achievements and drawbacks of our Constitution</i></p> <p>Debate: <i>Should the Judiciary have the power to determine the validity of amendments?</i></p> <p>Discussion: <i>Are the amendments in the Constitution as per the needs and circumstances or guided by the whims and fancies of the ruling party?</i></p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Analyze the working of the Constitution. • Know the various amendments that have taken place and the controversies raised. • Appreciate why the Constitution is called a Living Document.

<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"> • Role of the Judiciary in protecting and interpreting the Constitution 		
<p style="text-align: center;">10</p> <p style="text-align: center;"><u>The Philosophy of the Constitution</u></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 	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Meaning and need for a political philosophy approach to the Constitution. • Intentions and concerns of those who framed the Constitution. • Philosophy of Indian Constitution. • Strengths and limitations of the Constitution. 	<p>Group discussion: <i>Guiding philosophy of the Indian Constitution</i></p> <p>Question Strategy</p> <p>Quiz</p> <p>Reading the work of Great thinkers</p>	<p>At the completion of the chapter, students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the philosophical vision of our Constitution. • Recognize the core features of the Indian Constitution. • Evaluate the strengths and limitations of the Constitution.

<ul style="list-style-type: none"> • Universal franchise • Federalism • National identity <p>d) Procedural Achievements e) Criticisms f) Limitations</p>			
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PART B- POLITICAL THEORY

<p>1</p> <p><u>Political Theory: An Introduction</u></p> <p>a) What is politics? b) What do we study in political theory? c) Putting Political theory into practice d) Why should we study political theory?</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Meaning and importance of political theory in Political Science. • Various political concepts • Contribution of Political Thinkers • Basic questions: <ul style="list-style-type: none"> a. How should society be organized? b. Why do we need a government? 	<p>Collecting political cartoons from various newspapers and magazines and discussing the issues raised</p> <p>Reading the works of great thinkers</p> <p>Quiz</p>	<p>After completion of the chapter, 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 (example: Jean Jacques Rousseau).
<p>2</p> <p><u>Freedom</u></p> <p>a) The Ideal of freedom</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Struggle of Nelson Mandela and Aung San Suu Kyi against the unjust Political System. 	<p>Discussion: <i>Individual freedom</i></p> <p>Debate: <i>Does dress code curtail individual freedom?</i></p> <p>Comparative Analysis: <i>Negative and positive liberty</i></p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the ideal of freedom.

<p>b) The sources of Constraints-Why do we need constraints? c) The Harm Principle d) Negative and Positive liberty</p>	<ul style="list-style-type: none"> • Concept of 'Freedom'. • Sources of Constraints and need for Constraints • Importance of freedom for Individuals and the society in general. • Differentiate between the Negative and Positive liberty. • Harm Principle as advocated by J.S Mill 	<p>Examine current case studies related to the topic.</p> <p>Quiz</p>	<ul style="list-style-type: none"> • Critically evaluate the dimensions of negative and positive liberty. • Demonstrate spirit of enquiry • Explain the ideas introduced by J.S. Mill in Harm Principle. • Assess the possible limitations on freedom resulting from the social and economic structures of society.
<p style="text-align: center;">3 <u>Equality</u></p> <p>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?</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Concept of Equality. • Different dimensions of equality—political, economic, and social • Various ideologies of Socialism, Marxism, Liberalism and Feminism. • Different methods to promote equality. 	<p>Discussion and debate: <i>Promotion of equality</i></p> <p>Reading the works of great thinkers.</p> <p>• Reflective Enquiry and Recapitulation</p> <p>Skit on Equality</p> <p>Role play</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Understand the moral and political ideals of equality. • Assess how equality is perceived through different ideologies • Recognize the means and methods to promote equality.

			<ul style="list-style-type: none"> Evaluate the possible solutions to minimize inequality.
<p style="text-align: center;">4</p> <p style="text-align: center;"><u>Social Justice</u></p> <p>a) What is Justice?</p> <ul style="list-style-type: none"> Equal Treatment for Equals Proportionate Justice Recognition of Special Needs <p>b) Just distribution</p> <p>c) John Rawls Theory of Justice</p> <p>d) Pursuing Social Justice</p> <p>e) Free Markets versus State Intervention</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> Meaning of Justice Principles of justice followed in different societies Concept of distributive and proportionate justice Arguments of John Rawls 'on fair and just society. Advantages and limitations of free market 	<p>Debate: <i>Free Markets versus State Intervention</i></p> <p>Quiz</p> <p>Comparative Analysis: <i>Dimensions of justice</i></p>	<p>After completion of the chapter, Students will be able to:</p> <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.
<p style="text-align: center;">5</p> <p style="text-align: center;"><u>Rights</u></p> <p>a) What are Rights?</p> <p>b) Where do rights come from?</p> <p>c) Legal rights and the state</p> <p>d) Kinds of rights</p> <p>e) Rights and responsibilities</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> Definition and significance of rights. Rights as guaranteed to all the citizens 	<p>Discussion: <i>Importance of rights</i></p> <p>Collaborative Learning- <i>Assigning task for acquiring information on different types of rights.</i></p> <p>Comparative analysis: <i>Different type of rights</i></p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> Define rights Identify the need for rights and its importance to mankind.

	<ul style="list-style-type: none"> • Importance of Human Rights • Different kinds of rights- Political, Civil, Socio-Economic, Cultural and Educational. 		<ul style="list-style-type: none"> • Explain why rights need to be sanctioned by law. • Describe the features of different kinds of rights.
<p style="text-align: center;">6</p> <p style="text-align: center;"><u>Citizenship</u></p> <p>a) Introduction b) Full and equal membership c) Equal Rights d) Citizen and Nation e) Universal Citizenship f) Global Citizenship</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Debates associated with citizenship • Relationship between the citizen and the nation; and different criteria of citizenship adopted by various countries. • Issues about refugees or illegal migrants • Concept of Global Citizenship 	<p>Discussion: <i>Norms of granting citizenship put forth by different countries</i></p> <p>Debate: <i>Should India grant dual citizenship?</i></p> <p>Interpretation of newspaper articles</p>	<p>After completion of the chapter, Students will be able to:</p> <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. • Analyze the problems to be surmounted to strengthen links between the people and governments
<p style="text-align: center;">7</p> <p style="text-align: center;"><u>Nationalism</u></p> <p>a) Introducing Nationalism</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Emergence and phases of nationalism 	<p>Recapitulation of definitions.</p> <p>Group interaction: <i>The factors that help in creating the sense of</i></p>	<p>After completion of the chapter, students will be able to:</p>

<p>b) Nations and Nationalism</p> <ul style="list-style-type: none"> • Shared Beliefs • History • Shared National Identity <p>c) National self-determination</p> <p>d) Nationalism and Pluralism</p>	<ul style="list-style-type: none"> • Distinction between state, nation, and nationalism • Concept of National self-determination • Difference between Nationalism and Pluralism 	<p><i>collective identity</i></p> <p>Textual explanation</p> <p>Debate: <i>Can identity claims lead to social divisions or will it strengthen and recognize multiple identities?</i></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 style="text-align: center;">8</p> <p style="text-align: center;"><u>Secularism</u></p> <p>a) What is Secularism?</p> <ul style="list-style-type: none"> • Inter-religious Domination • Intra-religious Domination <p>b) Secular State</p> <p>c) The western model of secularism</p> <p>d) The Indian model of secularism</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Meaning of Secularism • Inter-religious and Intra-Religious Domination. • Characteristics of a Secular State 	<p>Discussion and Debate: <i>On Indian Secularism</i></p> <p>Inquiry based learning</p> <p>Comparative Study: <i>The Western model and the Indian model of secularism.</i></p>	<p>After completion of the chapter, student will be able to:</p> <ul style="list-style-type: none"> • Define Secularism. • Differentiate between Inter-religious and Intra-Religious Domination.

<p>e) Criticisms of Indian secularism</p> <ul style="list-style-type: none"> ● Western Import ● Minoritism ● Interventionist ● Vote Bank Politics 	<ul style="list-style-type: none"> ● Western and Indian Model of Secularism. ● Limitations of Indian Secularism 		<ul style="list-style-type: none"> ● Recognize the concept of a Secular State. ● Compare Western and Indian Model of Secularism. ● Make an appraisal of Indian Secularism.
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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.

CLASS XII

Links for NCERT Rationalised 2024-25 Political Science textbooks:

1. <https://ncert.nic.in/textbook.php?leps1=ps-7>
2. <https://ncert.nic.in/textbook.php?leps2=ps-8>

CBSSE

CLASS XII
COURSE STRUCTURE

Chapter No.	Chapter Name	No. of Periods	Marks Allotted
PART A-CONTEMPORARY WORLD POLITICS			
1	The End of Bipolarity	15	6
2	Contemporary Centres of Power	18	6
3	Contemporary South Asia	18	6
4	International Organizations	10	6
5	Security in the Contemporary World	10	6
6	Environment and Natural Resources	12	6
7	Globalisation	12	4
	Total	95	40
PART B-POLITICS IN INDIA SINCE INDEPENDENCE			
1	Challenges of Nation-Building	16	6
2	Era of One-Party Dominance	8	4
3	Politics of Planned Development	12	2
4	India's External Relations	20	6
5	Challenges to and Restoration of the Congress System	12	4
6	The Crisis of Democratic Order	15	4
7	Regional Aspirations	15	6
8	Recent Developments in Indian Politics	20	8
		118	40
	TOTAL	213	80

CLASS XII
COURSE CONTENT

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies
PART A-CONTEMPORARY WORLD POLITICS			
<p style="text-align: center;">1</p> <p style="text-align: center;"><u>The End of Bipolarity</u></p> <p>Topics to be focused:</p> <p>a) The Soviet System</p> <p>b) Gorbachev and the disintegration</p> <p>c) Causes and Consequences of disintegration of Soviet Union</p> <p>d) Shock Therapy and its Consequences</p> <p>e) New entities in world politics</p> <ul style="list-style-type: none"> • Russia • Balkan States • Central Asian States <p>f) India's relations with Russia and other post-communist countries</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Historical facts and processes of formation of Soviet Union. • Causes and consequences of the Disintegration of the Soviet Union • Shock Therapy and its consequences. • Tensions and Conflicts which occurred in the former Soviet Republics. • Relationship between India and the post-communist countries 	<p>Group Discussion: <i>Causes and consequences of disintegration of USSR</i></p> <p>Documentaries-<i>Past & present situations in USSR/Post Soviet Republics</i></p> <p>Analysis of relevant newspaper articles</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify the basic features of the Soviet System. • Discuss the background and outcome of disintegration of the Soviet Union. • Examine the consequences of unipolar world • Assess the features of Shock Therapy • Probe into the recent happenings in the Post-Communist Countries. • Trace the developments between India& Russia

<p style="text-align: center;">2</p> <p style="text-align: center;"><u>Contemporary Centres of Power</u></p> <p>Topics to be focused:</p> <p>a) European Union b) Association of Southeast Asian Nations c) Rise of China as an economic power d) Japan and South Korea as emerging powers</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Alternative centres of power. • European Union and ASEAN as alternative centres of power. • Economic rise of China and its impact on world politics. • Relations of India with China. 	<p>Discussion: <i>Importance on regional organisations</i></p> <p>Comparative study: Economic growth of China, Japan and South Korea.</p> <p>Use of timeline</p> <p>Inquiry based learning</p> <p>Map activity</p> <p>Interpretation of cartoons/ Pictures/ Newspaper clippings</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the importance of European Union and ASEAN. • Evaluate the extent of rise of Chinese economy and its impact on world politics. • Summarize India's relations with China.
<p style="text-align: center;">3</p> <p style="text-align: center;"><u>Contemporary South Asia</u></p> <p>Topics to be focused:</p> <p>a) Military and Democracy in Pakistan and Bangladesh b) Monarchy and Democracy in Nepal c) Ethnic Conflict and Democracy in Sri Lanka d) India-Pakistan Conflicts e) India and its Neighbours f) Peace and Cooperation</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • South Asian region. • Nature of Political systems in the countries of the region. • Reasons that contributed to Pakistan's failure in building a stabled democracy. • Factors that led to struggle for democracy in Bangladesh. • Developments leading to the transition from Monarchy to a 	<p>Map activity</p> <p>Comparative Analysis: <i>Political systems of South Asian countries</i></p> <p>Use of Historical data</p> <p>Interpretation of cartoons/Pictures /Newspaper clippings</p> <p>Discussion: <i>Current economic crisis in Sri Lanka and Pakistan</i></p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify & locate the seven countries of the South Asian region. • Appreciate the mixed record of democracy in the South Asian region. • Examine the role of Political leaders • Reflect upon the causes of various conflicts and

	<p>Democracy in Nepal.</p> <ul style="list-style-type: none"> Continuation of democracy since independence despite serious ethnic conflict in Sri Lanka Relations between India and its neighbours Importance of regional cooperation in South Asia Role of big powers like USA and China in the South Asian region. 	<p>Quiz</p>	<p>movements in this region.</p> <ul style="list-style-type: none"> Justify the creation of SAARC Understand the involvement of US and China in South Asia.
<p style="text-align: center;">4</p> <p><u>International Organizations</u></p> <p>Topics to be focused:</p> <ol style="list-style-type: none"> Meaning and importance of International Organisations Evolution of the UN Structure and function of International Organisations Principal Organs of UN Reform of the UN after Cold War Reform of Structures, Processes and Jurisdiction of the UN India and the UN Reforms 	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> Important events in World History Need for formation of International Organizations Functioning of International Organizations Organs and agencies of the United Nations Need for reforms in the changing world United Nations in a unipolar world 	<p>Discussion and debate: <i>Necessary reforms of the UN</i></p> <p>Interpretation of cartoons /Newspaper clippings</p> <p>Quiz</p> <p>Model United Nations</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> Define International Organization Appreciate the role of United Nations and its agencies Reflect on the events taking place in the post-cold war era Understand the need for reforms in the United Nations

<p>h) Key Agencies: IMF, World Bank, WTO, ILO, IAEA.</p> <p>i) NGO: Amnesty International, Human Rights Watch.</p> <p>j) Implications and Future of International Organizations</p>			
<p style="text-align: center;">5</p> <p style="text-align: center;"><u>Security in the Contemporary World</u></p> <p>Topics to be focused:</p> <p>a) Meaning and Type of Security.</p> <p>b) Traditional concept of security</p> <p>c) Non-tradition notions of Security.</p> <p>d) New Sources of Threats</p> <p>e) Cooperative Security</p> <p>f) India's Security strategy</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Meaning, nature and types of security • External and Internal notions of security • Emerging challenges of new Threats-Human rights, terrorism, migration, health, epidemics • Need for Cooperative security • Components of India's security strategy 	<p>Discussions and debates: <i>New sources of threat</i></p> <p>Comparative analysis: <i>Security concerns of different countries</i></p> <p>Interpretation of cartoons/Pictures</p> <p>Collaborative concept mapping: <i>India's initiatives and policies towards security.</i></p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Recognize the causes of security threats • Enhance analytical skills to provide solutions to security concerns. • Develop critical thinking about the role of various stakeholders in ensuring security today.
<p style="text-align: center;">6</p> <p style="text-align: center;"><u>Environment and Natural Resources</u></p> <p>Topics to be focused:</p> <p>a) Environmental Concerns</p> <p>b) Global Commons</p> <p>c) Common but differentiated Responsibilities</p> <p>d) India's Stand on Environment Issues</p> <p>e) Environmental Movements</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Environmental issues • Global commons • Responsibilities of developed and developing countries towards the conservation of the environment • Efforts taken by India at resource conservation and sustainable development 	<p>Presentation: Environmental issues</p> <p>Recapitulation</p> <p>Debate and discussion: <i>Indigenous communities of the world and their concerns</i></p> <p>Newspaper activity to inculcate concern, awareness and</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Enlist and explain the facts related to global environmental issues • Recognize and understand the need to conserve critical resources • Demonstrate knowledge

<p>f) Resource Geopolitics g) Rights of Indigenous peoples</p>	<ul style="list-style-type: none"> • Need to conserve critical resources like oil and water • Environmental movements • Concerns of indigenous communities, the role of governments and international organizations in protecting their rights. 	<p>environmental morality</p>	<p>and appreciation towards India's responsibility in protecting environment</p> <ul style="list-style-type: none"> • Realize the need to conserve resources and exhibit responsibility towards prudent use to facilitate sustainable development • Know about the nature of concerns of indigenous communities and understand how the governments of different countries respond to their plea
<p style="text-align: center;">7</p> <p style="text-align: center;"><u>Globalisation</u></p> <p>Topics to be focused:</p> <p>a) Concept of globalisation b) Causes and Consequences of globalisation c) India and globalization d) Resistance to globalization e) India and resistance to globalisation</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Concept of Globalisation. • Causes of Globalisation. • Political, economic, and cultural consequences of Globalisation. • Impact of Globalisation on India. • Resistance to globalisation and its future course. 	<p>Group discussion: <i>Positive and negative impact of globalization.</i></p> <p>Interpretation of Cartoons</p> <p>Question strategy</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the significance of Globalization • Elucidate the political, economic, and cultural dimensions of Globalisation. • Critically evaluate the impact of globalisation on India.

			<ul style="list-style-type: none"> • Draw attention to resistance movements to Globalisation and envisage its future trends.
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PART B-POLITICS IN INDIA SINCE INDEPENDENCE

<p>1</p> <p><u>Challenges of Nation Building</u></p> <p>Topics to be focused:</p> <p>a) Challenges for the new Nation.</p> <ul style="list-style-type: none"> • Three Challenges. <p>b) Partition: Displacement and Rehabilitation.</p> <ul style="list-style-type: none"> • Consequences of Partition. <p>c) Integration of Princely States.</p> <ul style="list-style-type: none"> • The problem • Government's approach • Hyderabad • Manipur <p>d) Reorganisation of States.</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Nature and challenges of Nation building • Causes and consequences of Partition of India. • Process of integration of princely states • Important role of Sardar Vallabhai Patel in the integration of princely states • Reorganisation of states 	<p>Documentaries</p> <p>Discussion: <i>Causes and consequences of Partition</i></p> <p>Live Experiences-<i>Meeting People who lived through this period.</i></p> <p>Cartoon Interpretation</p> <p>Map Activity</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Analyse the challenges which Independent India faced. • Describe the factors that led to the partition of India. • Explain the circumstances under which different princely states signed the Instrument of Accession. • Assess how language became the basis of reorganisation of the states. • Evaluate the role played by leaders in Nation Building.
<p>2</p> <p><u>Era of One-Party Dominance</u></p> <p>Topics to be focussed:</p> <p>a) Challenge of building democracy.</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Challenge of establishing democracy in India. • Process of ensuring free and fair Elections. 	<p>Group Discussion: <i>Recent changes in the electoral process</i></p> <p>Comparative analysis: <i>Ideology of different political parties</i></p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the sustenance of democratic politics in the country.

<p>b) Congress dominance in the first three general elections.</p> <ul style="list-style-type: none"> • Nature of Congress dominance • Congress as social and ideological coalition. • Tolerance and management of Factions <p>c) Emergence of opposition parties.</p>	<ul style="list-style-type: none"> • Nature and dominance of Congress party during the Post-Independence Period. • Emergence and role of opposition parties 	<p>Maps/Cartoons</p> <p>Question strategy</p> <p>Quiz</p>	<ul style="list-style-type: none"> • Evaluate the electoral politics post-Independence • Assess the dominance of the Indian National Congress from 1952 to 1967. • Evaluate the role of Opposition parties
<p style="text-align: center;">3</p> <p style="text-align: center;"><u>Politics of Planned Development</u></p> <p>Topics to be focussed:</p> <p>a) Political contestation.</p> <ul style="list-style-type: none"> • Ideas of Development. • Planning • Planning Commission <p>b) The Early Initiatives</p> <ul style="list-style-type: none"> • The First Five Year Plan. • Rapid Industrialisation. 	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Nature of conflict in achieving the twin objectives of economic growth and socio-economic justice. • Two models of development • Design or plan of development. • Emergence aims and objectives of the first two five-year plans. • Replacement of Planning Commission by National Institution for Transforming India (NITI Aayog) 	<p>Debate and Discussion: <i>First three 5-year plans.</i></p> <p>Comparative analysis: <i>The Left and Right ideology.</i></p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Identify the varied option considered by the government to balance growth and socio-economic justice. • Know the difference between Left and Right Ideology • Understand the need for the formation of the Planning Commission. • Appreciate the need for strategic long-term development programme and policies

<p style="text-align: center;">4</p> <p style="text-align: center;"><u>India's External Relations</u></p> <p>Topics to be focussed:</p> <p>a) International Context</p> <p>b) The Policy of Non-Alignment.</p> <ul style="list-style-type: none"> • Nehru's role • Distance from two camps. • Afro Asian Unity <p>c) Peace and conflict with China</p> <ul style="list-style-type: none"> • The Chinese Invasion 1962 • War and Peace with Pakistan • Bangladesh War 1971 <p>d) India's Nuclear Policy.</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Objectives and Principles of India's foreign policy • India's role as a founder of NAM and in forging Afro-Asian unity • Sino-Indian relationship – Pre and post 1962 invasion and its profound impact on Indian politics • India-Pakistan relationship since independence • Components of India's nuclear policy • Shifting alliances in World Politics 	<p>Presentation: <i>NAM founders, objectives, principles and its relevance in contemporary world politics</i></p> <p>Group discussion: <i>India's relations with China and Pakistan (past, present and future)</i></p> <p>Debate: <i>India's stand on shifting alliances</i></p> <p>Research and Report Writing</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Recognise the significance of NAM • Interpret, compare and contrast multi-lateral aspects of Indo-China relationship • Demonstrate knowledge on Indo-Pak wars • Appreciate the steps taken by Indian government to develop military capacity • Reflect and introspect on the choices that the country must consider for the cause of development and peace building
<p style="text-align: center;">5</p> <p style="text-align: center;"><u>Challenges to and Restoration of the Congress System</u></p> <p>Topics to be focused:</p> <p>a) Challenge of Political Succession</p> <ul style="list-style-type: none"> • From Nehru to Shastri 	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Challenge of Political Succession after Nehru • Split in Congress and opposition unity 	<p>Use of timeline</p> <p>Comparative analysis: <i>Political Succession</i></p> <p>Group discussion: <i>Changing electoral performance of the</i></p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Understand the challenges of political succession after Nehru. • Evaluate the opposition

<ul style="list-style-type: none"> • From Shastri to Indira Gandhi b) Fourth General Election 1967 • Context of the Election. • Non Congressism • Electoral Verdict • Coalitions • Defections c) Split in the Congress • Indira vs the Syndicate • Presidential Election 1969 d) The 1971 Election and Restoration of Congress • The outcome and after • Restoration? 	<ul style="list-style-type: none"> • New Congress led by Indira Gandhi • Restoration of the Congress system. 	<p><i>congress</i></p> <p>Interpretation of cartoons</p> <p>Map Activity</p>	<p>unity and the Congress split as a challenge to Congress dominance.</p> <ul style="list-style-type: none"> • Compare and contrast the new Congress and the old Congress. • Summarize the initiatives taken by Indira Gandhi to overcome the challenges faced by her • Analyze the process of restoration of the Congress system
<p style="text-align: center;">6</p> <p style="text-align: center;"><u>The Crisis of Democratic Order</u></p> <p>Topics to be focused:</p> <p>a) Background Emergency.</p> <ul style="list-style-type: none"> • Economic Context. • Gujarat and Bihar Movements • Conflict with Judiciary <p>b) Declaration of Emergency</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Economic conditions before Emergency. • Gujarat and Bihar movements. • Conflict between Executive and Judiciary. • Consequences of 	<p>Group discussion: <i>Based on Newspaper articles and other media information with respect to emergency</i></p> <p>Quiz</p> <p>Cartoon Interpretation</p> <p>Map Activity</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Understand the causes and consequences of Emergency • Examine the lessons of Emergency • Evaluate the rule of Janata

<ul style="list-style-type: none"> • Crisis and response • Consequences <p>c) Lessons of the Emergency.</p> <p>d) Politics after Emergency.</p> <ul style="list-style-type: none"> • Lok Sabha Elections 1977 • Janata Government • Legacy 	<p>Emergency.</p> <ul style="list-style-type: none"> • Lessons of Emergency. • Lok Sabha Elections-1977. 		<p>Government</p>
<p style="text-align: center;">7</p> <p style="text-align: center;"><u>Regional Aspirations</u></p> <p>Topics to be focused:</p> <p>a) Region and the Nation</p> <ul style="list-style-type: none"> • Indian Approach • Areas of Tension • Jammu and Kashmir • Roots of the Problem • External and Internal disputes • Politics since 1948 • Insurgency and After • 2022 and Beyond <p>b) Punjab</p> <ul style="list-style-type: none"> • Political Context • Cycle of Violence • Road to Peace <p>c) The Northeast</p> <ul style="list-style-type: none"> • Demand for autonomy • Secessionist Movements • Movements against outsiders • Assam and National 	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Rise of regional aspirations and government's response • Underlying reasons for demands for regional autonomy • Success of Indian government in recognizing regionalism as a part and parcel of democratic politics. 	<p>Group discussion:</p> <p><i>Demands of Autonomy in different parts of the country.</i></p> <p>Comparative analysis:</p> <p><i>Government's response to regional aspirations</i></p> <p>Quiz.</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the implications of regional demands. • Analyse the importance of integrity in India. • Appreciate the initiatives taken by the government in dealing with regional aspirations

Integration.			
<p style="text-align: center;">8</p> <p style="text-align: center;"><u>Recent Developments in Indian Politics</u></p> <p>Topics to be focused</p> <p>a) Context of 1990s</p> <p>b) Era of Coalition</p> <ul style="list-style-type: none"> • Alliance Politics <p>c) Political rise of the Backward Classes</p> <ul style="list-style-type: none"> • Mandal Implemented • Political Fallouts <p>d) Communalism, Secularism and Democracy.</p> <ul style="list-style-type: none"> • Ayodhya Dispute • Demolition and after <p>e) Emergence of New Consensus</p> <p>f) Lok Sabha Elections 2004</p> <p>g) Growing Consensus</p>	<p>Familiarize students with the:</p> <ul style="list-style-type: none"> • Nature, trends and developments in Indian politics and its impact • Era of Coalitions-National Front, United Front, United Progressive Alliance, National Democratic Alliance • Implications of Coalition politics • Political Rise of Other Backward Classes • Decline of Congress system and rise of NDA led by Bhartiya Janta Party • Emergence of growing consensus 	<p>Comparative analysis: <i>Different developments taking place in present scenario with that of twentieth century.</i></p> <p>Timeline</p> <p>Interpretation of Cartoons/Caricatures</p> <p>Quiz</p> <p>Reflective Enquiry</p>	<p>After completion of the chapter, Students will be able to:</p> <ul style="list-style-type: none"> • Understand momentous changes taking place in the nation since 1989 • Trace the rise and growth of BJP. • Identify the areas of growing consensus

Prescribed Books:

1. Contemporary World Politics, Class XII, Published by NCERT
2. Politics in India since Independence, Class XII, 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.

CLASS XI-XII
QUESTION PAPER DESIGN

S. No.	Competencies	Marks	Percentage
1	Knowledge and Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts.	22	27.5%
2	Understanding: Understanding of facts and ideas by organizing, comparing, explaining, describing, and stating main ideas.	24	30%
3	Applying: Solve problems by applying acquired knowledge, facts to interpret a situation/ cartoon/ clippings/ sources/ Map	22	27.5%
4	Analysis and Evaluation: Classify, compare, contrast, or differentiate between pieces of information; organize and/ or integrate from a variety of sources; Examine, synthesize information into parts and identify motives or causes. Make inferences and find evidence to support generalizations.	12	15%
		80	100%

Note: Competency based questions for the examinations to be conducted in the academic year 2024-25 will be 50% in class XII.

QUESTION PAPER DESIGN

Book	Objective Type/ MCQ (1 Mark)	Short Answers Type I (2 Marks)	Short Answers Type II (4 Marks)	Passage /Map / Cartoon based (4 Marks)	Long Answers (6 Marks)	Total Marks
Book 1 Contemporary World Politics	6	3	3	1(Passage)	2	40
Book 2 Politics in India since Independence	6	3	2	2(Cartoon and Map)	2	40
Project/Practical						20
Total No. of Marks and Questions	1x12=12	2x6=12	4x5=20	4x3=12	6x4=24	80+20=100

➤ **Scheme of Options:**

- Question paper will be in five parts (A, B, C, D & E). There will be an internal choice in Part C (Short Answer Type II in one or two questions) and Part-E. (Long Answers in all the questions)
- In order to assess different mental abilities of learners, question paper is likely to include questions based on passages, visuals such as maps, cartoons. No factual question will be asked on the information given in the plus (+) boxes in the textbooks.
- Map question can be given from any lesson of Book 2(Politics in India since Independence); but weightage of lessons should remain unaltered.
- Cartoon and passage-based questions can be asked from either textbook, but weightage of lessons should be maintained.

CLASS XI & XII
GUIDELINES FOR PROJECT WORK

Project Work: 20 Marks

Rationale

Political Science as a field of study in senior secondary classes enable students to get an exposure to political activities and processes that they are exposed to in everyday life. The study of political science has emerged as a multifaceted discipline, involving a contemporary interdisciplinary approaches and empirical framework, emphasizing more on field work rather than theoretical perceptions. The connect between government and citizen ensures the emergence of an active and reflective citizens and vibrant democracy. CBSE has therefore incorporated project work in Political Science to enable students to extend their interest beyond textbooks and provide them with a platform to gather information, value the decisions made to shape the community and visualize future course of action to be taken to ensure healthy democracy.

Objectives of project work:

- To enable learners to probe deeper, initiate action and reflect on knowledge and skills acquired during the course of class XI and XII
- To analyze and evaluate real world scenarios using social constructivism, a theory based on observation and scientific study
- To become independent and empowered to choose their topic and gather data from a variety of source, investigate varied viewpoints acquired during the course XI-XII and arrive at logical deductions.
- To enquire into, and reflect on, issues independently /in collaboration with others and identify the limitations
- To develop 21st century skills of communication, cooperation, coordination, critical thinking, creativity and collaboration to produce an extended and independent work.

Role of the teacher:

A teacher should:

- help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic.
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions.
- guide the research work in terms of sources for the relevant data
- ensure that students understand the relevance and usage of primary evidence and other sources in their projects ensure that students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work

Project overview:

- The Project work will be implemented for 20 Marks.
- Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
- For class XII, the evaluation for 20 marks project work should be done jointly by the internal and external examiners and for class XI the evaluation can be done by the internal examiner.
- The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class or any contemporary issues.
- The project work can be culminated in the form of films, albums, songs, storytelling, debate, Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
- The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.

- 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.

Viva-Voce

- At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her original work.
- In case of any doubt, authenticity should be checked and verified.

The marks will be allocated under the following heads:

SL.NO.	COMPONENTS	MARKS ALLOTTED
1.	INTRODUCTION/OVERVIEW	2
2.	VARIETY OF CONTENTS	3
3.	PRESENTATION	3
4.	CONCLUSION	1
5.	BIBLIOGRAPHY	1
6.	VIVA-VOCE	10
	TOTAL	20

Class XII: Assessment will be done by external examiner in coordination with internal examiner and the date of Project Assessment will be fixed by CBSE. The project reports are to be preserved by the school till the final results are declared, for scrutiny by CBSE.

Class XI: Assessment will be done by internal examiner.

Suggested Topics

CLASS XI

1. Making of the Constitution.
2. Elections in India.
3. Working of the Indian Judiciary System.
4. Social Justice: Are ethics followed in Indian Politics
5. Human Rights Act and its gratification in India.
6. Political impact on Indian Legislation.

CLASSXII

1. NAM- 1961 to present times.
2. Division of Germany with special focus on the construction and dismantling of the Berlin Wall.
3. CIS-Central Asian Republics
4. Disintegration of USSR with special focus on Gorbachev.
5. Arab Spring
6. Cover the negative as well as positive aspects of relationship between India and the following countries.

Focus on any one of the following (current updates should be highlighted):

- a) Relationship between India and Russia
- b) Relationship between India and China
- c) Relationship between India and Pakistan
- d) Relationship between India and Bangladesh

7. ASEAN

8. European Union and BREXIT
9. BRICS
10. SAARC
11. India's Nuclear Policy
12. United Nations with focus on India's candidature in Security Council.
13. UN Agencies – UNICEF, UNESCO, WHO
14. Pandemics: Covid 19- Its global impact (focus on worldwide cooperation and preparedness along with controversies
(please collect newspaper clippings for the same)
15. Partition of India-Theory behind it and its legacy
16. Comparison between NITI AAYOG and Planning Commission and their contribution in India's Development.
17. Election 2019- Rise of BJP and Downfall of Congress (1989-2019).
18. Emergency – A blot on Indian Democracy
19. NDA III and NDA IV – Social and Economic welfare programmes.

ANNEXURE

NOTE: The additional reference material is for classroom transaction and will not be assessed in the Board examination.

ADDITIONAL REFERENCE MATERIAL

CLASS XI

Part A - Indian Constitution at Work

Chapter -3: Election and Representation

Sub-Topic: 'Electoral Reforms in Indian Politics'

Electoral Reforms in the 21st Century include use of EVM [Electronic Voting Machine], VVPAT [Voter Verifiable Paper Audit Trail] and NOTA [None of the Above]. Restriction on exit polls, ceiling on election expenditure has been raised from 70 lakhs to 95 lakh rupees in bigger states like Maharashtra, Madhya Pradesh, Uttar Pradesh, West Bengal and Karnataka. And 54 lakhs to 75 lakhs in Smaller States which include Goa, Sikkim, Arunachal Pradesh and UTS for the Lok Sabha elections. For Assembly elections, expenditure limits have been enhanced from 28 lakh rupees to 40 lakhs in bigger states and from 20 lakhs to 28 lakhs in smaller states and the use electoral bonds in election funding are some of the major reforms initiated by the Election Commission of India that have sought to bring about revolutionary changes in the electoral process and the voter behavior in contemporary India.

Chapter 6: Judiciary

Sub-Topics: 'Judiciary Overreach'

When judiciary assumes the roles and functions of the legislature and executive, thus diluting the concept of separation of powers, it becomes judicial overreach. Unrestrained activism on the part of judiciary often leads to its overreach.

We all know that Article 142 and judicial review have been put to many constructive uses but some actions like declaring the NJAC (National Judicial Appointment Commission) unconstitutional as it tried to apply checks on judicial power highlight the need for judicial restraints in the exercise of judicial review.

Chapter 7: Federalism

Sub-Topics: 'Quasi Federalism'. 'Competitive Federalism'

Quasi Federalism: In the context of special features and provisions of Indian federalism we use the phrase, 'Quasi Federalism', a concept given by K. C. Wheare. Quasi federalism represents a strong centre with comparatively less strong units. Wheare describes the Indian case in its formative phase as a 'quasi federation – A unitary state with subsidiary federal features rather than a federal state with subsidiary unitary features'.

Cooperative Federalism: Cooperative federalism is the concept which reflects the relationship between the Union and the States where both come together and resolve the common problems with each other's cooperation in amicable manner thus contributing towards the growth of a strong federation. It shows the horizontal relationship between the Union and the States where none is placed over and above on the other. To ensure this strong relationship between the two, the Indian constitution has evolved and incorporated certain instruments and agencies like the Inter-State Councils, Zonal Councils, the 7th Schedule, etc.

Competitive Federalism: Competitive federalism places all states vis a vis the Union on equal and competing footing where the best performing states can take the maximum benefits of the resources, services and taxes. It ensures a healthy competition among states leading towards better performance and delivery which constitute important part of governance. The post- liberalization era reflects the trend of competitive federalism where states are more autonomous, accountable, and efficient in their functioning.

Chapter 9: Constitution as a Living Document

Sub-Topics: Constitution Amendments

As of 2021, there have been total 105 amendments of the Constitution of India.

Source: <https://legislative.gov.in/amendment-acts-102-to-onwards>

Part B- Political Theory

Chapter 2: Freedom

Sub-Topics: 'Liberty vs Freedom'

We hear a lot around us that people appear to use the word liberty and freedom as synonyms of each other. But there are some fundamental differences between these two concepts that must be understood. Liberty comes from the Latin word "libertatem" which means "condition of a freeman". While freedom come from the English word "freedom" which means "state of free will". Liberty is power to act and express oneself according to one's will while freedom is the power to decide one's action. Freedom is more concrete concept than liberty which is more associated with an individual's connection with the state rather than with other individuals and circumstances. State guarantees freedom through the liberty it grants to its citizens.

The difference between these two concepts can briefly be outlined as follows:

Liberty	Freedom
• Condition of a freeman	State of freewill
• Power to act	Power to decide
• Free to do something	Free from something

The common feature between these two concepts is that both remain unconstrained, which means that their realization is free from any constrain. Further, both follow rightful or ethical conformity in terms of their realization.

Chapter 4: Social Justice

Sub-Topics: 'Different Dimensions of justice'

Till now we have tried to understand what the term justice means. After considering this, we need to know different dimensions of justice which may help us in establishing a just society. Legal, social, political and economic justice are the key dimensions of justice. Here, we will try to understand these dimensions in some details.

Legal Justice: It is a narrow concept of justice which is associated with the legal system and legal procedure existing in a society. The court of law interprets the law and applies it after hearing the partners involved in a dispute. Here, justice is what administered by the court of law and the interpretation of the judge is considered to be an embodiment of justice.

Political Justice: In any democratic society political justice means providing equal political rights. Political justice stands for a free and fair participation of people in the political sphere. Universal adult franchise is the expression of political justice. Equality of opportunity in getting elected and in holding public offices, freedom of expression and association are important pillars of political justice.

Social Justice: It means to end all types of social inequalities and to provide proper opportunity to every citizen in every sphere of life, to develop her/his personality to ensure equality of law, prohibition of discrimination, social security, provision of equal political rights, etc. The concept of social justice is based on the belief that all human beings are equal and no discrimination should be made on the ground of race, religion, caste, gender and place of birth.

Economic Justice: It means to provide equal opportunities to everyone to earn her/his livelihood. It also means to help such people who are not able to work and earn their livelihood. The basic need of every person such as food, cloth, shelter and education should be fulfilled. It stands for by assuring adequate means of livelihood to all, by making provisions for equal pay for equal work, fair distribution of resources, equal economic opportunity to all, etc.

While the concept of political justice is closely linked with the ideal of "liberty", economic and legal justice with "equality" and social justice with "fraternity", a just combination of all these four dimensions will help in achieving justice in life.

Chapter 5: Rights

Sub-Topics: 'Human Rights'

Human rights are those rights which all human beings are entitled by virtue of being human. It is based on the principle of respect for the individual. The fundamental assumption behind the concept of human rights is that every person is amoral and rational being who deserves to be treated with dignity. Human rights are both universal and fundamental; these are universal in the sense that they belong to all human beings irrespective of race, nationality, community, religion, gender, etc.; these are also fundamental because once given, these cannot be taken back.

Although the presence of human rights can be traced to the ancient Indian philosophy and culture, the concept formally originated at the international level in 1948 with the UN Declaration of Human Rights listing 30 rights for all people across the globe.

Chapter 7: Nationalism

Sub-Topics: 'Multiculturalism'

Multiculturalism in the general sense is the coexistence of people of different religions, cultural groups and communities in all countries of the globe. Originated in the 1970s with a counter-culturalism and human rights movement in opposition to the homogenization of other cultures in favor of the white culture of America and Europe, multiculturalism broadly comprises the principles of both 'acceptance' and 'reverence'. It expects all countries of the globe to give equal acceptance and reverence to the cultural groups. In the India context, the concept of multiculturalism is identified with the notion of "Salad Bowl", advocated by social scientist, Ashish Nandy. It shows that different cultural groups within a nation maintain their identity with their respective distinct forms.

CLASS XII (2024-25)

Part A: Contemporary World Politics

Chapter-1: The End of Bipolarity

Sub-Topic: 'Arab Spring'

The 21st century witnessed emergence of new developments for democracies and democratization in West Asian countries, one such event is characterized as Arab Spring that began in 2009. Located in Tunisia, the Arab Spring took its roots where the struggle against corruption, unemployment and poverty was started by the public which turned into a political movement because the people considered the existing problems as outcome of autocratic dictatorship. The demand for democracy that started in Tunisia spread throughout the Muslim-dominated Arab countries in West Asia. Hosni Mubarak, who had been in power in Egypt since 1979, also collapsed as a result of the massive democratic protests. In addition, the influence of Arab Spring could also be seen in Yemen, Bahrain, Libya and Syria where similar protests by the people led to democratic awakening throughout the region.

Chapter-2: Contemporary Centre's of Power

Sub-Topic: 'BRICS'

The term BRICS refers to Brazil, Russia, India, China, and South Africa respectively. BRIC was founded in 2006 in Russia. BRIC turned into BRICS after the inclusion of South Africa in its first meeting in the year 2009. The key objectives of BRICS are primarily to cooperate and distribute mutual economic benefits among its members besides non-interference in the internal policies of each nation and mutual equality. The 11th conference of the BRICS concluded in Brazil in 2019, chaired by Brazilian President Jair Bolsonaro.

Sub-Topic: 'Russia'

Russia has been the largest part of the former Soviet Union even before its disintegration. After the dissolution of the Soviet Union in late 1980s and early 1990s, Russia emerged as the strong successor of USSR [Union of Soviet Socialist Republics].

Russia's GDP is currently 11th in the world. Russia has reserves of minerals, natural resources and gases that make it a powerful country in the global world. In addition, Russia is a nuclear state with a huge stock of sophisticated weapons. Russia is also a permanent member of the UN Security Council, called P-5.

Sub-Topic: 'India'

The 21st century India is being seen as an important emerging global power. The world is experiencing the power and rise of India in a multidimensional way. The economic, cultural, strategic position of the country with a population of more than 135 crores is very strong. From an economic perspective, targeting the goal of a \$5 trillion economy, a competitive huge market, an ancient inclusive culture with 200 million people of Indian Diaspora spreading across the globe impart distinct meaning and salience to India as a new Centre of power in the 21st century.

From a strategic perspective, the military of India is self-sufficient with indigenous nuclear technology making it another nuclear power. 'Make in India' scheme in technology and science is another milestone of Indian economy. All these changes are making India an important Centre of power in the present world.

Sub-Topic: 'Israel'

Shown on the world map with a pointer, Israel has emerged as one of the most powerful nations in the 21st century world in terms of science and technology, defence, intelligence besides economy. Situated in the middle of the burning politics of West Asian countries, Israel has reached to the new heights of global political standing by virtue of its indomitable defence prowess, technological innovations, industrialization and agricultural development. Sustaining against adversity is the principle with which a small Jewish-Zionist nation, i.e., Israel is placed in the contemporary global politics in general and the Arab-dominated West Asian politics in particular.

Chapter-4: International Organisation

Sub-Topic: 'UNESCO'

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was established on 4 November 1946. With its headquarter in Paris, France, UNESCO is a special body of the United Nations whose main objective is to promote education, natural science, society and anthropology, culture and communication. During past several years, the special work done by UNESCO has been to promote literacy, technical and educational training and independent media etc. all across its member nations.

Sub-Topic: 'UNICEF'

The United Nations International Children's Emergency Fund (UNICEF) was established in 1946 by the United Nations General Assembly as a body whose main task was to collect emergency funds for children and to help in their development work all across the world. Apart from this, UNICEF helps and encourages the works that promote children's health and better life in all parts of the world. With its' headquarter in New York, United States, UNICEF has been working successfully in almost all 193 countries of the world.

Sub-Topic: 'ILO'

The International Labour Organization (ILO), founded in October 1919 with its headquarter in Geneva, Switzerland, is a body of the United Nations which aims to promote efficient conditions of social justice and work for workers through international labour standards at the global level. In addition, there is an incentive for women and male workers to engage in productive work and to create safety, parity and self-respectful conditions for them at the workplace.

Chapter-5: Security in the Contemporary World

Sub-Topic: 'Terrorism'

Terrorism refers to systematic use of brutal violence that creates an atmosphere of fear in society. It is used for many purposes, very prominently the politico-religious purposes.

There could be three broad meanings of terrorism:

- A systematic use of terror, often violent, especially as a means of coercion.
- Violent acts which are intended to create fear (terror); are perpetrated for a religious, political or, ideological goal; and deliberately target or disregard the safety of non-combatants (civilians).
- Acts of unlawful violence and war.

There is not a single nation in the world that does not suffer from terrorism. Although some countries have tried to divide terrorism into good and bad terrorism, India has always denied this distinction. India's current Prime Minister Narendra Modi has also clarified that terrorism cannot be divided into good or bad; it is a global problem and should be combated collectively.

Part B: Politics in India since Independence

Chapter-1: Challenges of Nation Building

Sub-Topic: 'Patel and National Integration'

The first deputy Prime Minister and Home Minister of India, Sardar Vallabhbhai Patel, emerged as a major leader of the freedom movement after the Kheda Satyagraha (1918) and the Bardoli Satyagraha (1928).

At the time of independence, the problem of integration of princely states was a big challenge for the national unity and integrity of India. Under such difficult times, Sardar Patel undertook the daunting tasks of uniting all 565 princely states of India. Known as an 'Iron Man' of India, Patel's approach to the question of the merger of princely states into independent India was very clear. He was not in favour of any compromise with the territorial integrity of India. By his political experience, diplomatic prowess and foresightedness, out of India's 565 princely states many had already given their consent to merge with India even before achieving the independence.

Sardar Patel faced key challenges of integration from three states, viz., Hyderabad, Junagarh and Kashmir. It was under his leadership that Indian forces compelled Hyderabad and Junagarh to merge with India. Keeping well-versed with Pakistan's intentions from Jinnah's divisive 'Two Nation Theory', Sardar Patel's opinion on Kashmir was different from other leaders. Like Hyderabad, he also wanted Kashmir's integration with India through military operations. But due to various reasons, Sardar Patel could not succeed in integrating Kashmir fully with India. However, Patel will always remain as an astounding leader who combined in himself the features of a true 'Nationalist', 'Catalyst' and 'Realist' – popularly characterised as NCR in Indian political history.

Chapter-3: Politics of Planned Development

Sub-Topic: 'NITI Aayog'

After independence, a Planning Commission based on socialist model was formed for the planned development of India. But in the era of globalization, especially in the 21st century, it was becoming ineffective and irrelevant, particularly in terms of coping with the pressing challenges of development. Hence, during his Independence Day speech on 15 August 2014, Prime Minister Narendra Modi talked about the abolition of the Planning Commission. NITI Aayog was constituted in place of Planning Commission on 1 January 2015 with the objective of providing the necessary and technical advice to the Union Government regarding policy making at the Central and State levels.

The Prime Minister of India is the ex-officio Chairman of NITI Aayog and he appoints the Vice Chairperson of NITI Aayog. The first Vice Chairperson of NITI Aayog was Arvind Panagariya. Shri Suman Bery is the current Vice Chairperson of NITI Aayog.

To harmonize the interests of national security and economic policy and to prepare strategic and long-term framework of policy and program, NITI Aayog acts as a think tank of the Union Government. By adopting a 'Bottom-Up Approach', the NITI Aayog acts in the spirit of cooperative federalism as it ensures equal participation of all states in the country.

Sub-Topic: National Development Council (NDC)

The National Development Council (NDC) or Rashtriya Vikas Parishad is the apex body for decision creating and deliberations on development matters in India, presided over by the Prime Minister. It was set up on 6 August 1952 under the chairmanship of India's first Prime Minister Pandit Jawaharlal Nehru to strengthen and mobilize the effort and resources of the nation in support of the Five Year Plans made by Planning Commission. The Council comprises the Prime Minister, the Union Cabinet Ministers and Chief Ministers of all States or their substitutes, representatives of the Union Territories and the members of the NITI Aayog (erstwhile Planning Commission).

Objectives of the Council:

- To secure cooperation of the states in the execution of the plan
- To strengthen and mobilize the effort and resources of the nation in support of the Plan
- To promote common economic policies in all vital spheres and
- To ensure the balanced and rapid development of all parts of the country.

Functions of the Council:

- To prescribe guidelines for the formulation of the National Plan, including the assessment of resources for the Plan;
- To consider the National Plan as formulated by the NITI Aayog.
- To make an assessment of the resources required for implementing the Plan and to suggest measures for augmenting them.
- To consider important questions of social and economic policy affecting national development; and
- To review the working of the Plan from time to time and to recommend such measures as are necessary for achieving the aims and targets set out in the National Plan.
- To recommend measures for achievement of the aims and targets set out in the national Plan.

Chapter-4: India's External Relations

Sub-Topic: 'India-Israel Relation'

Nearly 45 years after independence, due to various reasons, India's foreign policy with Israel remained largely unexplored notwithstanding the two nations gaining independence from the British colonial rule in 1947 and 1948 respectively.

Though historical and cultural ties between India and Israel have gone back from times immemorial, diplomatic relations formally developed between the two after the opening of Israeli embassy in India in 1992.

Relations between the two democratic nations further intensified with the visits of the Two Heads of Government in 2017 and 2018. The two nations have started cooperation in various fields like cultural exchange, security and defense, counterterrorism, space research, water and energy and agricultural development.

Sub-Topic: 'India's Nuclear Program' (Updates)

India's nuclear policy has always been peace-oriented, whose clear impression is reflected in the policy of No First Use. But in view of contemporary regional security challenges, the present government has made it clear that the policy of no first use can be reviewed and changed in consonance with India's regional and national security. In addition, India is committed to ensuring its membership in the Nuclear Suppliers Group (NSG) and opposing partisan and unjust nuclear treaties like CTBT and NPT.

Chapter-6 The Crisis of Democratic Order

Sub-Topic: Jaya Prakash Narayan

Jaya Prakash Narayan is known for three key contributions: Fight against Corruption, Principle of Communitarian Socialism and Championing of 'Total Revolution'.

Jaya Prakash Narayan was the first leader in post-independence India who undertook a tirade against corruption through the participation of youth, particularly in Gujarat and Bihar. He the office of Lokpal against corruption. His principle of

Communitarian Socialism views India as a society of communities encompassing three key layers, viz., community, region and rashtra – all combining together as an example of true federation.

Based on the above principles, Jaya Prakash Narayan advocated transformation of individual, society and state through his call for 'Total Revolution'. His call for total revolution sought to encompass moral, cultural, economic, political, educational and ecological transformations. His political transformation included the right to recall, the importance of village/ mohalla samities in democratic politics, and his call for Upper Ke Log to join political struggle for a clean politics in the country.

The essence for transformation according to Jaya Prakash Narayan revolves around 'Man' who could be the real catalyst of change in India.

Sub-Topic: 'Ram Manohar Lohia and Socialism'

Ram Manohar Lohia has been one of the main proponents of socialism in India. He championed the idea of 'Democratic Socialism' while associating his socialism with democracy. Lohia considered both capitalism and communism equally irrelevant for Indian society. His principle of Democratic Socialism has two objectives - the economic objective in form of food and housing. And the non-economic objective in form of democracy and freedom.

Lohia advocated Chouburja Rajneeti in which he opines four pillars of politics as well as socialism: Centre, Region, District and Village – all are linked with each other. Giving consideration to affirmative action, Lohia argued that the policy of affirmative action should not only be for the downtrodden but also for the women and the non-religious minorities.

Based on the premise of Democratic Socialism and Chouburja Rajneeti, Lohia supported a 'Party of Socialism' as an attempt of merging all political parties. The Party of Socialism according to Lohia should have three symbols, viz., Spade [prepared to make efforts], Vote [power of voting], and Prison [Willingness to make sacrifices].

Sub-Topic: 'Deendayal Upadhyaya and integral Humanism'

Pandit Deendayal Upadhyaya was a philosopher, sociologist, economist and politician. The philosophy presented by him is

called 'Integral Humanism' which was intended to present an 'indigenous socio-economic model' in which human being remains at the centre of development. The aim of Integral Humanism is to ensure dignified life for every human being while balancing the needs of the individual and society. It supports sustainable consumption of natural resources so that those resources can be replenished. Integral Humanism enhances not only political but also economic and social democracy and freedom. As it seeks to promote diversity, it is best suited for a country as diverse as India.

The philosophy of Integral Humanism is based on the following three principles:

- Primacy of whole, not part
- Supremacy of Dharma
- Autonomy of Society

Pandit Deendayal Upadhyaya opposed both Western 'capitalist individualism' and 'Marxist socialism'. According to Deendayal Upadhyaya, capitalist and socialist ideologies only consider the needs of the human body and mind, so they are based on materialistic purpose whereas spiritual development is equally considered important for the complete development of human being which is missing in both capitalism and socialism. Basing his philosophy on the internal conscience, pure human soul to be called Chhitti, Deendayal Upadhyaya envisaged a classless, casteless and conflict-free social system. DeenDayal Upadhyaya advocated Indianization of Democracy, particularly with a focus on Economic Democracy. For him, decentralization & Swadeshi are the foundation of Economic Democracy. His philosophy broadly revolved around the principle of Arthayaam which states that both the absence and prominence of artha lead to the destruction and denigration of Dharma which is so central to Integral Humanism.

Sub-Topic: 'Democratic Upsurges'

Increasing participation of the people in the democratic politics of the country is broadly characterised as democratic upsurge. Based on this principle, social scientists have characterized three democratic upsurges in post- independence history of

India.

The 'First Democratic Upsurge' could be attributed from the 1950s till 1970s which was based on the participation of Indian adult voters to the democratic politics both at the Centre and in states. Falsifying the western myth that the success of democracy requires modernization, urbanization, education and access to media, the successful holding of elections to both Lok Sabha and legislative assemblies all across states on the principle of parliamentary democracy were the testimony of India's first democratic upsurge.

During the 1980's, the increasing political participation of the lower classes of the society such as SCs, STs and OBCs has been interpreted as 'Second Democratic Upsurge'. This participation has made Indian politics more accommodative and accessible for these classes. Although this upsurge has not made any major change in the standard of living of these classes, especially Dalits, the participation of these classes into the organizational and political platforms gave them the opportunity to strengthen their self-respect and ensure empowerment in the democratic politics of the country.

The era of Liberalization, Privatization and Globalization from the early 1990s is attributed to the emergence of a competitive market society encompassing all important sectors of economy, society and polity thus paving way for the 'Third Democratic Upsurge'. The Third Democratic Upsurge represents a competitive electoral market which is based not on the principle of survival of the fittest but rather the survival of the ablest. It underlines three shifts in India's electoral market: from State to Market, from Government to Governance, from State as Controller to State as Facilitator. Moreover, the Third Democratic Upsurge seeks to promote the participation of the youth who constitute a significant chunk of Indian society and have emerged as the real game changers in view of their increasing electoral preference for both development and governance in India's contemporary democratic politics.

Chapter-7: Regional Aspiration

Sub-Topic: 'The Kashmir Issue'

Since its integration with the Union of India, Kashmir has remained one of the burning issues in post-independence India. The problem became more complicated when it was accorded a special status in the Constitution through Article 370 and Article 35A – the former giving it special powers like having its separate Constitution/Constituent Assembly/Flag, new nomenclature for Chief Minister as Prime Minister and Governor as Sadr-e-Riyasat, and the non-enforcement of most of the Union laws in the state while the later imparting it special citizenship rights prohibiting the non-Kashmiris from buying property in the state.

It was against the special status of the state of Jammu and Kashmir that there was a clarion call for abrogation of Articles 370 and 35A. Others equated Article 370 and 35A as 'constitutionally recognized separatism'.

It was against this backdrop that current NDA Government presented the Jammu and Kashmir Reorganization Bill in Rajya Sabha on 5 August 2019 for the abolition of Section 370 and 35-A from Kashmir, which was passed by a majority. The bill was passed by the Lok Sabha on 6 August 2019. After the President's assent on 9 August 2019, Sections 370 and 35A were repealed and Jammu and Kashmir got divided into two Union Territories of Ladakh and Jammu and Kashmir.

Chapter-8: Recent Development in Indian Politics

Sub-Topic: 'NDA III & IV'

The Bharatiya Janata Party led by Prime Minister Narendra Modi got an absolute majority in the Lok Sabha elections held in May 2014 and after nearly 30 years in Indian politics, a strong government with an absolute majority was established at the Centre. Though called NDA III, the BJP-led coalition of 2014 was largely different its predecessor coalition governments. Where the previous coalitions were led by one of the national parties, the NDA III coalition was not only steered by a national

party, i.e., BJP it was also dominated by BJP with an absolute majority of its own in Lok Sabha. It was also called a 'surplus majority coalition'. In that sense a major transformation could be seen in the nature of coalition politics which could be seen from one party led coalition to one party dominated coalition.

The 2019 Lok Sabha elections, the 17th since independence, once again brought back BJP led NDA [NDA IV] to the centre of power by winning more than 350 seats out of 543. The BJP on its own won 303 seats in Lok Sabha, the biggest number any single party has won in the lower house since 1984 when Congress swept the elections in the aftermath of Mrs Indira Gandhi's assassination. Based on the tumultuous success of the BJP in 2019, Social Scientists have started equating the contemporary party system with the 'BJP System' where an era of one-party dominance, like the 'Congress System' has once again started appearing on the democratic politics of India.

Sub-Topic: 'Issues of Development and Governance'

In addition to schemes already existing, several socio-economic welfare schemes have been initiated to make development and governance accessible to the masses such as –

Pradhan Mantri Ujjwala Yojana, Swachh Bharat Abhiyan, Jan-Dhan Yojana, Deendayal Upadhyaya Gram Jyoti Yojana, Kisan Fasal Bima Yojna, Beti Bachao Beti Padhao, Ayushman Bharat Yojana, etc. All these schemes are intended to take administration to the doorstep of the common man by making the rural households, particularly the women, real beneficiaries of the Central Government schemes.

कक्षा – एकादशी - द्वादशी
संस्कृतम् (केन्द्रिकम्) (कोड सं. 322)
पाठ्यक्रमः परीक्षानिर्देशाश्च (2024-25)

भाष्यते व्यवहारादिषु प्रयुज्यते इति भाषा, मानवः स्वमनसि विद्यमानान् विचारान् भावनाः अनुभूतिं च अर्थयुक्तैः ध्वनिभिः लिखितसङ्केतैः च व्यक्तीकरोति सा भाषा । भाषा अभिप्रायप्रकटनस्य साधनम् । वस्तुतः लोके द्वयोः मनुष्ययोः मध्ये परस्परम् अवबोधनाय, भावग्रहणाय, भावविनिमयाय च भाषया विना न अन्यत् स्पष्टतमं सरलतमं च साधनं विद्यते । लोके बहव्यः भाषाः सन्ति यासु संस्कृतभाषा अतिप्राचीनतमा समृद्धा च अस्ति । संस्कृतभाषायाम् एव सन्ति ऋग्यजुस्सामाथर्वाः चत्वारः वेदाः, शिक्षा, व्याकरणं, निरुक्तं, ज्योतिषं, छन्दः कल्पः चेति षडङ्गानि, चतुर्दशविद्याः, विज्ञानम्, आयुर्वेदः, योगशास्त्रादयः ग्रन्थाः । अतः संस्कृतं केवलं भाषा न अपितु किञ्चन जीवनदर्शनम् इति । इयं विद्या (भाषा) भारतीयानां प्रतिष्ठात्मिका कामधेनुः समस्तज्ञानप्रदात्री, ऐक्यप्रदात्री, धर्मार्थकाममोक्षप्रदात्री च अस्ति । सृष्टेः आदितः अद्यावधिः यत् शिक्षणं ज्ञानविज्ञानं च अस्ति तत् सर्वं अस्यां भाषायामेव सन्निहितम् अस्ति । अतिसूक्ष्मभावनां प्रकटयितुं स्पष्टीकर्तुं संस्कृतं विना नैव अन्यत्र विद्यते सामर्थ्यम् । भारतीयं सर्वस्वं विश्वस्य समग्रं तत्त्वं च अस्यां भाषायाम् अस्ति ।

संस्कृतस्य भाषावैज्ञानिकत्वम् – ऐतिहासिक-वर्णनात्मक-तुलनात्मकाध्ययन-द्वारा भाषायाः प्रकृतेः विकासोत्पत्तेः संरचनायाः अध्ययनपूर्वकं सर्वेषां विषयाणां सैद्धान्तिकः निर्णयः भाषाविज्ञानेन क्रियते । भाषाविज्ञान-नामकशास्त्रे शब्दानाम् उत्पत्तिः, वाक्यानां संरचना इत्यादीनां विषयाणां विचारः क्रियते । भाषाविज्ञानस्य सम्बन्धः सर्वेषां मानवानां भाषाभिः सह अस्ति । एवं भाषाविज्ञाने ध्वनेः, ध्वनि-उच्चारणोपयोगिनां स्वरयन्त्रमुखजिह्वादि-अङ्गानां प्रकृति-प्रत्ययादीनां, संज्ञासर्वनाम-क्रिया-विशेषणादीनां नामाख्यात-उपसर्जननिपातानां पदपदार्थविषयकानां विकारादीनां विकारमूलकारकाणाम् अन्येषां विविधविषयाणाञ्च अध्ययनं क्रियते । भाषाविज्ञाने संस्कृतभाषा-विषयक-वर्णोत्पत्ति-सिद्धान्तस्य अतीव वैज्ञानिकं निरूपणं कृतं वर्तते ।

विश्वस्य सर्वासु भाषासु संस्कृतभाषा प्राचीनतमा अस्ति । प्रायः सर्वासु भाषासु संस्कृतपरकशब्दाः उपलभ्यन्ते । संस्कृतभाषा भारतीयभाषाणां जननी इति कथ्यते । सर्वासु भारतीयभाषासु संस्कृतभाषा अन्तर्लीना अस्ति इति सर्वे अङ्गीकुर्वन्ति ।

भारतदेशः बहुभाषी देशोऽस्ति । अस्मिन् देशे अनेकतायाम् एकतावर्धिनी भाषेयं सामाजिकसमरसतायै जीवनविकासाय च आवश्यकी वर्तते । संस्कृतस्य सांस्कृतिकं महत्त्वं वर्णयन्तः विद्वांसः कथयन्ति “भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा, संस्कृतिमूलं संस्कृतम्, साहित्यं संस्कृतिवाहकञ्च इति ।” एषा संस्कृतिः न केवलं भारतस्य अपि तु विश्वस्य मुकुटायमाना अस्ति । उक्तं च -

सत्यमहिंसादिगुणैः श्रेष्ठा विश्वबन्धुत्वशिक्षिका ।

विश्वशान्तिः सुखधात्री भारतीया हि संस्कृतिः ॥

संस्कृते संस्कृतिर्ज्ञेया संस्कृते सकलाः कलाः ।

संस्कृते सकलं ज्ञानं संस्कृते किन्न विद्यते ॥

एवं संस्कृतभाषा परिनिष्ठिता, दोषरहिता, सरला, गभीरा, यथार्था वैज्ञानिकी च भाषा अस्ति । सम्प्रति युगोस्मिन् प्रमुखैः उद्देश्यैः संस्कृतभाषा शिक्षणीया अस्ति ।

शिक्षणोद्देश्यानि –

- * वसुधैव-कुटुम्बकम् इति भावनाविकासः ।
- * भारतीयभाषाणां संरक्षणम् ।
- * संस्कृतभाषया सम्प्रेषणकौशलविकासः ।

- * परस्परं संस्कृतसम्भाषणेन भावविनिमयः ।
- * संस्कृत-भाषया एव संस्कृत-शिक्षणम् ।
- * श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक-कौशलानां विकासः ।
- * बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम् ।
- * मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च ।
- * भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च ।
- * आत्मानुशासनसंस्थापनार्थम्
- * भाषाशिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः ।
- * परस्परं वार्तालापमाध्यमेन भावविनिमयः ।
- * संस्कृतसाहित्यस्य अध्ययनेन ज्ञानानन्दस्य अनुभूतिः ।
- * मानवजीवनस्य विकासपूर्वकं कल्याणम् ।
- * संस्कृतभाषया छात्राणां सर्वविधविकासः ।

शिक्षणप्रविधयः -

- * संस्कृतमाध्यमेन सम्भाषणविधिना शनैः शनैः संस्कृतशिक्षणं सम्भविष्यति । गतिवर्धनाय संस्कृताध्यापकैः धैर्येण स्वकीयाध्यापन-कार्यक्रमाणां नियोजनम् । रुचिकरभाषाभ्यासेन भाषिकोपलब्धिः । भाषिकाभ्यासाय वार्तालाप-कथाश्रवण-वादविवाद-संवाद-वर्णनपरकप्रतियोगिताभिः भाषाशिक्षणं कारयितुं शक्यते ।
- * विभिन्नप्रामाणिकसंस्थानां कार्यक्रमाः साहित्यसामग्र्यश्च प्रयुज्य उत्तमशिक्षणं कर्तुं शक्यते ।
- * संस्कृतभाषया उपलब्ध-दृश्य-श्रव्य-सामग्री-माध्यमेन भाषाभ्यासः ।
- * विभिन्नपाठ्यसामग्रीद्वारा शिक्षकः स्वकीयं शिक्षणकार्यं रुचिकरं कर्तुं शक्नोति ।
- * भाषाशिक्षकः छात्रान् स्नेहपूर्वकम् (आत्मीयभावेन) पाठयेत् ।
- * अद्यतनपूर्वकं साहित्यकोश-शब्दकोश-सन्दर्भग्रन्थानां सहायतया छात्राणां तत्परतावर्धनम् ।
- * प्राचीनार्वाचीनयोर्मध्ये समन्वयस्थापनद्वारा नूतनशिक्षणविधिभिश्च संस्कृतशिक्षणम् ।

कौशलानि-

- * **श्रवणकौशलम्** – भावाधिग्रहणाय ध्वन्यात्मकं भाषायाः प्रथमं कौशलम् इदम् । अस्य साधनानि-गुरुमुखम्, आकाशवाणी, दूरवाणी, परिवारसदस्याः, समाजः, कक्ष्याः, ध्वनिमुद्रणयन्त्रम्, दूरदर्शनम् इत्यादीनि ।
- * **भाषणकौशलम्**- भावाभिव्यक्तये ध्वन्यात्मकं भाषायाः इदं द्वितीयं कौशलम् । वाग्-रूपं भावप्रकटनम् एव भाषणम्, परिसरप्रभावेण आधारेण वा भाषणशक्तिः जायते ।
- * **पठनकौशलम्** – भावाधिग्रहणाय लिप्यात्मकं भाषायाः तृतीयं कौशलम् इदम् । (अर्थग्रहणपूर्वकं स्पष्टरूप-वाचनम् इत्यर्थः)
- * **लेखनकौशलम्**- भावाभिव्यक्तये लिप्यात्मकं भाषायाः चतुर्थं कौशलम् इदम् । (ध्वनिरूपे विद्यमानं भाषांशं लिपिरूपे अवतारणं लेखनम् इति उच्यते)
- * ज्ञानात्मक-अवबोधनात्मक-अनुप्रयोगात्मक-विश्लेषणात्मक-संश्लेषणात्मक-मूल्याङ्कनात्मक-लक्षिताधिगमनविशेषाः ।

कक्षा – एकादशी (2024-25)
संस्कृतम् (केन्द्रिकम्) (कोड सं. 322)

आहत्य-अङ्काः - 80+20

आहत्य-कालांशाः - 210

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारो भागाः भविष्यन्ति –

‘क’ भागः अपठित – अवबोधनम्	10 अङ्काः	20 कालांशाः
‘ख’ भागः रचनात्मक- कार्यम्	15 अङ्काः	30 कालांशाः
‘ग’ भागः अनुप्रयुक्त – व्याकरणम्	20 अङ्काः	55 कालांशाः
‘घ’ भागः	35 अङ्काः	
(i) पठितावबोधनम् (25 अङ्काः)		85 कालांशाः
(ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः (10 अङ्काः)		20 कालांशाः

भागानुसारं विषयाः अङ्कविभाजनञ्च

80 अङ्काः

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
‘क’ भागः अपठित – अवबोधनम्			
1.	अपठितः गद्यांशः (80-100 शब्दपरिमितः)	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः)	1×2=2 2×2=4 1×1=1 1×3=3
		पूर्णभारः	10 अङ्काः
‘ख’ भागः रचनात्मक – कार्यम्			
2.	पत्रम्	निबन्धात्मकः	½×10=5
3.	लघुकथापूर्तिः	निबन्धात्मकः	½×10=5
4.	वार्तालापे एकपक्षपूरणम्	निबन्धात्मकः	1×5=5
		पूर्णभारः	15 अङ्काः
‘ग’ भागः अनुप्रयुक्त – व्याकरणम्			
5.	सन्धिः	लघूत्तरात्मकाः	1×3=3
6.	प्रत्ययाः	बहुविकल्पात्मकाः	1×3=3
7.	शब्दरूपाणि	बहुविकल्पात्मकाः	1×3=3

8.	धातुरूपाणि	बहुविकल्पात्मकाः	1×3=3
9.	कारक-उपपदविभक्तिप्रयोगः	लघूत्तरात्मकाः	1×3=3
10.	वाच्यपरिवर्तनम्	बहुविकल्पात्मकाः	1×2=2
11.	अशुद्धि-संशोधनम्	बहुविकल्पात्मकाः	1×3=3
		पूर्णभारः	20 अङ्काः
‘घ’ भागः			
(i) पठित – अवबोधनम्			
12.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
13.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
14.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
15.	भावार्थलेखनम् / शुद्धभावार्थचयनम्	निबन्धात्मकः	1×3=3
16.	अन्वयः	निबन्धात्मकः	1×3=3
17.	वाक्यांशानां सार्थकं संयोजनम्	लघूत्तरात्मकाः	½×4=2
18.	प्रसङ्गानुसारं पदानाम् अर्थलेखनम् ।	लघूत्तरात्मकाः	½×4=2
		पूर्णभारः	25 अङ्काः
‘घ’ भागः			
(ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः			
19.	संस्कृतभाषायाः उद्भवः विकासश्च	लघूत्तरात्मकाः	1×3=3
20.	वैदिकसाहित्यम्	लघूत्तरात्मकाः	1×4=4
21.	रामायणम्, महाभारतम् पुराणानि च	लघूत्तरात्मकाः	1×3=3
		पूर्णभारः	10 अङ्काः
सम्पूर्णभारः			80 अङ्काः

प्रश्नपत्र-प्रारूपम् /संरचना
कक्षा – एकादशी (2024-25)
संस्कृतम् (केन्द्रिकम्) (कोड सं.322)

प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग- सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
बहुविकल्पात्मकाः 1 अङ्कः	3+3+3+3+2+3=17	6	1	17
अति-लघूत्तरात्मकाः ½ अङ्कः	2+2+2=6	3	½	3
अति-लघूत्तरात्मकाः 1 अङ्कः	2=2	1	1	2
निबन्धात्मकः ½ अङ्कः (रिक्तस्थानपूर्तिमाध्यमेन)	10+10=20	2	½	10
निबन्धात्मकः. 1 अङ्कः	5+3+3=11	3	1	11
पूर्णवाक्यात्मकः 1 अङ्कः	2+2+2=6	3	1	6
पूर्णवाक्यात्मकः 2 अङ्कौ	4=4	1	2	4
लघूत्तरात्मकाः 1 अङ्कः	1+3+3+2+2+2+3+4+3=23	7	1	23
लघूत्तरात्मकाः. ½ अङ्कः	4+4=8	2	½	4
			आहत्याङ्काः	80

संस्कृतपाठ्यक्रमः (केन्द्रिकम्) कोड सं. 322

कक्षा – एकादशी (2024-25)

वार्षिक मूल्याङ्कनम्

‘क’ भागः अपठित – अवबोधनम्		(10 अङ्काः)
<p>1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा</p> <ul style="list-style-type: none"> ➤ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (2+4) ➤ समुचितशीर्षकलेखनम् (1) ➤ अनुच्छेद – आधारितं भाषिकं कार्यम् (3) <p>भाषिककार्याय तत्त्वानि -</p> <ul style="list-style-type: none"> ✓ वाक्ये कर्तृ – क्रिया पदचयनम् ✓ विशेषण – विशेष्य चयनम् ✓ पर्याय – विलोमपद – चयनम् ✓ सर्वनामस्थाने संज्ञाप्रयोगः 	<p>10</p>	
‘ख’ भागः रचनात्मकं कार्यम्		(15 अङ्काः)
<p>2. औपचारिकम् अनौपचारिकं पत्रम्/प्रार्थनापत्रम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिं कृत्वा पूर्णं पत्रं लेखनीयम्)</p>	<p>5</p>	
<p>3. लघुकथा (शब्दसूचीसाहाय्येन, रिक्तस्थानपूर्ति-माध्यमेन)</p>	<p>5</p>	
<p>4. वार्तालापे एकपक्षपूरणम्</p>	<p>5</p>	
‘ग’ भागः अनुप्रयुक्त-व्याकरणम्		(20 अङ्काः)
<p>5 सन्धिः – पाठ्यपुस्तके प्रयुक्तपदानां सन्धिविच्छेदः सन्धिकरणं च ।</p> <p>स्वरसन्धिः</p> <ul style="list-style-type: none"> ➤ दीर्घः, गुणः, वृद्धिः, यण्, अयादिः । <p>व्यञ्जनसन्धिः</p> <ul style="list-style-type: none"> ➤ श्चुत्वम्, ष्टुत्वम्, जश्त्वम्, अनुस्वारः, परसवर्णः । <p>विसर्गसन्धिः</p> <ul style="list-style-type: none"> ➤ सत्वम्, उत्त्वम्, रुत्वम्, लोपः । 	<p>3</p>	
<p>6. प्रत्ययाः (प्रकृति-प्रत्यय-संयोजनं वियोजनञ्च)</p> <ul style="list-style-type: none"> ➤ क्त्वा, ल्यप्, तुमुन्, तव्यत्, अनीयर्, क्त, क्तवतु । 	<p>3</p>	
<p>7. शब्दरूपाणि – विभक्त्यनुसारं वाक्यप्रयोगः ।</p> <ul style="list-style-type: none"> ➤ अजन्ताः-रमा, कवि, पति, मति, नदी, शिशु, धेनु, मधु, वधू, पितृ, मातृ-समानान्तरप्रयोगाश्च । 	<p>3</p>	

<ul style="list-style-type: none"> ➤ हलन्ताः – राजन्, गच्छन्, भवत्, आत्मन्, विद्वस्, वाच् समानान्तरप्रयोगाश्च । ➤ सर्वनामानि- सर्व, यत्, तत्, किम्, इदम् (त्रिषु लिङ्गेषु) अस्मद्, युष्मद् । ➤ सङ्ख्यावाचकशब्दाः – एकसङ्ख्यातः पञ्चसङ्ख्यापर्यन्तम् (त्रिषु लिङ्गेषु) । 	3
<p>8. धातुरूपाणि –पञ्चलकारेषु अधोलिखितधातूनां वाक्येषु प्रयोगः ।</p> <p>परस्मैपदिनः</p> <ul style="list-style-type: none"> ➤ भू, कृ, पा, स्था, दृश्, अस्, कथ्, भक्ष्, घ्रा, क्रुध्, हन्, श्रु, क्री, ग्रह् <p>आत्मनेपदिनः</p> <ul style="list-style-type: none"> ➤ लभ्, सेव्, मुद्, याच् । 	3
9. कारक-उपपदविभक्तिप्रयोगः	3
10. सामान्यं वाच्य-परिवर्तनम् (लट्-लृट्-लकारयोः)	2
11. अशुद्धि-संशोधनम् (लिङ्ग-वचन-पुरुष-विभक्ति-कालाधारितम्)	3
<p>‘घ’ भागः</p> <p>(i) पठितावबोधनम् (25 अङ्काः)</p>	
<p>12. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <ul style="list-style-type: none"> ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपदचयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः 	5
<p>13. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <ul style="list-style-type: none"> ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपदचयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः 	5
<p>14. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्</p> <p>प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>भाषिककार्यम् –</p> <ul style="list-style-type: none"> ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपदचयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः 	5
15. भावार्थे रिक्तस्थानपूर्तिः / प्रदत्ते भावार्थत्रये शुद्धभावार्थचयनम्	3
16. प्रदत्तेषु अन्वयेषु रिक्तस्थानपूर्तिः	3
17. प्रदत्तवाक्यांशानां सार्थकं संयोजनम् ।	2

18. प्रदत्तपङ्क्तिषु प्रसङ्गानुसारं पदानाम् अर्थलेखनम् ।	2
‘घ’ भागः	
(ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः (10 अङ्काः)	
19. संस्कृतभाषायाः उद्भवः विकासश्च	3
20. वैदिकसाहित्यम् (वेदाः, ब्राह्मण-आरण्यकानि, उपनिषदः, वेदाङ्गानि) (1+1+1+1)	4
21. रामायणम्, महाभारतम्, पुराणानि च (1+1+1)	3

परीक्षायै निर्धारिताः पाठाः

पाठ्यस्तकम् – भास्वती - प्रथमो भागः			
पाठसङ्ख्या	पाठनाम	पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	कुशलप्रशासनम्	अष्टमः पाठः	सङ्गीतानुरागी सुब्वण्णः
तृतीयः पाठः	सूक्तिसुधा	नवमः पाठः	वस्त्रविक्रयः
पञ्चमः पाठः	वीरः सर्वदमनः	दशमः पाठः	यद् भूतहितं तत्सत्यम्
षष्ठः पाठः	शुकशावकोदन्तः	एकादशः पाठः	स मे प्रियः

पाठसङ्ख्या	पाठनाम
प्रथम अध्याय	संस्कृत भाषा उद्भव एवं विकास
द्वितीयः अध्याय	वैदिक साहित्य
तृतीय अध्याय	रामायण, महाभारत एवं पुराण

पुस्तकानि

- भास्वती - प्रथमो भागः (पाठ्यपुस्तकम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- व्याकरणसौरभम् (संशोधितसंस्करणम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- रचनानुवादकौमुदी (सहायकपुस्तकम्) कपिलदेवद्विवेदीलिखितम् विश्वविद्यालयप्रकाशनम्, वाराणसी ।
- संस्कृतसाहित्यपरिचयः (सन्दर्भपुस्तकम्) (संशोधितसंस्करणम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- वेदपारिजात (अतिरिक्ताध्ययनार्थम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।

कक्षा – द्वादशी (2024-25)
संस्कृतम् (केन्द्रिकम्) (कोड सं. 322)

आहत्य-अङ्काः - 80+20

आहत्य-कालांशाः - 210

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे भागपञ्चकं भविष्यति –

‘क’ भागः अपठित – अवबोधनम्	10 अङ्काः	20 कालांशाः
‘ख’ भागः रचनात्मक – कार्यम्	15 अङ्काः	30 कालांशाः
‘ग’ भागः अनुप्रयुक्त – व्याकरणम्	20 अङ्काः	60 कालांशाः
‘घ’ भागः	35 अङ्काः	
(i) पठितावबोधनम्	(25 अङ्काः)	85 कालांशाः
(ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः	(10 अङ्काः)	25 कालांशाः

भागानुसारं विषयाः अङ्कविभाजनञ्च

80 अङ्काः

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
‘क’ भागः अपठित – अवबोधनम्			
1.	अपठितः गद्यांशः (80-100 शब्दपरिमितः)	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः)	1×2=2 2×2=4 1×1=1 1×3=3
		पूर्णभारः	10 अङ्काः
‘ख’ भागः रचनात्मक – कार्यम्			
2.	पत्रम्	निबन्धात्मकः	5
3.	लघुकथापूर्तिः/वार्तालापे एकपक्षपूरणम्	निबन्धात्मकः	5
4.	संस्कृतभाषया अनुवादः	पूर्णवाक्यात्मकः	5
		पूर्णभारः	15 अङ्काः
‘ग’ भागः अनुप्रयुक्त – व्याकरणम्			
5.	सन्धिः	लघूत्तरात्मकाः	1×6=6
6.	समासः	बहुविकल्पात्मकाः	1×5=5

7.	प्रत्ययाः	बहुविकल्पात्मकाः	1×6=6
8.	उपपदविभक्तिप्रयोगः	बहुविकल्पात्मकाः	1×3=3
		पूर्णभारः	20 अङ्काः
‘घ’ भागः			
(i) पठित – अवबोधनम्			
9.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ 1×2=2 1×2=2
10.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ 1×2=2 1×2=2
11.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ 1×2=2 1×2=2
12.	भावार्थे रिक्तस्थानपूर्तिः / शुद्धभावार्थचयनम्	निबन्धात्मकः / लघूत्तरात्मकः	1×3=3
13.	अन्वयः	निबन्धात्मकः	1×3=3
14.	प्रदत्तवाक्यांशानां सार्थकं संयोजनम्	लघूत्तरात्मकः	$\frac{1}{2} \times 4 = 2$
15.	प्रदत्तपङ्क्तिषु प्रसङ्गानुसारं पदानाम् अर्थलेखनम्	लघूत्तरात्मकः	$\frac{1}{2} \times 4 = 2$
		पूर्णभारः	25 अङ्काः
‘घ’ भागः			
(ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः			
16.	भास्वतीपाठ्यपुस्तकस्थ-पाठानां सन्दर्भग्रन्थाः, रचयितारः तेषां रचनाः च (1+1+1)	लघूत्तरात्मकाः	1×3=3
17.	महाकाव्यम्, गद्यकाव्यम्, चम्पूकाव्यम्	लघूत्तरात्मकाः	1×3=3
18.	नाट्यतत्त्वानां मुख्यविशेषतानां परिचयः	लघूत्तरात्मकाः	1×4=4
		पूर्णभारः	10 अङ्काः
सम्पूर्णभारः			80 अङ्काः

प्रश्नपत्र-प्रारूपम् /संरचना
कक्षा – द्वादशी (2024-25)
संस्कृतम् (केन्द्रिकम्) कोड सङ्ख्या - 322

प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग- सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
बहुविकल्पात्मकाः 1 अङ्कः	3+5+6+3=17	4	1	17
अति-लघूत्तरात्मकाः ½ अङ्कः	2+2+2=6	3	½	3
अति-लघूत्तरात्मकाः 1 अङ्कः	2=2	1	1	2
निबन्धात्मकः ½ अङ्कः (रिक्तस्थानपूर्तिमाध्यमेन)	10+10=20	2	½	10
निबन्धात्मकः. 1 अङ्कः	3+3=6	2	1	6
पूर्णवाक्यात्मकः 1 अङ्कः	2+2+2+5=11	4	1	11
पूर्णवाक्यात्मकः 2 अङ्कौ	2=2	1	2	4
लघूत्तरात्मकाः ½ अङ्कः	4+4=8	2	½	4
लघूत्तरात्मकाः 1 अङ्कः	1+6+2+2+2+3+3+4=23	8	1	23
			आहत्याङ्काः	80

संस्कृतपाठ्यक्रमः (केन्द्रिकम्) कोड् सङ्ख्या - 322
कक्षा-द्वादशी (2024-25)
वार्षिकं मूल्याङ्कनम्

‘क’ भागः	
अपठित – अवबोधनम्	
(10 अङ्काः)	
<p>1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा</p> <p>➤ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (2+4)</p> <p>➤ समुचितशीर्षकलेखनम् (1)</p> <p>➤ अनुच्छेद – आधारितं भाषिकं कार्यम् (3)</p> <p>भाषिककार्याय तत्त्वानि -</p> <p>✓ वाक्ये कर्तृ-क्रियापदचयनम्</p> <p>✓ विशेषण-विशेष्यचयनम्</p> <p>✓ पर्याय-विलोमपदचयनम्</p> <p>✓ सर्वनामस्थाने संज्ञाप्रयोगः</p>	10
‘ख’ भागः	
रचनात्मकं कार्यम्	
(15 अङ्काः)	
<p>2. औपचारिकम् अनौपचारिकं पत्रम्/प्रार्थनापत्रम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिं कृत्वा पूर्णं पत्रं लेखनीयम्)</p> <p>3. लघुकथा (शब्दसूचीसाहाय्येन, रिक्तस्थानपूर्ति-माध्यमेन)/वार्तालापे एकपक्षपूरणम्</p> <p>4. हिन्दीभाषया आङ्ग्लभाषया वा लिखितानां वाक्यानां संस्कृतभाषया अनुवादः</p>	5 5 5
‘ग’ भागः	
अनुप्रयुक्त-व्याकरणम्	
(20 अङ्काः)	
<p>5. पाठाधारिताः सन्धिविच्छेदाः – (2+2+2)</p> <p>➤ स्वरसन्धिः</p> <p>➤ व्यञ्जनसन्धिः</p> <p>➤ विसर्गसन्धिः</p> <p>6. पाठाधारित-समासाः विग्रहाः च –</p> <p>➤ अव्ययीभावः, द्विगुः, द्वन्द्वः, तत्पुरुषः, कर्मधारयः, बहुव्रीहिः</p> <p>7. प्रत्ययाः - (प्रकृतिप्रत्यय-संयोजनं वियोजनञ्च)</p> <p>(अ) कृत्- क्त, क्तवत्, तव्यत्, अनीयर, शतृ, शानच्, क्तिन्</p> <p>(आ) तद्धित- मतुप्, इन्, ठक्, त्व, तल्</p> <p>(इ) स्त्री-प्रत्ययाः – टाप्, डीप्</p> <p>8. उपपदविभक्तिप्रयोगः (पाठ्यपुस्तकम् आधृत्य)</p>	6 5 6 3

‘घ’ भागः	
(i) पठितावबोधनम्	(25 अङ्काः)
9. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपद-चयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः	5
10. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपद-चयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः	5
11. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपद-चयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः	5
12. भावार्थे रिक्तस्थानपूर्तिः / प्रदत्ते भावार्थत्रये शुद्धभावार्थचयनम्	3
13. प्रदत्तेषु अन्वयेषु रिक्तस्थानपूर्तिः	3
14. प्रदत्तवाक्यांशानां सार्थकं संयोजनम्	2
15. प्रदत्तपङ्क्तिषु प्रसङ्गानुसारं पदानाम् अर्थलेखनम्	2
‘घ’ भागः	
(ii) संस्कृत-साहित्येतिहासस्य सामान्यः परिचयः	
(10 अङ्काः)	
16. भास्वतीपाठ्यपुस्तकस्थ-पाठानां सन्दर्भग्रन्थाः, रचयितारः तेषां रचनाः च (1+1+1)	3
17. महाकाव्यम्, गद्यकाव्यम्, चम्पूकाव्यम्	3
18. नाट्यतत्त्वानां मुख्यविशेषतानां परिचयः	4

आहत्याङ्काः - 80 अङ्काः

परीक्षायै निर्धारिताः पाठाः

पाठ्यस्तकम् – भास्वती - द्वितीयो भागः			
पाठसङ्ख्या	पाठनाम	पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	अनुशासनम्	षष्ठः पाठः	सूक्तिसौरभम्
तृतीयः पाठः	मातुराज्ञा गरीयसी	सप्तमः पाठः	नैकेनापि समं गता वसुमती
चतुर्थः पाठः	प्रजानुरञ्जको नृपः	नवमः पाठः	मदालसा
पञ्चमः पाठः	दौवारिकस्य निष्ठा	एकादशः पाठः	कार्याकार्यव्यवस्थितिः

पाठसङ्ख्या	पाठनाम
चतुर्थ अध्याय	महाकाव्य
सप्तम अध्याय	गद्य काव्य एवं चम्पू काव्य
नवम अध्याय	नाट्य साहित्य

पुस्तकानि

- भास्वती - द्वितीयो भागः (पाठ्यपुस्तकम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- व्याकरणसौरभम् (संशोधितसंस्करणम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- रचनानुवादकौमुदी (सहायकपुस्तकम्) कपिलदेवद्विवेदीलिखितम् विश्वविद्यालयप्रकाशनम्, वाराणसी ।
- संस्कृतसाहित्यपरिचयः (सन्दर्भपुस्तकम्) (संशोधितसंस्करणम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।
- वेदपारिजात (अतिरिक्ताध्ययनार्थम्) रा. शै. अनु. प्र. परि. द्वारा प्रकाशितम् ।

आन्तरिक-मूल्याङ्कनम् (20 अङ्काः)

उद्देश्यानि

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः ।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः ।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम् ।

क्र. सं.	गतिविधयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनविन्दवः
1.	आवधिक-परीक्षा: (पीरियोडिक - असैस्मैट)	लिखितपरीक्षा	05	विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति ।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः । अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः । मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम् ।
2	बहुविधमूल्याङ्कनम्	<ul style="list-style-type: none"> ❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम् ❖ निर्गतपत्राणि ❖ प्रश्नोत्तरी ❖ मौखिकी परीक्षा ❖ प्रतियोगिताः ❖ प्रश्नमञ्चस्यायोजनम् 	05	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति । अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत् ।	<ul style="list-style-type: none"> ❖ मौलिकता ❖ विषयसम्बद्धता ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम्
3.	निवेशसूचिका (पोर्टफोलियो)	<ul style="list-style-type: none"> ❖ कक्षाकार्यम् ❖ सामूहिक-मूल्याङ्कनम् ❖ स्वमूल्याङ्कनम् ❖ विद्यार्थिनः विषयगताः उपलब्धयः 	05	विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम् । एतेन समग्रं मूल्याङ्कनं प्रमाणिकत्वेन भवितुं शक्नोति ।	<ul style="list-style-type: none"> ❖ सुलेखः ❖ तथ्यात्मकता ❖ प्रामाणिकता ❖ समयबद्धता

4.	भाषा-संवर्धनाय गतिविधयः (क) श्रवण- भाषण-कौशलम्	<ul style="list-style-type: none"> ❖ कथा ❖ संवादः/ वार्तालापः ❖ भाषणम् ❖ नाटकम् ❖ वार्ताः ❖ आशुभाषणम् ❖ संस्कृतगीतानि ❖ श्लोकोच्चारणम् ❖ प्रहेलिकाः 	05	<ul style="list-style-type: none"> ❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति । ❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति । ❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः । ❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति । 	<ul style="list-style-type: none"> ❖ उच्चारणम् ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम् (आरोहावरोह-गतियति-प्रयोगः)
	(ख) लेखनकौशलम्	<ul style="list-style-type: none"> ❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा- देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः । ❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम् । ❖ दैनन्दिनीलेखनम् । ❖ सङ्केताधारितं कथालेखनम् । ❖ भित्तिपत्रिकायाः निर्माणम् । ❖ श्रुतलेखः । ❖ सूक्तिलेखनम् । 		<ul style="list-style-type: none"> ❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः । ❖ टिप्पणी- पुस्तिकायाः निर्माणम् । ❖ वैयक्तिकपरीक्षणम् । 	<ul style="list-style-type: none"> ❖ विषय-सम्बद्धता ❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः) ❖ समयबद्धता ❖ सुलेखः ❖ प्रस्तुतीकरणम्
<p>अवधातव्यम् –उपर्युक्त-गतिविधयः उदाहरणरूपेण प्रदत्ताः सन्ति । एतदतिरिच्य एतादृशाः अन्यगतिविधयः अपि भवितुमर्हन्ति ।</p>					



वैश्विक कुटुम्बकम्
ONE EARTH - ONE FAMILY - ONE FUTURE

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OR

SEWA (Social Empowerment through Work Education and Action)



RATIONALE

National Education Policy (2020) mandates for school education a curriculum that is conducive to holistic development of the learners. The policy envisages to prepare the learners to be lifelong learners and learning to transcend the boundaries of the classroom. It becomes necessary that the curriculum provides the learners with opportunities to understand the context and the society they are presently living in and also the demands of the future. In this context SEWA aims to empower the learners, through experiential learning, to develop as active, caring and compassionate humans. SEWA will also aid in the intellectual, personal, social and emotional growth of the learners.

SEWA is all about community service. It is through projects that are related to environmental and civic responsibilities, democracy, health and fitness etc. the learners are empowered to think creatively and critically, work collaboratively and communicate with the society and the peers to solve problems.

- SEWA is an integral component of HPE
- Focuses on the mental/emotional and social health of the students
- All students of classes IX to XII (for XII till the end first term) will participate around the year.
- SEWA will be assessed internally through a blended approach of self-assessment, peer assessment and assessment by the mentor.
- SEWA is subsumed in HPE; classes IX and X grades will be included in HPE
- In case of classes XI and XII, though it is subsumed in HPE (strand 3) the grades will be assigned individually against work education (subject code 500)
- A total number of 50 periods will be allotted

BROAD OBJECTIVES

The course concepts will broadly focus on the following outcomes in our students:

- Help students develop social emotional skills (Self-awareness, Self-management, Relationship management and Responsible decision making)
- Develop self-esteem and respect for others
- Nurture a sense of understanding and responsibility towards people with different abilities (NEP's essence of inclusivity and appreciation towards differently abled)
- Instill the sense of social responsibility and reinforce accountability towards the society.
- Empower children to take responsibility and be accountable
- Develop a deeper concern for the environment
- Help students identify the needs of the society in terms food, health, hygiene, clothing and shelter.
- Create awareness of socio-economic problems of the society and seek solutions.
- Help students improve their health and physical fitness.

CORE OBJECTIVES:

Students will be able to:

- Develop a better understanding of self and society and find out opportunities and ways to contribute.
- Analyse the issues that they face in daily life both in personal & societal and work towards solutions.
- Relate and contribute the learning to local context– family, school, neighborhood and lead groups to contemplate.
- Demonstrate 21st Century skills and Leadership qualities

SPECIFIC AIMS/ OUTCOMES:

- To develop 21st Century skills like Collaboration, Communication/ Problem Solving through Critical and Creative Thinking through suggested activities in the course.
- To plan and execute the project through experiential learning.

- To develop Social Emotional Abilities through Self-awareness and management, building relationships, proposing solutions and solving problems
- To develop leadership skills, teamwork, critical and analytical abilities to solve problems in different ways.

GUIDELINES FOR SCHOOLS

- School can design and announce school SEWA policy.
- School can also decide on yearly focus theme for SEWA and class-wise sub themes.
- Each class as a whole can decide to take up one SEWA activity for the entire year.
- The choice of activity can be left to the students of the class, with guidance and facilitation by the class teacher and will depend upon the school policy too.
- Schools are encouraged to allow children to suggest SEWA themes for the year.
- Once a SEWA activity is decided for a particular school/class/year, the class students themselves will decide upon the role of each student of the class.
- Orient parents about SEWA and seek support from stakeholders.
- Appoint school SEWA Mentor and Class-wise SEWA Mentors.
- Arrange administrative support for the activities involving Government and outside agencies.
- Dedicate day/s for SEWA exhibition or presentation day at the end of the year or as suitable.
- Ensure that each child in a class actively participates in his/her assigned role of SEWA.
- Arrange training and create support structure for all involved as required.
- Ensure 100% dedicated involvement.

GUIDELINES FOR MENTORS

- Support students in identification and selection of the causes they want to support and up as projects, brainstorm and create mind-maps.
- Provide supervision, consultation, guidance to students and create support structures required whenever they need it including for research.
- Intervene positively to ensure participation of each and every child in the class, including CWSN.
- Guide students on how to plan, implement, review and take responsibility for their decisions.
- Guide students on upkeep of Portfolio/dossier, making a report, analyzing data, creating presentations, video films, channels onsocial media, websites.
- Plan and prepare SEWA exhibition or presentation day at the end of the year.

- Capture the hours spent as well as documents as evidence wherever required in the student Portfolio/dossier.

What Forms a Social Empowerment Activity?

The activities conducted 'in school' as part of Eco-clubs, Sports Club, Literacy Clubs or 'out of school' as community outreach activities etc. can be considered as Social Empowerment activities. It may range from a small role as 'volunteer' and a 'contributor' to running an entire project over the year. Social Empowerment activities are bound to germinate some thought process in young minds.

The class may decide to take up any innovative social empowerment activity every year; students may decide the role of each child; at the end of each year the class as a whole may present its project report.

Even sports activities can be taken up as a SEWA project by the class. Some of the activities under sports that can be taken up areas follows (illustrative list):

- Organizing sports meet for CWSN (Children with Special Needs)
- Planning, organizing and delivering a League tournament (Basketball, Cricket, Football)
- Planning and holding a friendly cricket match between alumni and the current grade XI and XII.
- Organizing sports competition for primary school.
- Organizing Inter-class/ Inter-school sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing).
- Long distance runs (half and full marathons) for a cause Researching on Yoga, Running/logging, Dance, Trekking/ Hiking/Biking/Cycling, Camping, Military training as part of planned projects.

Activities complying with SEWA Criteria

SEWA activities require involvement and interaction. When students assume a passive role and no contributory service is performed, it cannot be defined as a SEWA activity/project.

Activities which do NOT fall under SEWA:

- An activity through which a student attains financial or some other type of benefit (unless this benefit is passed on in full to a worthy cause).
- Getting involved in effortless, monotonous, and repetitive work-like returning library book to the shelves.

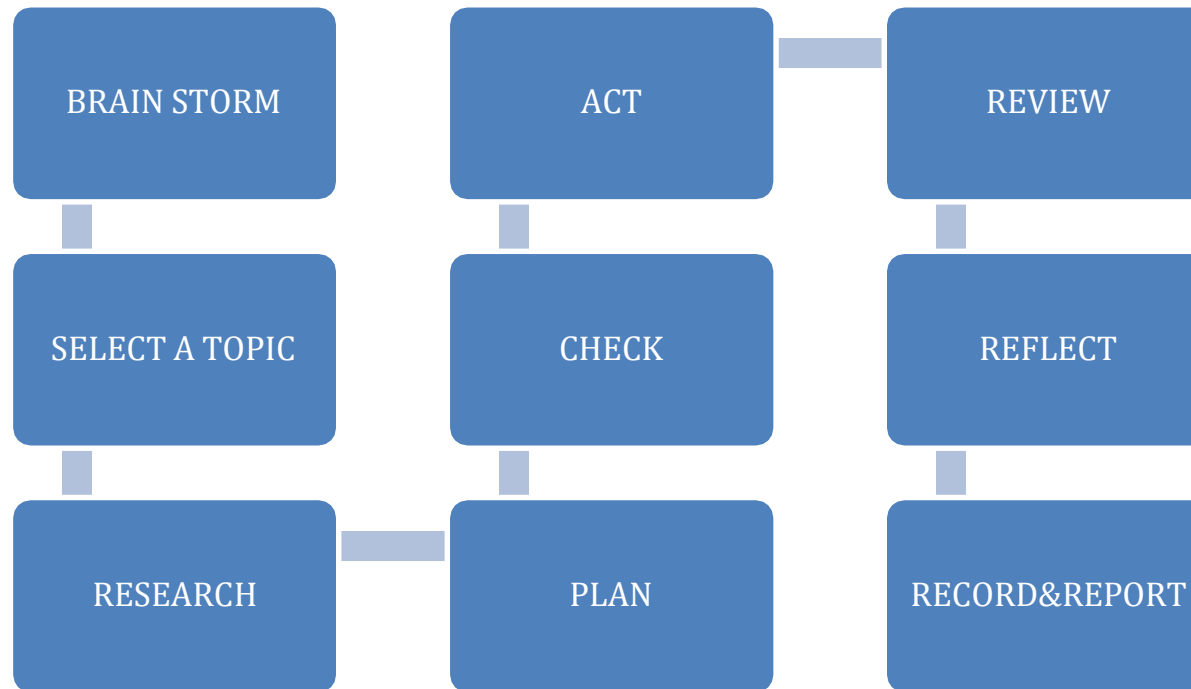
- Work experience that only benefits an individual student.
- Activities that cause division among different groups in the community. Activities with a bias to any religion or cultural sector which may hurt the sentiment of another person in any form.
- Regular recreational or community activities of a temporary nature-like a visit to a museum the theatre, concert, or sports event unless it clearly inspires work in a related activity which a student is already engaged.
- Any unsupervised or recorded activity where there is no guide or responsible adult onsite to evaluate and confirm student performance and evaluate accordingly.

Procedures

- Fill out a My SEWA promise form. The description of the activity needs to be in complete simple sentences and describe the SEWA activity intended to be taken up by the class.
- Each student in consultation with the teacher and parents decide and create an hourly schedule of activities in accordance with role assigned. This form must be signed by parent and submitted before the activity begins to the school's SEWA Mentor.
- SEWA hours will be accounted for both in school as well as out of school activities, provided they are agreed upon by the mentor.
- It is expected from a SEWA volunteer that they would be honest in recording their activities.
- Complete your SEWA classes/periods before the last date.
- All the forms must be completed and signed and attached with relevant evidences, together with a Self-Appraisal Form for classes IX-XII and a summary list of the SEWA projects/hours as items of SEWA dossier/scrapbook.
- The visual evidence (photographs, videos, etc.) testimonials and certifications must be there to support the project.

Course structure

Topic	No of periods	Weightage Marks allotted
One project from the suggested list	50	25



PROJECT – 1 Swachh Vidyalaya Swachh Bharath

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
<p>Students will</p> <ul style="list-style-type: none"> ● Identify clean and dirty places. ● Bring attitudinal change towards cleanliness and sanitation. ● Be able to distinguish between benefits of cleanliness and the disadvantages of uncleanliness, including the health hazards. ● Make the community aware of the result of not practicing cleanliness. ● Know the importance of cleanliness in neighbourhood, parks, market places, roads and cities. ● Know how to appeal for clean places. ● Be aware of unclean and unhealthy surroundings as breeding ground of epidemics and diseases. ● Be able to highlight cleanliness as an important value in day-to-day life. ● Develop a creative and innovative methodology to create awareness in community and test it. ● To be able to take care of personal hygiene and being organized with belongings. ● To learn to keep household items and personal belongings in proper place. ● To be able to live life of cleanliness through word and example. ● To learn the art of proper waste disposal and be able to sensitize other people about 	<ul style="list-style-type: none"> ● Identify surroundings or a locality which need assistance by doing a field survey. ● Segregate groups who can provide solutions to most aspects of cleanliness through researching articles, TV programmes, and video on YouTube or by speaking to the authorities and residents. ● Create awareness and take up projects to ensure cleanliness of water sources like lakes, rivers, ponds and other such bodies that are getting polluted due to insensitivity of human beings. Collect the above data and read prepared report of the class, then segregate the areas where 'Mission Cleanliness' can be accomplished. ● Project on 'Cleanliness Drive' of a nearby public place may be taken up in groups. ● For cleanliness drive arrange advertisement competition for students' in school. ● Students can prepare Street Plays and present them to community members, using creative medium like posters, placards for slogan march to generate awareness. ● Don't miss to click the photographs of the area before the cleanliness drive and 	<p>Students will</p> <ul style="list-style-type: none"> ● Learn that they must keep their surrounding areas and themselves clean. ● Raise awareness among other students and their community members about personal hygiene and keeping their surrounding environment clean. ● Become aware citizens and will be able to spread awareness amongst the people around them. ● Go through the process of initiating, planning and implementing a project based on cleanliness and sanitation. ● Share their knowledge, experience and skills with others. ● Take utmost care of both personal hygiene and environmental hygiene. ● Refrain from throwing garbage or litter at public places. ● Keep their surrounding areas clean in order to make the environment pleasant.

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PROJECT 2 Dignity of Labour

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
<p>Students will</p> <ul style="list-style-type: none"> ● Understand the value of toil. ● Understand the importance of different occupations in our social system-such as, ice cream lorry, balloon man, chai stall, kite seller, bangle seller, knife sharpener, food lorry, etc. ● Learn to respect people from different vocations of life. Understand the value of Human Rights. ● Be empathetic and compassionate. ● Respect people despite nature of work involved in their vocations. ● instill love for labour. 	<ul style="list-style-type: none"> ● Divide students in groups of around ten. ● Organize brainstorming sessions with the students. ● Collect quotations and quips. ● Collect Newspaper cuttings indicating both-respect for Human Rights and violation of Human Rights. ● Share stories and anecdotes highlighting the theme. ● Prepare an action plan and roadmap to achieve it, ● Analyze the action plan. ● Collect views of elders/parents/ other adults. ● Organize outing in specific area to identify and correlate the project. ● One group could contribute to community work by regularizing and facilitating the job of people from different walks of life in their respective areas/apartment complexes by making them aware of hygiene, etc. ● Collect funds in cash/kind to recognize and reward the contribution of helpers on special occasions like New Year/Labour Day. Keep proper records of this collection. ● Organize a discussion in class about people who were victimised due to their profession and how Human Rights were violated in such situations. 	<p>Students will</p> <ul style="list-style-type: none"> ● Understand the value of toil. ● Become aware of the importance of different occupation in our social system. ● Will respect people from different vocations of life. ● Will extend basic courtesy to one and all. ● Will be more humane and compassionate. ● Will appreciate the contribution of helpers. ● Become aware of Human Rights.

	<ul style="list-style-type: none"> ● Celebrate World Human Rights Day (10th December) and Labour Day (1st May) ● Address the issue through creative arts, perform street plays, interviews of the school helpers (getting to know them better) ● Understand the importance of knowing how to work with the hand 	
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PROJECT 3 Empathy - Facilitating inclusivity

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
<p>Students will</p> <ul style="list-style-type: none"> ● Understand how to support inclusivity ● Be sensitive to needs of others ● Be able to develop compassion and value human life ● develop humane outlook and be compassionate ● Will express love, care and compassion towards the disadvantaged and CWSN ● Will empathise with people in distress ● Understand the importance of inclusivity and need to support it ● Sensitize peers as well as community members about inclusivity ● Develop skills of self-awareness 	<ul style="list-style-type: none"> ● Organize brainstorming sessions with the students. ● Discuss the scope of the project and prepare a roadmap for action ● Draft an action plan. ● Analyze the action plan. ● Make a worksheet” Who needs my help” ● Participate in prayer services. Express feelings inform of poem /story. ● Write letters to sick or distressed or visit old agehomes /orphanages (read to them or play with them). ● Role play, creating situations which call for manifestation of empathy. ● Compose a poem on the subject and read it to the class. ● Ask students to make posters and display in school to create awareness and also conduct street plays to bring better awareness among people ● Ask them to work on “who need my help” worksheets prepared during the “prepare” phase. They will depict it through words or 	<p>Students will</p> <ul style="list-style-type: none"> ● Understand how to support inclusivity ● Be sensitive to needs of others ● Be able to develop compassion and value human life ● Will support and help people in distress ● Develop humane outlook and be compassionate ● Will express love, care and compassion towards the disadvantaged and CWSN ● Will be able to communicate the value of empathy ● To understand the importance of inclusivity and support it ● Sensitize peers as well as community members about inclusivity and help prepare a conducive environment for the same ● Develop skills of self-awareness and critical thinking towards the

<p>and critical thinking Will develop ability to accept other people's emotions</p> <ul style="list-style-type: none"> Improvement in communicative and collaborative skills 	<p>drawing thinking about the needs of others and provide assistance without being asked (show writings and pictures)</p> <ul style="list-style-type: none"> Discuss how we can help CWSN, fighting with terminal diseases (like cancer), belong to disadvantaged groups Plan their interaction, on rotation, with CWSN Identify CWSN students in school and make action plans to help them in coping with studies and other activities Practice and conduct a cultural programme for the disadvantaged 	<p>underprivileged</p>
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PROJECT 4 Care for the homeless Children

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
<p>Students will</p> <ul style="list-style-type: none"> Understand and appreciate every child's right to an optional standard of living, health care, education and services, and to play and recreation. These also include a balanced diet, and access to schooling Become aware the issues of homeless Develops empathy for other children who may be less privileged Expands their horizon of society and Develop an understanding of child's rights Assess impact of one's work Help to create a social 	<ul style="list-style-type: none"> Organise brainstorming sessions with the students Discuss the scope of project to be undertaken and prepare a road map Make them understand the complexities involved in executing a few projects Wherever required coordinate with the authorities concerned and complete the official formalities required in school Identify the various Shelters in the community. Make a list of the shelters which need help and in what way. Shelters may need beatification—may require cleaning and painting <p>Steps for cleaning and painting the shelter:</p> <ol style="list-style-type: none"> One group of students will take up cleaning and the other the painting Painting: The group will take measurement of the area to be painted, rooms, compound wall 	<p>Students will</p> <ul style="list-style-type: none"> Understand and appreciate every child's right to an optional standard of living, health care, education and access to schooling Be aware the issues of homeless Develops empathy for other children who may be less privileged than them but not less creative or talented Develops an understanding of child's rights by Expanding their horizon of society Assess impact of one's work Help to create a social environment that supports and respects every child's rights Develop deep insight into the living

<p>environment that supports and respects every child's rights</p> <ul style="list-style-type: none"> • Develop deep insight into the living conditions of underprivileged children and support them 	<p>and outside wall</p> <ol style="list-style-type: none"> 3. Discus the budget that will be involved in purchasing the paints and discus how to arrange for any donation from the community 4. Organise a donation drive 5. Meet the local authorities 6. Get budget allocated for cleaning <ul style="list-style-type: none"> • Another group of students take up cleaning and beautification of the shelters. • Another group of students carry out a collection drive of food grains, rice etc. every month which will be donated to Children's home • Doctors and education department is contacted and seen that the students get health care and access to schooling • Donations of play things is taken up another group of students which will help in recreation . 	<p>conditions of underprivileged children</p> <ul style="list-style-type: none"> • Support underprivileged children
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PROJECT 5 Being Safe and Responsible

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
<p>Students will</p> <ul style="list-style-type: none"> • Understand the importance of beingsafe and responsible. • Understand the importance of first aid,dealing with cuts and bruises, heat exhaustion and heat stroke, breathing difficulties, cuts nosebleeds, choking, basic sports injuries • Practice first aid skills in order to empower them to help people in emergencies. <p>Learn to prepare a first aid kit.</p>	<ul style="list-style-type: none"> • Informative lecture- demonstration sessions will be arranged with doctor from different hospitals. • Students will go to the hospitals in order to attend the lectures of the doctors about first aid. students will also make videos of the sessions held with the doctors. These videos will be shown to the students. • Students will be guided to prepare a first aid boxes. • Practice for first aid will be done in the class room. • Students will learn how to check 	<p>Students will</p> <ul style="list-style-type: none"> • Become aware of being safe and responsible. • Will become aware of the importance of first aid and the precautionary measures for different dangers in the class room. • Will learn to make a first aid kit on their own

	temperature and blood pressure of a person. <ul style="list-style-type: none"> • Students will collect data about the different dangers in the classroom and discuss lifesaving and precautionary measures 	
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PROJECT 6 Environment conscious citizens

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
<p>Students will</p> <ul style="list-style-type: none"> • Appreciate and connect with nature. • Develop an understanding of environment and learn to preserve and sustain the environment. • Understand how to manage waste produced at home and school • involve in community outreach activities to create awareness • suggest innovative solutions for local environmental issues set up vermicompost/ compost bin/ upcycle paper/glass/plastic 	<ul style="list-style-type: none"> • Go on a walk in a park /garden/forest nearby • Visit regularly and observe trees, birds, insect or any other animals that you see on the walk. • Choose a plant/bird/insect/any animal and observe it closely. collect additional information about the tree/plant/bird/insect or any animal and prepare a portfolio. • Read National / International publications and websites on environmental themes regularly. • Set up a small kitchen/herb garden at your school. • Prepare a plan to make the house holds of all students and teachers of a class a sustainable household that has minimal impact on the environment. • Sensitize family members of households to start segregating waste. • Start eco club in school • Prepare an annual calendar of activities of the eco club. • Survey your local community to find the environmental issues and take the issues with the authority concerned. • Suggest innovative solutions for the issues identified. 	<p>Students will</p> <ul style="list-style-type: none"> • Know to appreciate and connect with nature, • Know the ways to preserve and sustain environment. • Become aware of the nature of the waste produced at school/home and find ways to minimize and segregate it. • Learn to find the solutions for environmental issues and to interact with official organization in connection with environment. Know to make a vermi compost/compost bin and to upcycle paper/plastic/glass.

	<ul style="list-style-type: none"> ● Set up vermicompost pit/compost bins Upcycle paper/glass/plastic etc. 	
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PROJECT 7 Study the nutrition and health status of people in a peer group/village/city slum/tribal area/ neighbourhood

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
<p>Students will</p> <ul style="list-style-type: none"> ● Identify nutritional and health problems of the community where they live in ● Adopt a village/city slum/tribal area/neighbourhood/ peer group and organise community health programme ● Study the factor responsible for the present nutrition and health issues ● Understand the practicable interventions measure and sanitation practices in the community. 	<ul style="list-style-type: none"> ● Adopt a village/city slum/tribal area/neighbourhood/peer group ● Collect data about nutritional and health problems of the community ● Preparation of questionnaire / interview schedule to elicit background and information from family such as: <ul style="list-style-type: none"> -head of the family, type of family -Composition of the family -Meal pattern of the family -Monthly expenditure pattern on food, clothing, housing, education, medicine, fuel, transport, saving, remittance of debt, recreation, other items. -Details of monthly food expenditure -Food produced at home. -Food given under special condition -Methods of cooking -Food items stored in the home -Food items which are considered “good” and “not-good” -Commonly occurring health problems. <ul style="list-style-type: none"> - Listing of <ul style="list-style-type: none"> ● deficiency/diseases of children ● other common ailments of children ● commonly occurring ailments in the family ● Measures taken to get rid of the ailments ● Environmental sanitation problem ● procedure of disposal of wastes (solid or liquid) ● source of water supply and mode of water storage at 	<p>Students will</p> <ul style="list-style-type: none"> ● Become aware of nutritional and health problems of the community. ● Become aware of the factors responsible for present nutrition and health issues of the community ● Learn to assess community health ● Learn to promote healthy habits to prevent diseases and influence risk behaviour change among the members of the community. ● Get empowered to do service for the local community.

	<p>home</p> <ul style="list-style-type: none"> - Hygienic habits followed - Health services available • Analysis of data and preparation of reports on main findings in respect of: <ul style="list-style-type: none"> -socio-economic conditions; -environmental sanitation problems; -commonly prevalent health problems; -malnutrition problems of children, mothers and the community; -undesirable nutrition, health and sanitation practices in the community; -practicable intervention measures to enhance the nutrition and health status; 	
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PROJECT – 8 Acquaintance with local arts and culture

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
<p>Students will</p> <ul style="list-style-type: none"> ● Be able to know the significance of local arts and culture of that place Be able get a general idea and knowledge about arts and culture. ● Able to Help in restoration of local arts and culture ● Knowledge of cultural heritage of that place ● To Develop a sense of appreciation for the art and culture of that place ● Be able to highlight cleanliness as an important value in day-to-day life. ● Develop a creative innovative methodology to create awareness in community ● To learn the art of being able to sensitize 	<ul style="list-style-type: none"> ● Students are grouped and different groups are given different tasks Brainstorming session with students ● Preparation of action plan ● Survey regarding local arts ● Collection of data of local arts practiced in that place ● Create awareness and take up projects to ensure restoration of arts ● Interview with the local artisans ● Video graphing of the same ● Exhibition of local arts ● Learning the arts from the local artisans. 	<p>Students will</p> <ul style="list-style-type: none"> ● Be able to know the significance of local arts and culture of that place Be able to learn about local art and culture ● Be able get a general idea and knowledge about arts and culture. ● Able to Help in restoration of local arts and culture ● Knowledge of cultural heritage of that place ● To Develop a sense of appreciation for the art and culture of that place ● Be able to highlight cleanliness as an important value in day-to-day life. ● Develop a creative innovative methodology to create awareness in community

<ul style="list-style-type: none"> other people about art and culture To help in restoration of local arts and culture Know about the artisans and their lifestyle 		<ul style="list-style-type: none"> To learn the art of being able to sensitize other people about art and culture To help in restoration of local arts and culture Know about the artisans and their lifestyle
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INTERNAL ASSESSMENT OF PROJECT 25 Marks

S. No.	Three dimensional evaluation	Allocation of Marks
1.	Self -assessment	5 Marks
2.	Peer assessment	5 Marks
3.	Assessment by the mentor	15 Marks

Tools & Techniques

Observation

Interview

Group discussion

Debate

Feedback sheet

Workbook

Checklist

Self-assessment questionnaire

Dossier

Project Report with reflection on the learning by the students

Activity sheets

RUBRIC FOR ASSESSMENT

Criteria/Recommended Scores	Excellent(5)	Very Good(4)	Good(3)	Satisfactory (2)
Understanding of the Objective	Excellent understanding of the aim of the project	Good understanding of the aim of the project	Average understanding of the aim of the project	Less understanding of the aim of the project
Innovation and problem solving skills	Actively looks for and suggests solution for problem	Refines solution suggested by other	Does not suggest or refine solution but willing to try out solutions suggested by others	Does not try to solve problems waits for others to solve
Level of participation	Excellent participation with initiative and creativity is evident	Active participation with initiative and little creativity is observed	Good participation but does not take initiative	Very less participation and initiative
Tools /Techniques used	Excellent application of relevant tools and techniques	Very good application of tools and techniques	Limited application of few techniques	very less application of tools and techniques
Attitudinal change in self & others	Positive change in behaviour in self is clearly evident and have also influenced others towards the positive change	Positive change in self is evident and no significant change in others is observed.	Very little change in behaviour in self and other is observed	No change in behaviour in self and other is observed.

ANNEXURES
My SEWA Promise Form (illustrative)

Dear Student,

SEWA is a firm step to prepare you for life. It is a voluntary project experience. You have to complete MY SEWA Promise Form and obtain prior approval for the activity/project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

Students' Name:..... Class:.....

(print or type)

Brief Description of the Activity:

Duration (Days and Time):..... Estimated Hours:.....

Name of Mentor Teacher:.....

Student Signature:..... Date:.....

Parent Signature:..... Date:.....

SEWA Hourly Schedule (illustrative)

Hour Cost	Date and Day	Proposed Activity Plan
Hour 1		
Hour 2		
Hour 3		
Hour 4		
Hour 5		
Hour 6		

SEWA Hour Log (illustrative)

Name of the Student:.....

Project:.....

Date	Activity	Hours	Mentor's Signature

Mentor's Observation (Suggestive)

Attendance: _____

Involvement: _____

Regularity: _____

Commitment: _____

Additional Comments: _____

The activity/project was (circle appropriate response):

Satisfactorily completed

Not Satisfactorily completed

Activity/Project Mentor's Signature

Name

Seal of School

SEWA Self-Appraisal Form (Illustrative)

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions.

My Name _____

My activity / Project _____

My commitment towards the Project/Activity

This Activity/Project has been a great learning experience because

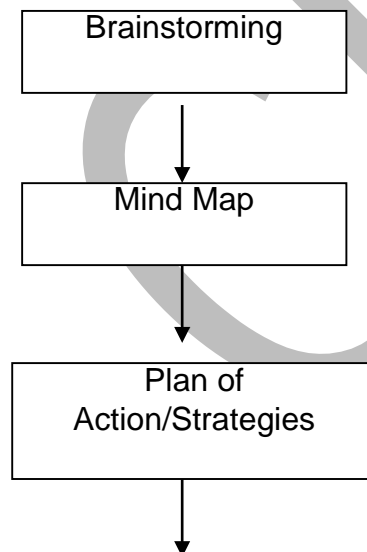
I initially felt that the project could not have achieved its outcomes because

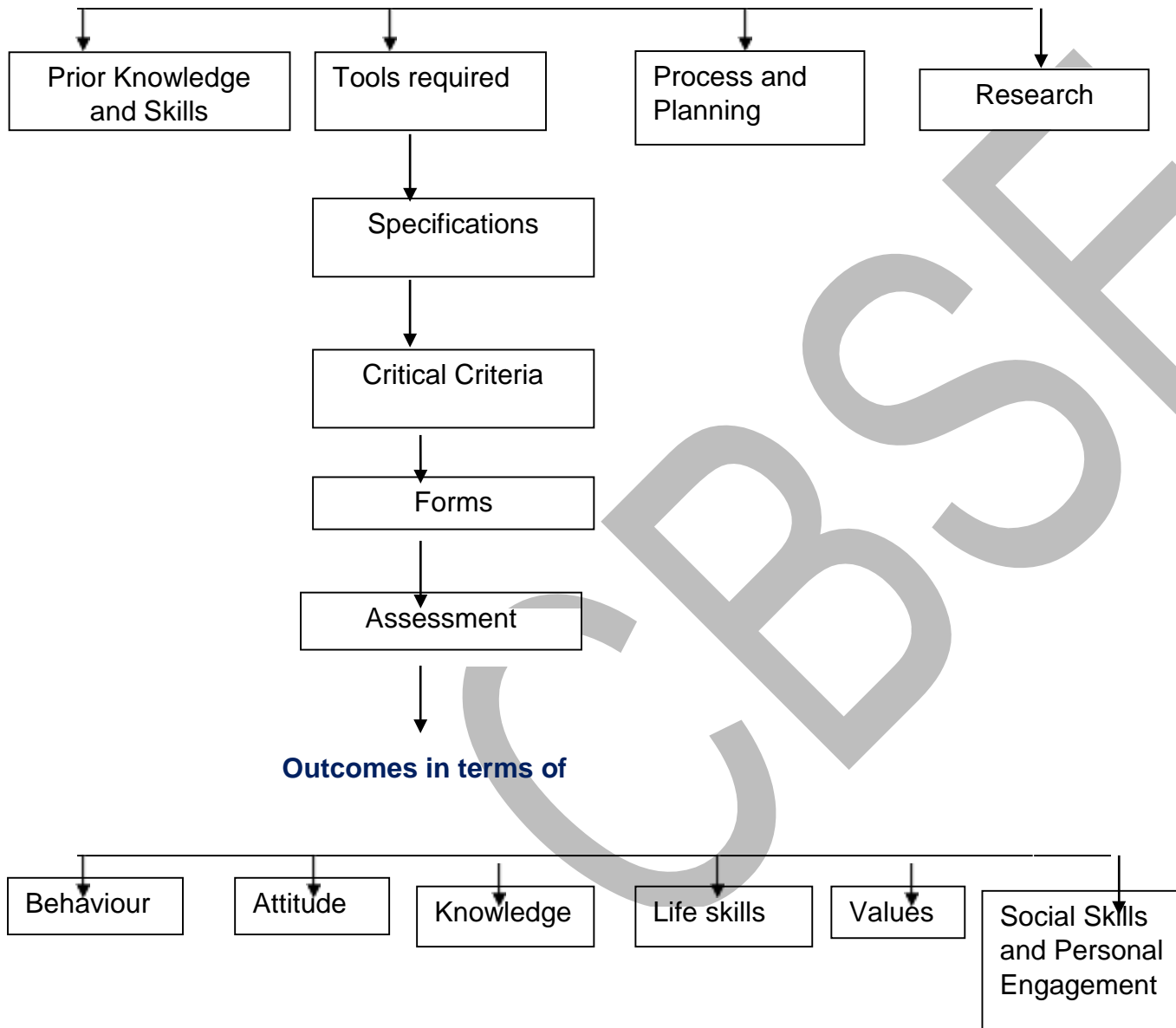
The project has definitely changed me as a person in terms in behaviour, attitude and life skills because

The details of beneficiary(ies). Any significant comment received from them; please quote

The challenges I faced and the things I might do differently next time so as to improve?

Illustrative Flow Chart for Conducting a Project/Report/Event
(can be Quarterly/Bi-Annual/Annual)





Assessment and Evaluation

The following strategies may be taken up for assessing the individual/ group projects. In case of group, they all get marked the sameway.

Tools, Techniques and Strategies:

1. For activities being done, a portfolio or dossier may be maintained individually by each student.
2. Report at the end of the project may be assessed through a rubric developed by teachers and students.
3. Rubric for assessing will depend on the project/ activity being taken up.

Exemplar Projects under Social Empowerment sub-strand of SEWA

(These may be taken up in age-appropriate ways across IX-XII)

The projects given here are only exemplar projects and are illustrative/ suggestive in nature. These are given so that the child/class may able to understand the topic/ activity. This will help the child/class to plan the activity / project accordingly. The child/class may take/ choose any other project/ activity which has a positive impact on the environment, community, society, the disadvantaged, etc.