

**English Core**  
**Code No. 301**  
**Class XI (2021-22)**  
**Term Wise Syllabus**

| SECTION | TERM I  | WEIGHTAGE (IN MARKS)   | TERM II  | WEIGHTAGE (IN MARKS)   |
|---------|---|--|--|--|
| A       | <b>Reading Comprehension:</b> <ul style="list-style-type: none"> <li>Unseen passage (factual, descriptive or literary/ discursive or persuasive)</li> <li>Case Based Unseen (Factual) Passage</li> </ul>  | 8<br>+<br>5<br>= 13  | <b>Reading Comprehension:</b> <ul style="list-style-type: none"> <li>Unseen passage (factual, descriptive or literary /discursive or persuasive)</li> <li>Unseen passage for Note Making and Summarising</li> </ul>  | 8<br>+<br>5<br>= 13  |
| B       | <b>Creative Writing Skills and Grammar:</b> <p><b>Short Writing Tasks</b></p> <ul style="list-style-type: none"> <li>Notice Writing</li> </ul> <p><b>Long Writing Tasks</b></p> <ul style="list-style-type: none"> <li>Business or Official Letters( Making enquiries, registering complaints, asking for or giving information, placing orders and sending replies)</li> <li>Speech</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Determiners</li> <li>Tenses</li> <li>Re-ordering of Sentences</li> </ul> <p>{MCQs on Gap filling/ Transformation of Sentences}</p>   | 3<br>+<br>5<br>+<br>4<br>= 12                                  | <b>Creative Writing Skills and Grammar:</b> <p><b>Short Writing Tasks</b></p> <ul style="list-style-type: none"> <li>Posters</li> </ul> <p><b>Long Writing Tasks</b></p> <ul style="list-style-type: none"> <li>Official Letters: e.g. to school/college authorities (regarding admissions, school issues, requirements / suitability of courses)</li> <li>Debate</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Determiners</li> <li>Tenses</li> <li>Re-ordering of Sentences</li> </ul> <p>{MCQs on Gap filling/ Transformation of Sentences }</p>  | 3<br>+<br>5<br>+<br>4<br>= 12                                  |
| C       | <b>Literature:</b><br>Literary-prose/poetry extracts ( seen- texts ) comprehension and appreciation. <b>(Two Extracts)</b><br><b>Questions Based on Texts to assess</b> comprehension and appreciation, analysis, inference, extrapolation<br><p><b>Book-Hornbill:</b></p> <ul style="list-style-type: none"> <li>The Portrait of a Lady (<i>Prose</i>)</li> <li>A Photograph (<i>Poem</i>)</li> <li>“We’re Not Afraid to Die... if We Can All Be Together” (<i>Prose</i>)</li> <li>Discovering Tut: the Saga Continues</li> <li>The Laburnum Top (<i>Poem</i>)</li> <li>Landscape of the Soul (<i>Prose</i>)</li> </ul> <p><b>Book-Snapshots:</b></p> <ul style="list-style-type: none"> <li>The Summer of the Beautiful White Horse(<i>Prose</i>)</li> <li>The Address (<i>Prose</i>)</li> <li>Ranga’s Marriage (<i>Prose</i>)</li> </ul> | <b>9 Marks for Hornbill + 6 Marks for Snapshots = 15 Marks</b> | <b>Literature:</b><br>Questions based on extracts/texts to assess comprehension and appreciation, analysis, inference, extrapolation<br><p><b>Book-Hornbill:</b></p> <ul style="list-style-type: none"> <li>The Voice of the Rain (<i>Poem</i>)</li> <li>The Ailing Planet: The Green Movement’s Role (<i>Prose</i>)</li> <li>The Browning Version( <i>Play</i>)</li> <li>Childhood (<i>Poem</i>)</li> <li>Silk Road (<i>Prose</i>)</li> </ul> <p><b>Book-Snapshots:</b></p> <ul style="list-style-type: none"> <li>Albert Einstein at School (<i>Prose</i>)</li> <li>Mother’s Day (<i>Play</i>)</li> <li>Birth ( <i>Prose</i>)</li> </ul> | <b>9 Marks for Hornbill + 6 Marks for Snapshots = 15 Marks</b> |
|         | <b>TOTAL</b>  | <b>40</b>  | <b>TOTAL</b>   | <b>40</b>  |
|         | <b>ASL</b>  | <b>10</b>  | <b>ASL</b>   | <b>10</b>  |
|         | <b>GRAND TOTAL</b>  | <b>40 + 10 = 50 MARKS</b>                                      | <b>GRAND TOTAL</b>   | <b>40 + 10 = 50 MARKS</b>                                      |

**Prescribed Books**

1. **Hornbill:** English Reader published by National Council of Education Research and Training, New Delhi
2. **Snapshots:** Supplementary Reader published by National Council of Education Research and Training, New Delhi

**English Core**  
**Code No. 301**  
**Class XII (2021-22)**  
**Term Wise Syllabus**

| SECTION | TERM 1   | WEIGHTAGE (IN MARKS)   | TERM II   | WEIGHTAGE (IN MARKS)   |
|---------|--|--|---|--|
| A       | <b>Reading Comprehension:</b><br>( Two Passages) <ul style="list-style-type: none"> <li>• Unseen passage (factual, descriptive or literary/ discursive or persuasive)</li> <li>• Case Based Unseen (Factual) Passage</li> </ul>  | <b>14</b><br><b>(8+6 Marks)</b>                              | <b>Reading Comprehension:</b><br>(Two Passages) <ul style="list-style-type: none"> <li>• Unseen passage (factual, descriptive or literary/ discursive or persuasive)</li> <li>• Case Based Unseen (Factual) Passage</li> </ul>  | <b>14</b><br><b>(8+6 Marks)</b>                              |
| B       | <b>Creative Writing Skills :</b><br><u>Short Writing Tasks</u> <ul style="list-style-type: none"> <li>• Notice Writing</li> <li>• Classified Advertisements</li> </ul> <u>Long Writing Tasks(One)</u> <ul style="list-style-type: none"> <li>• Letter to an Editor (giving suggestions or opinion on issues of public interest)</li> <li>• Article Writing</li> </ul>  | <b>3+5 marks</b><br><br><b>Total=08</b>                      | <b>Creative Writing Skills :</b><br><u>Short Writing Tasks</u> <ul style="list-style-type: none"> <li>• Formal &amp; Informal Invitation Cards or the Replies to Invitation/s</li> </ul> <u>Long Writing Tasks(One)</u> <ul style="list-style-type: none"> <li>• Letter of Application for a Job</li> <li>• Report Writing</li> </ul>   | <b>3+5 Marks</b><br><br><b>Total=08</b>                      |
| C       | <b>Literature :</b><br>Literary-prose/poetry extracts ( seen- texts ) to assess comprehension and appreciation, analysis, inference, extrapolation<br><br><b>Questions Based on Texts to assess</b> comprehension and appreciation, analysis, inference, extrapolation<br><br><u>Book- Flamingo (Prose)</u> <ul style="list-style-type: none"> <li>• The Last Lesson</li> <li>• Lost Spring</li> <li>• Deep Water</li> </ul> <u>Book-Flamingo (Poetry)</u> <ul style="list-style-type: none"> <li>• My Mother at Sixty-Six</li> <li>• An Elementary School Classroom in a Slum</li> <li>• Keeping Quiet</li> </ul> <u>Book-Vistas (Prose)</u> <ul style="list-style-type: none"> <li>• The Third Level</li> <li>• The Enemy</li> </ul> | <b>11 Marks for Flamingo + 7 Marks for Vistas = 18 Marks</b> | <b>Literature:</b><br>Questions based on extracts/texts to assess comprehension and appreciation, analysis, inference, extrapolation<br><br><u>Book-Flamingo (Prose)</u> <ul style="list-style-type: none"> <li>• The Rattrap</li> <li>• Indigo</li> </ul> <u>Book-Flamingo (Poetry)</u> <ul style="list-style-type: none"> <li>• A Thing of Beauty</li> <li>• Aunt Jennifer's Tigers</li> </ul> <u>Book-Vistas (Prose)</u> <ul style="list-style-type: none"> <li>• Should Wizard Hit Mommy?</li> <li>• On the Face of It</li> <li>• Evans Tries an O Level</li> </ul> | <b>11 Marks for Flamingo + 7 Marks for Vistas = 18 Marks</b> |
|         | <b>TOTAL</b>   | <b>40</b>  | <b>TOTAL</b>  | <b>40</b>  |
|         | <b>ASL</b>   | <b>10</b>  | <b>ASL</b>  | <b>10</b>  |
|         | <b>GRAND TOTAL</b>   | <b>40 + 10 = 50</b>  | <b>GRAND TOTAL</b>  | <b>40 + 10 = 50</b>  |

**Prescribed Books**

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

**HINDUSTANI MUSIC VOCAL (Code – 034)**  
**Class XI-XII**

**Theory: Term-I: 15 Marks and Term-II: 15 Marks**

**TOTAL: 100 Marks**  
**Total: 30Marks**

**Practical: Term-I: 35 Marks and Term-II: 35 Marks**

**70 Marks**

**Course Structure (2021-22) Class XI**  
**Term-I**

**Theory –30 Periods**

**15marks**

Questions to be set with internal choice covering the entire syllabus unit wise.

| S.No          | Units  | No. of Periods (30) | Marks (15) |
|---------------|--|---------------------|------------|
| <b>Unit 1</b> |  | <b>04</b>           | <b>03</b>  |
| 1             | Brief study of the following:<br>Nada, Shruti, Swar, Saptak.   |                     |            |
| <b>Unit 2</b> |  | <b>04</b>           | <b>03</b>  |
| 2             | Brief History of the following:<br>Raga, Khayal  |                     |            |
| <b>Unit 3</b> |  | <b>06</b>           | <b>03</b>  |
| 3             | Brief study of Musical Elements in Natya Shastra   |                     |            |
| <b>Unit 4</b> |  | <b>06</b>           | <b>03</b>  |
| 4             | Description of the following prescribed Talas along with Tala Notation in Thah, Dugun and Chaugun: Teentala, Ektala.   |                     |            |
| <b>Unit 5</b> |  | <b>10</b>           | <b>03</b>  |
| 5             | Critical study and writing in Notation the compositions of prescribed Ragas along with recognizing the Ragas from phrases of Swaras and elaborating them:<br>Bihag, Bhairavi |                     |            |

**Term-II**

**Theory –30 Periods**

**15marks**

Questions to be set with internal choice covering the entire syllabus unit wise.

| S.No          | Units  | No. of Periods (30) | Marks (15) |
|---------------|--|---------------------|------------|
| <b>Unit 1</b> |  | <b>05</b>           | <b>03</b>  |
| 1             | Brief study of the following<br>Thaat, Jati, laya, Tala, Margi-Desi. |                     |            |
| <b>Unit 2</b> |  | <b>05</b>           | <b>03</b>  |

|               |   |           |           |
|---------------|---|-----------|-----------|
| 2             | Brief study of Dhrupad and Tarana   |           |           |
| <b>Unit 3</b> |   | <b>08</b> | <b>03</b> |
| 3             | Life sketch and contribution of Tansen, V.N.Bhatkhande and V.D.Paluskar   |           |           |
| <b>Unit 4</b> |   | <b>04</b> | <b>03</b> |
| 4             | Knowledge of the structure of Tanpura   |           |           |
| <b>Unit 5</b> |   | <b>08</b> | <b>03</b> |
| 5             | Critical study and writing in notation the compositions of prescribed Raga along with recognizing the Raga from phrases of Swaras and elaborating it: Bhimpalasi,<br><br>Description of Chautala along with Tala-notation in Thah, Dugun and Chaugun. |           |           |

## HINDUSTANI MUSIC VOCAL (Code – 034) Class XI

### Practical Term-I

**Practical:** 50 Periods

**35 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.

| S.No.    | Topics  | No. of Periods(50) | Marks (35) |
|----------|---|--------------------|------------|
| <b>1</b> | One Vilambit Khayal with simple elaborations and few tanas in any one of the prescribed Ragas: Bihag, Bhairavi                  | 14                 | 12         |
| <b>2</b> | One Drut Khayal with simple elaboration and few tanas in each of the following Ragas- Bihag, Bhairavi.                          | 16                 | 08         |
| <b>3</b> | Recitation of the Thekas of the following Talas with Thah, Dugun and Chaugun, keeping Tala with hand beats: Teentala and Ektala | 10                 | 05         |
| <b>4</b> | Ability to recognize the prescribed Ragas from the phrases of Swaras rendered by the Examiner.                                  | 05                 | 05         |
| <b>5</b> | Practical file  | 05                 | 05         |

\* Teachers will refer to the distribution of marks while examining the candidate for practical examination.

### Term-II

**Practical: 50 Periods**

**35 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.

| S.No. | Topics  | No. of Periods(50) | Marks (35) |
|-------|---|--------------------|------------|
| 1     | One Drut Khayal with simple elaboration and few tanas in the following Raga-Bhimpalasi.         | 12                 | 08         |
| 2     | One Dhrupad with Dugun in any one of the prescribed Ragas: Bihag, Bhairavi, Bhimpalasi          | 22                 | 12         |
| 3     | Recitation of the Theka of Chautala with Thah, Dugun and Chaugun, keeping Tala with hand beats. | 06                 | 05         |
| 4     | Ability to recognize the prescribed Ragas from the phrases of Swaras rendered by the Examiner.  | 05                 | 05         |
| 5     | One Devotional song   | 05                 | 05         |

- \* Teachers will refer to the distribution of marks while examining the candidate for practical examination.

**Course Structure  
(2021-22) Class XII  
Term-I**

**Theory-30periods**

**15 Marks**

Questions to be set with internal choice covering the entire syllabus unit wise.

| S. No.        | Units   | No.of Periods(30) | Marks (15) |
|---------------|---|-------------------|------------|
| <b>Unit 1</b> |   | <b>04</b>         | <b>03</b>  |
| 1             | Brief study of the following :-<br>Alankar, Alap, Tana Meend, Gamak   |                   |            |
| <b>Unit 2</b> |   | <b>04</b>         | <b>03</b>  |
| 2             | Historical development of Time Theory of Ragas  |                   |            |
| <b>Unit 3</b> |   | <b>06</b>         | <b>03</b>  |
| 3             | Detailed study of the following:<br>Sangeet Ratnakar  |                   |            |
| <b>Unit 4</b> |   | <b>06</b>         | <b>03</b>  |
| 4             | Description of Prescribed Talas along with Tala Notation with Thah, Dugun, and Chaugun: Jhaptala, Rupak Dhamar. |                   |            |

|               |   |           |           |
|---------------|---|-----------|-----------|
| <b>Unit 5</b> |   | <b>10</b> | <b>03</b> |
| 5             | Critical study and writing in Notation the compositions of the prescribed Ragas along with recognizing Ragas from phrases of Swaras and elaborating them: Bhairav, Bageshri |           |           |

**Course Structure  
(2021-22) Class XII  
Term-II**

**Theory-30periods**

**15 Marks**

Questions to be set with internal choice covering the entire syllabus unit wise.

| S. No.        | Units  | No.of<br>Periods(30) | Marks<br>(15) |
|---------------|--|----------------------|---------------|
| <b>Unit 1</b> |  | <b>06</b>            | <b>03</b>     |
| 1             | Brief study of the following :-<br>Gram, Murchhana, Kan, Khatka, Murki   |                      |               |
| <b>Unit 2</b> |  | <b>04</b>            | <b>03</b>     |
| 2             | Detailed study of the following:<br>Sangeet Parijat  |                      |               |
| <b>Unit 3</b> |  | <b>08</b>            | <b>03</b>     |
| 3             | Life sketch and contribution to music of: Faiyaz Khan, Bade Ghulam Ali Khan, Krishna Rao Shankar Pandit  |                      |               |
| <b>Unit 4</b> |  | <b>06</b>            | <b>03</b>     |
| 4             | Knowledge of tuning of the Tanpura   |                      |               |
| <b>Unit 5</b> |  | <b>06</b>            | <b>03</b>     |
| 5             | Critical study and writing in Notation the compositions of the prescribed Raga along with recognizing the Raga from phrases of Swaras and elaborating it:<br>Malkauns. |                      |               |

**Practical**

## Term-I

**Practical:** 50 Periods

**35 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.

| S.No. | Topics  | No. of Periods(50) | Marks (35) |
|-------|---|--------------------|------------|
| 1     | One Vilambit Khayal with simple elaborations and few tanas in any one of the prescribed Ragas: Bhairav, Bageshri                        | 14                 | 10         |
| 2     | One Drut Khayal with simple elaborations and few tanas in each of the following Ragas- Bhairav, Bageshri,                               | 16                 | 08         |
| 3     | Recitation of the Thekas of the following, Talas with Thah, Dugun and Chaugun, keeping tala with hand beats. Jhaptala, Rupak and Dhamar | 10                 | 07         |
| 4     | Ability to recognize the Ragas from the Phrases of swaras rendered by the examiner.   | 05                 | 05         |
| 5     | Practical file  | 05                 | 05         |

- \* External examiners will refer to the distribution of marks while examining the candidate for practical examination.

## Term-II

**Practical:** 50 Periods

**35 Marks**

**Time:** 15-20 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.

| S.No. | Topics   | No. of Periods(50) | Marks (35) |
|-------|--|--------------------|------------|
| 1     | One Drut Khayal with simple elaboration and few tanas in Raga Malkauns                           | 12                 | 08         |
| 2     | One Dhamar with Dugun and Chaugun in any one of the following Ragas: Malkauns, Bhairav, Bageshri | 15                 | 10         |
| 3     | One Tarana in any one of the following prescribed Ragas: Malkauns, Bhairav and Bageshri.         | 12                 | 07         |
| 4     | Ability to recognize the prescribed Ragas from the phrases of Swaras rendered by the Examiner.   | 05                 | 05         |
| 5     | Tuning of Tanpura and questions regarding it.  | 06                 | 05         |

- \* External examiners will refer to the distribution of marks while examining the candidate for practical examination.

**HISTORY**  
**Code No. 027**  
**Class XI (2021-22)**  
**THEMES IN WORLD HISTORY**

**TERM I**

| <b>S.NO</b> | <b>THEMES</b>                               | <b>WEIGHTAGE (IN MARKS)</b> |
|-------------|---|-----------------------------|
| 1.          | Theme 2 -Writing And City Life              | 10                          |
| 2.          | Theme 3 - An Empire Across Three Continents | 10                          |
| 3.          | Theme 4 - Central Islamic lands             | 10                          |
| 4.          | Theme 6 -The Three Orders                   | 10                          |
|             | <b>Total</b>                                | <b>40</b>                   |

**TERM-II**

| <b>S.NO</b> | <b>THEMES</b>                           | <b>WEIGHTAGE (IN MARKS)</b> |
|-------------|---|-----------------------------|
| 5.          | Theme 7 - Changing Cultural Traditions  | 10                          |
| 6.          | Theme 9 - The Industrial Revolution     | 10                          |
| 7.          | Theme 10 - Displacing Indigenous People | 10                          |
| 8.          | Theme 11 - Paths To Modernization       | 10                          |
|             | <b>Total</b>                            | <b>40</b>                   |

\* Map work included in both the terms

**Project Work\* = 20 Marks (10+10)**

\*See the guidelines given with the document.

|               |              |   |                  |
|---------------|--------------|---|------------------|
| Grand Total = | Term I       | = | 40 Marks         |
|               | Term II      | = | 40 Marks         |
|               | Project Work | = | 20 Marks         |
|               |              |   | -----            |
|               |              | = | <b>100 Marks</b> |
|               |              |   | -----            |



**HISTORY**  
**Code No.-027**  
**Class XII(2021-22)**  
**THEMES IN INDIAN HISTORY (PART-I, II&III)**

**TERM I**

| S.NO. | THEMES                                      | WEIGHTAGE (IN MARKS) |
|-------|---|----------------------|
| 1.    | Theme 1 - Bricks, Beads and Bones           | 25                   |
| 2.    | Theme 2 - Kings, Farmers and Towns          |                      |
| 3.    | Theme 3 -Kinship, Caste and Class           |                      |
| 4.    | Theme 4 -Thinkers, Beliefs and Buildings    |                      |
| 5.    | Theme 6 - Bhakti –Sufi Traditions           | 15                   |
| 6.    | Theme 7 - An Imperial Capital: Vijayanagara |                      |
|       | <b>Total</b>                                | <b>40</b>            |

**TERM-II**

| S.NO | THEMES  | WEIGHTAGE (IN MARKS) |
|------|---|----------------------|
| 7.   | Theme 9 - Kings and Chronicles                              | 10                   |
| 8.   | Theme 10 - Colonialism and The Countryside (HALF)pg-257-274 | 30                   |
| 9.   | Theme 11 - Rebels and the Raj                               |                      |
| 10.  | Theme 13 - Mahatma Gandhi and the Nationalist Movement      |                      |
| 11.  | Theme 15 - Framing the Constitution                         |                      |
|      | <b>Total</b>  | <b>40</b>            |

\* Map work included in both the terms

**Project Work\* = 20 Marks (10+10)**

**\*See the guidelines given with the document.**

|               |              |   |                                    |
|---------------|--------------|---|------------------------------------|
| Grand Total = | Term I       | = | 40 Marks                           |
|               | Term II      | = | 40 Marks                           |
|               | Project Work | = | 20 Marks                           |
|               |              | = | -----<br><b>100 Marks</b><br>----- |

**Note: Kindly refer to the guidelines on project work given below:-**

**Guidelines for Subjects having Project Work: 20 Marks**

**(Sociology, History, Legal Studies, Political Science, Economics, Business Studies, Accountancy)**

One Project to be done throughout the session, as per the existing scheme.

**1. The objectives of the project work:**

Objectives of project work are to enable learners to:

- probe deeper into personal enquiry ,initiate action and reflect on knowledge and skills, views etc. acquired during the course of class XI-XII .
- analyse and evaluate real world scenarios using theoretical constructs and arguments
- demonstrate the application of critical and creative thinking skills and abilities to produce an independent and extended piece of work
- follow up aspects in which learners have interest
- develop the communication skills to argue logically

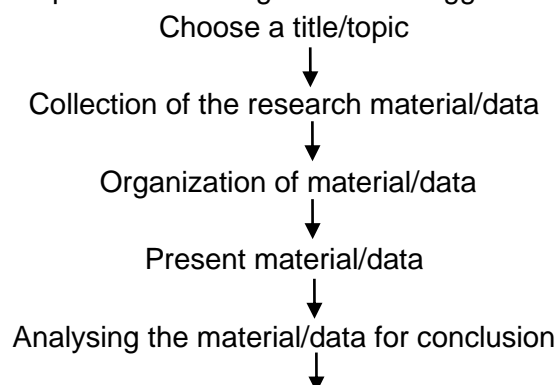
**2. Role of the teacher:**

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

- help each learner select the topic 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 must understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;
- ensure that the 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.
- prepare the learner for the presentation of the project work.
- arrange a presentation of the project file.

**3. Steps involved in the conduct of the project:**

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



Draw the relevant conclusion  
↓  
Presentation of the Project Work

- The project work can be 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 so on. Any of these activities which are suitable to visually impaired/differently-abled candidates can be performed as per the choice of the student.

**4. Expected Checklist for the Project Work:**

- Introduction of topic/title
- Identifying the causes, events, 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 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.

**5. Term-Wise Assessment of Project Work:**

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the two terms.
- 20 marks assigned for Project Work can be divided in to two terms in the following manner:

**TERM-I PROJECT WORK: 10 Marks**

The teacher will assess the progress of the project work in the term I in the following manner:

| Month                       | Periodic Work   | Assessment Rubrics  | Marks |
|-----------------------------|---|---|-------|
| 1-3<br>July-<br>September   | 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 Collection. | 5     |
| 4-5<br>October-<br>November | Planning and organisation: 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     |

|                      |  |              |           |
|----------------------|--|--------------|-----------|
| October-<br>November | <b>Midterm Assessment by<br/>internal examiner</b> | <b>Total</b> | <b>10</b> |
|----------------------|--|--------------|-----------|

### **TERM- II - PROJECT WORK: 10 Marks**

The teacher will assess the progress of the project work in the term II in the following manner:

| <b>Month</b>                | <b>Periodic Work</b>  | <b>Assessment Rubrics</b>   | <b>Marks</b> |
|-----------------------------|---|---|--------------|
| 6-7<br>December<br>-January | Content/data analysis and interpretation.<br><br>Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project. | Content analysis and its relevance in the current scenario.<br><br>Conclusion, Limitations, Bibliography, Annexures and Overall Presentation. | 5            |
| 8<br>January/<br>February   | <b>Final Assessment and VIVA<br/>by both Internal and External<br/>Examiners</b>  | External/ Internal Viva based on the project  | 5            |
|                             |   | <b>TOTAL</b>  | <b>10</b>    |

### **6. 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 own original work.
- In case of any doubt, authenticity should be checked and verified.

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## **HOME SCIENCE (Code No. 064)**

**(CLASS – XI - XII)**

**(2021-2022)**

### **Preface**

The course in Home Science encompasses five areas namely, Foods and Nutrition, Human Development and Family Studies, Fabric and Apparel, Resource Management and Communication and Extension. All these domains have their specific content in focus that contributes to the study of the individual and the family in Indian social cultural context.

The purpose of Home Science is the creation of an environment and outlook to enable learner to live a richer and more purposeful life, become future ready and develop 21<sup>st</sup> century life skills for work, livelihood and careers. All the domains within the home science discipline provide ample scope for professional avenues of higher education and career opportunities. They range from professions catering to various health and service institutions/agencies, educational organizations, industry and business houses of textiles, garments, food industry, teaching learning materials, ergonomically appropriate equipment and work situations. The subject integrates the application of various sciences and humanities to improve Human Environment, Family Nutrition, Management of Resources and Child Development.

In class XI, the “Self and family” and the “Home” are focal points for understanding the dynamics for individual lives and social interactions.

In class XII, the emphasis is on “Work and careers” through the life span.

### **Learning Objectives:**

The Home Science curriculum at senior secondary level has been framed to enable the learners to:

1. develop an understanding of the self and one’s role and responsibilities as a productive individual and as a member of family, community and society.
2. integrate learning across diverse domains and undertake a critical analysis of issues and concerns specific to family, community and society.
3. appreciate the discipline of Home Science for professional careers.
4. acquaint learners with the basic knowledge specific to five domains

namely, Foods and nutrition, Human Development and Family studies, Fabric and Apparel, Resource Management and Communication and Extension.

5. develop functional skills in the five domains for career and employment.
6. equip learners for enrichment and higher studies.

**Learning outcomes:**

After undertaking the course students will:

1. function as a productive and responsible individual in relation to self, family, community and society.
2. able to apply the basics of human development with specific reference to self, family and community.
3. able to utilize the skills of judicious management of various resources.
4. will be sensitized to fabric and apparel, their selection and care.
5. inculcate healthy food habits and lifestyle to enable prevention and management of diseases.
6. become alert and aware consumer.
7. appreciate the potential of entrepreneurship and other varied professional opportunities to make informed career choices.

## Class XI HOME SCIENCE

### Introduction:

In class XI, the “Self and family” and the “Home” are focal points for understanding the dynamics for individual lives and social interactions. The curriculum is divided in five units. Unit I introduces the concept of home science. Unit II begins with the stage of adolescence and related concerns. Unit III deals with the expanding interactions of the adolescent with others in family, school, community and society, and the needs emerging from each of these contexts. Unit IV and V focus on childhood and adulthood respectively.

### TERM I

Course Structure: Theory and Practical

Theory: 35 Marks

| <b>UNIT No.</b> | <b>Units</b>                                | <b>Marks</b> | <b>No. of Pd.</b> |
|-----------------|---|--------------|-------------------|
| 1.              | Introduction to Home Science                | 02           | 05                |
| 2.              | Understanding oneself- Adolescence          | 18           | 45                |
| 3.              | Understanding Family, Community and Society | 15           | 40                |
|                 | <b>Total</b>                                | <b>35</b>    | <b>90</b>         |

### TERM II

Course Structure: Theory and Practical

Theory: 35 Marks

| <b>UNIT No.</b> | <b>UNIT</b>  | <b>Marks</b> | <b>No. of Pd.</b> |
|-----------------|--------------|--------------|-------------------|
| 4.              | Childhood    | 17           | 45                |
| 5.              | Adulthood    | 18           | 45                |
|                 | <b>Total</b> | <b>35</b>    | <b>90</b>         |

## **CLASS XI HOME SCIENCE**

### **TERM I**

#### Unit I Introduction to Home Science

#### Unit II: Understanding oneself: Adolescence

Ch.- Understanding the Self.

- A. 'Who am I'?
- B. Development and Characteristics of the Self(Development characteristics and needs of adolescents)
- C. Influences on Identity

Ch.- Food, Nutrition, Health and Fitness

Ch. - Management of Resources

Ch.- Fabric Around us

Ch-Media and Communication Technology

#### Unit III: Understanding family, community and society

Ch. - Concerns and needs in diverse contexts:

- a. Nutrition, Health and Hygiene
- b. Resources Availability and Management

### **TERM II**

#### Unit IV: Childhood

Ch.-Survival, Growth and Development

Ch.- Nutrition, Health and Wellbeing

Ch.- Our Apparel

#### Unit V: Adulthood

Ch.- Health and Wellness

Ch.- Financial Management and planning

Ch.- Care and Maintenance of fabrics

Prescribed textbook: Human Ecology and Family Sciences(For class XI): Part I and Part II



# CLASS XI HOME SCIENCE

## TERM I

### REFERENCE POINTS

#### UNIT I: INTRODUCTION TO HOME SCIENCE

- What is Home Science
- Areas of Home Science
- Home Science is important for both boys and girls
- Career options of Home Science

#### UNIT II: UNDERSTANDING ONESELF: ADOLESCENCE

*Unit II focus on the stage of adolescence – the stage of life to which you belong at present. This unit deals with understanding your own self in terms of your personal and social identity, your nutritional and health requirements, management of basic resources of time and space, fabrics around you, and your communication skills. The last chapter of the unit situates the adolescent in the context of the family and larger society, thereby linking it to the next unit that deals with the individual in relation to her/his family, school, community and society.*

#### CHAPTER : UNDERSTANDING THE SELF

- What is Self?
  - Personal dimension
  - Social dimension
  - Self- concept
  - Self esteem
  
- What is Identity?
  - Personal identity
  - Social identity
  
- Self during Infancy: characteristics
- Self during early childhood: characteristics
- Self during middle childhood: characteristics
- Self during adolescence: characteristics
  - Identity development
  - Identity crisis
  - Real vs Ideal self

- Influences on identity
  - Developing a sense of self and identity
  - Influences on formation of identity
    - Biological and physical changes
    - Socio-cultural context
    - Emotional changes
    - Cognitive changes

## **CHAPTER : FOOD, NUTRITION, HEALTH AND FITNESS**

- Introduction
- Definition of
  - Food
  - Nutrition
  - Nutrients
- Balanced diet
  - Definition
  - RDA
- Health and Fitness
- Using Basic food Groups for planning Balanced Diets
  - Food guide pyramid.
- Vegetarian food Guide
- Dietary patterns in Adolescence
  - Irregular meals and skipping meals
  - Snacking
  - Fast foods
  - Dieting
- Modifying diet related behaviour
  - Diet journal
  - Exercise
  - Substance use and abuse
  - Healthy eating habits
  - Snacks
  - Drinking water
- Factors influencing eating behaviour
- Eating disorders at adolescence
- Key terms and their meaning

## **CHAPTER : MANAGEMENT OF RESOURCES**

- Introduction
- Classification of resources
  - Human /non-human resources
  - Individual / shared resources
  - Natural / community resources
- Human and non-human resources
  - Human resources
    - Knowledge
    - Motivation/ interest
    - Skills/ strength/ aptitude
    - Time
    - Energy
  - Non-human resources
    - Money
    - Material resources
- Individual and shared resources
  - Individual resources
  - shared resources
- Natural and community resources
  - Natural resources
  - community resources
- Characteristics of resources
  - Utility
  - Accessibility
  - Interchangeability
  - Manageable
- Managing Resources
  - Management process
  - Planning
    - Steps in planning
  - Organising
  - Implementing
  - Controlling
  - Evaluation

## **CHAPTER : FABRIC AROUND US**

- Definition of yarns, fibres, textile products, finishing.
- Introduction to fibre properties

- Classification of textile fibres
  - Filament/staple fibres
  - Natural/Manufactured (manmade) fibres
- Types of Natural Fibres
  - Cellulosic fibres
  - Protein fibres
  - Mineral fibres
  - Natural rubber
- Types of Manufactured Fibres
  - Regenerated cellulosic fibres
  - Modified cellulosic fibres
  - Protein fibres
  - Non-cellulosic fibres
  - Mineral fibres
- Some Important fibres and their properties
  - Cotton
  - Linen
  - Wool
  - Silk
  - Rayon
  - Nylon
  - Polyester
  - Acrylic
  - Elastomeric fibres
- Yarns
- Yarn processing
  - Cleaning
  - Making into a sliver
  - Attenuating, drawing out and twisting
- Yarn terminology
  - Yarn number
  - Yarn twist
  - Yarn and thread
- Fabric production
  - Weaving
  - Knitting
  - Braiding
  - Nets
  - Laces
- Textile Finishing
  - Finishing with colour

- Printing

## **CHAPTER-MEDIA COMMUNICATION TECHNOLOGY**

- Communication and Communication Technology
  - What is Communication
  - Classification of communication
  - How does communication takes place
- What is media
  - Media classification and functions
- What is communication technology
  - Classification of communication technologies
  - Modern communication technologies

## **UNITIII: UNDERSTANDING FAMILY, COMMUNITY AND SOCIETY**

*The chapters in Unit II were all addressed to you for the understanding of self and of the factors that influence your decision making. Let us now move on to understanding the family, the community and the society that you are a part of. In the first section- the focus will be on relationships and interactions with significant others, i.e. those important to you in these contexts. The second section- will discuss concerns and needs, such as those of health, work, resources, education and textile tradition in the adolescent's diverse social contexts.*

## **CHAPTER : CONCERNS AND NEEDS IN DIVERSE CONTEXTS**

### **A. NUTRITION, HEALTH AND HYGIENE**

- Health and its Dimensions
  - Social health
  - Mental health
  - Physical health
- Health care Indicators of Health
- Nutrition and Health
- Importance of nutrients
- Factors affecting nutritional well being
  - Food and nutrient security
  - Care for the vulnerable
  - Good health for all
  - Safe environment

- Nutritional Problems and their consequences
  - Malnutrition
  - Under nutrition
  - Over nutrition
- Hygiene and Sanitation
  - Personal Hygiene
  - Environmental Hygiene
  - Food Hygiene
  - Water safety

## **B. RESOURCES AVAILABILITY AND MANAGEMENT**

- Time Management
  - Definition of time plan
  - How good is your time management (Activity)?
  - Steps in making time plan
  - Tips for effective time management
  - Tools in time management---Peak load period, Work curve, Rest /break periods, Work simplification
- Space Management
  - Space and the home
  - Principles of space planning

## **TERM II**

### **UNIT IV: CHILDHOOD**

***The theme of this unit is 'Childhood'. You may wonder why did the book address the adolescent years first and childhood later. Well, it is because if you as an adolescent understand issues about yourself first, it would be easier to grasp the issues that are concerned with the stage of childhood, and later with adulthood. In this unit you will be studying about children's growth and development, critical concerns about their health and nutrition, education and clothing. As we would like children with disabilities to be an inclusive part of our society, the chapters provide us important information on their needs and ways to meet them.***

### **CHAPTER : SURVIVAL GROWTH AND DEVELOPMENT**

- The meaning of survival
- Growth and development
- Areas of development

- Physical development
- Motor development
- Cognitive development
- Sensory development
- Language development
- Social development
- Emotional development
- Good Nutrition
- Stages in development
  - Neonate
    - Reflexes
    - Sensory capabilities
- Development across stages from infancy to adolescence
  - Physical and motor development
  - Language development
  - Socio –emotional development
  - Cognitive development
    - Mental processes involved in thinking
    - Stages of cognitive development
      - ❖ Sensory motor stage
      - ❖ Pre-operational stage
      - ❖ Concrete operational stage
      - ❖ Formal operational stage

## **CHAPTER : NUTRITION, HEALTH AND WELL-BEING**

- Introduction
- Nutrition, Health and Well-being during infancy (birth – 12 months)
  - Dietary requirements of infants
  - Breast feeding
    - Benefits of breast feeding
  - Feeding the low birth weight infants
  - Complementary foods
  - Guidelines for complementary feeding
  - Immunization
  - Common health and nutrition problems in infants and young children
- Nutrition, Health and well-being of preschool children (1-6 years)
  - Nutritional needs of preschool children
  - Guidelines for healthy eating for pre-schoolers

- Planning balanced meals for preschool children
- Some examples of low-cost snacks
- Feeding children with specific needs
- Immunization
- Nutrition, Health and well-being of school-age children (7-12 years)
  - Nutritional requirements of school children
  - Planning diets for school-age children
  - Factors that influence diet intake of preschool-age and school-age children
  - Healthy habits
  - Health and nutrition issues of school age children

## **CHAPTER: OUR APPAREL**

- Clothing functions and the selection of clothes
  - Modesty
  - Protection
  - Status and prestige
  - Adornment
- Factors affecting selection of clothing in India
  - Age
  - Climate and season
  - Occasion
  - Fashion
  - Income
- Understanding children's basic clothing needs
  - Comfort
  - Safety
  - Self help
  - Appearance
  - Allowance for growth
  - Easy care
  - Fabrics
- Clothing requirements at different childhood stages
  - Infancy (birth to six months)
  - Creeping age (6 months to one year)
  - Toddlerhood (1-2 years)
  - Preschool age (2-6 years)
  - Elementary school years (5-11 years)
  - Adolescents (11-19 years)



- Clothes for children with special needs

## **UNIT V: ADULTHOOD**

***With the advent of adulthood, the adolescent passes through the portal of what may be termed as the “real world”. One enters the world of higher education, work and marriage, and gets involved in establishing one’s own family. Hence responsibilities of the individual increases manifold. In this unit you will learn about the major factors that play a role in determining the quality of adult life, these being health and wellness, financial planning and management, maintenance of fabrics and apparel that one uses personally as well as in the home, and appreciation of different perspectives in communication. The unit concludes with the chapter on individual responsibilities and rights, not only for one’s own self, but also in relation to the family and larger society.***

### **CHAPTER : HEALTH AND WELLNESS**

- Importance of health and fitness
- Healthy & Unhealthy diet
- BMI
- Do’s and Don’ts for health promoting diets
- Fitness
- Importance of exercise and physical activities in adulthood
- Wellness
- Qualities of a person who is rated high on wellness
- Dimensions of wellness
  - Social aspect
  - Physical aspect
  - Intellectual aspect
  - Occupational aspect
  - Emotional aspect
  - Spiritual aspect
  - Environmental aspect
  - Financial aspect
- Stress and coping with stress
- Simple techniques to cope with stress
  - Relaxation
  - Talking with friends/family
  - Reading

- Spirituality
- Music
- Hobby
- Yoga

## **CHAPTER : FINANCIAL MANAGEMENT AND PLANNING**

- Financial management
- Financial planning
- Management
- Money and its importance
- Family Income
  - Money income
  - Real income: Direct and Indirect income
  - Psychic income
- Income management
- Budget
- Steps in making budget
- Advantages of planning family budgets
- Control in money management
  - Checking to see how well the plan is progressing
    - Mental and mechanical check
    - Records and accounts
  - Adjusting wherever necessary
  - Evaluation
- Savings
- Investment
- Principles underlying sound investments
  - Safety to the principle amount
  - Reasonable rate of interest
  - Liquidity
  - Recognition of effect of world conditions
  - Easy accessibility and convenience
  - Investing in needed commodities
  - Tax efficiency
  - After investment service
  - Time period
  - Capacity
- Savings and investment avenues
  - Post office

- Banks
- Unit Trust of India
- NSC
- Mutual funds
- Provident funds
- Chit fund
- Life insurance and medical insurance
- Pension scheme
- Gold, house, land
- Others (new schemes)
- Credit
- Need of credit
- 4C's of credit: character, capacity, capital means, collateral,

## **CHAPTER : CARE AND MAINTENANCE OF FABRICS**

- Mending
- Laundering
  - Stain removal
    - Vegetable stains
    - Animal stains
    - Oil stains
    - Mineral stains
    - Dye bleeding
  - Techniques of stain removal
    - Scraping
    - Dipping
    - Sponging
    - Drop method
  - Reagent for stain removal
  - Common stains and method of removing
- Removal of dirt: the cleaning process
  - Soaps and detergents
  - Methods of washing: friction, kneading & squeezing, suction, washing by machine
- Finishing
  - Blues and optical brighteners
  - Starches and stiffening agents
- Ironing
- Dry cleaning
- Storage of textile products
- Factors affecting fabric care

- Yarn structure
  - Fabric construction
  - Colour and finishes
- Care label

**NOTE:**

- **Wherever required latest data/figures to be used.**
- **Latest RDA's to be used.**

## CLASS XI HOME SCIENCE PRACTICALS

### TERM I

1. Understanding oneself with reference to:
  - a) Physical development in terms of age, height, weight, hip and chest circumference.
  - b) Sexual maturity (Age at menarche ,Development of breasts : girls).  
(Growth of beard, change in voice: boys)
2. Observe developmental norms: (Physical, Motor, Language and social -emotional) birth to three years.
3. List and discuss 4-5 areas of agreement and disagreement with
  - a) Mother
  - b) Father
  - c) Siblings/ Friends
  - d) Teacher
4.
  - a) Record own diet for a day
  - b) Evaluate qualitatively for adequacy
5.
  - a) Record one day's activities relating to time use and work
  - b) Prepare a time plan for yourself
6. Preparation of different healthy snacks for an adolescent suitable in her/his context.

### TERM II

1. Plan a budget for a given situation/purpose.
2.
  - a) Record the fabrics and apparel used in a day
  - b) Categorize them according to functionality
3. Relationship of fibre properties to their usage:
  - a) Thermal property and flammability
  - b) Moisture absorbency and comfort
4. (a) Analyze label of any one garment with respect to: Clarity, fibre content,  
size and care instructions.  
(b) Prepare one care label of any garment.  
(c) Analyze two different fabric samples for color

**SCHEME FOR PRACTICAL EXAMINATION  
CLASS XI HOME SCIENCE**

**TERM I**

|           |  |                 |
|-----------|--|-----------------|
| <b>1.</b> | Observe developmental norms: (Physical, Motor, Language and social emotional) birth to three years<br><br><b>OR</b><br>List and discuss 4-5 areas of agreement and disagreement with<br>a) Mother<br>b) Father<br>c) Siblings/ Friends<br>d) Teacher | <b>5 Marks</b>  |
| <b>2.</b> | Preparation of healthy snacks for an adolescent  | <b>7 Marks</b>  |
| <b>3.</b> | Prepare a time plan for yourself   | <b>3 Marks</b>  |
|           | <b>TOTAL</b>   | <b>15 MARKS</b> |

**TERM II**

|           |   |                 |
|-----------|---|-----------------|
| <b>1.</b> | Plan a budget for a given situation/purpose   | <b>3 Marks</b>  |
| <b>2</b>  | Relationship of fibre properties to their usage:<br>a) Thermal property and flammability<br>b) Moisture absorbency and comfort<br><br><b>OR</b><br>Prepare one care label of any garment. | <b>5 Marks</b>  |
| <b>3.</b> | File  | <b>5 Marks</b>  |
| <b>4.</b> | Viva  | <b>2 Marks</b>  |
|           | <b>TOTAL</b>  | <b>15 MARKS</b> |

## Class XII HOME SCIENCE

### Introduction:

In class XII, the emphasis is on “Work and careers” through the life span. Within the curriculum the significance and scope of each domain (Foods and Nutrition, Human Development and Family Studies, Fabric and Apparel, Resource Management and Communication and Extension), the multiple thrust areas emerging within them have been emphasized. The units spell out the basic concepts, requisite knowledge and skills in each thrust areas and delineate the career avenues and the preparation required for them in order to make informed career choices.

### TERM I

**Course Structure: Theory and practical**

**Theory:35 marks**

| UNIT No. | Units                                  | Marks     | No. of Periods |
|----------|--|-----------|----------------|
| 1        | Work, Livelihood and Career            | 05        | 10             |
| 2        | Nutrition, Food Science and Technology | 20        | 45             |
| 3        | Human Development and Family Studies   | 10        | 35             |
|          | <b>THEORY</b>                          | <b>35</b> | <b>90</b>      |

### TERM II

**Course Structure: Theory and practical**

**Theory: 35 marks**

| No. | Units                       | Marks     | No. of Periods |
|-----|-----------------------------|-----------|----------------|
| 4   | Fabric and Apparel          | 16        | 40             |
| 5   | Resource Management         | 12        | 35             |
| 6   | Communication and Extension | 07        | 15             |
|     | <b>THEORY</b>               | <b>35</b> | <b>90</b>      |

## **CLASS XII HOME SCIENCE**

### **TERM I**

#### **UNIT I: Work, livelihood and Career**

Ch. Work, livelihood and Career

#### **UNIT II: Nutrition, Food Science and Technology**

Ch. Clinical Nutrition and Dietetics

Ch. Public Nutrition and Health

Ch. Food Processing and Technology

Ch. Food Quality and Food Safety

#### **UNIT III: Human Development and Family Studies**

Ch. Early Childhood Care and Education

Ch. Management of Support Services, Institutions and Programmes for Children, Youth and Elderly

### **TERM II**

#### **UNIT IV: Fabric and Apparel**

Ch. Design for Fabric and Apparel

Ch. Fashion Design and Merchandising

Ch. Care and Maintenance of Fabrics in Institutions

#### **UNIT V: Resource management**

Ch. Hospitality Management

Ch. Consumer Education and Protection

#### **UNIT VI: Communication and Extension**

Ch. Development Communication and Journalism

Prescribed textbook: Human Ecology and Family Sciences (For Class XII): Part I and Part II



**CLASS XII HOME SCIENCE  
TERM I**

**REFERENCE POINTS**

**UNIT I WORK ,LIVELIHOOD AND CAREER**

**Chapter: WORK ,LIVELIHOOD AND CAREER**

- Introduction
  - Work and meaningful work
  - Work, careers and livelihood
- Traditional occupation in India
  - Agriculture
  - Handicrafts
  - Indian cuisine
  - Visual arts
- Work ,Age and Gender
  - Gender issues in relation to work
  - Issues and concerns related to women and work
    - ✓ KGBV
    - ✓ Beti bachao ,Beti Padhao Yojana
- Attitudes and approaches to work and life skills for livelihood
  - Attitudes and approaches to work
  - Life skills for livelihood
  - Essential soft skills at workplace
- Ergonomics
  - Definition and need for ergonomics
  - Benefits of Ergonomics
- Entrepreneurship
  - Definition and characteristics

**UNIT II NUTRITION, FOOD SCIENCE AND TECHNOLOGY**

**Chapter: CLINICAL NUTRITION AND DIETETICS**

- Introduction

- Nutrition
- Clinical Nutrition
- Significance
- Basic concepts
  - Diet therapy
- Types of diets: Regular Diet and Modified diets
  - Changes in consistency
  - Feeding routes
  - Prevention of chronic diseases
- Preparing for career
- Scope

### **Chapter: PUBLIC NUTRITION AND HEALTH**

- Introduction
- Significance
- Basic concept
  - Public health nutrition
  - Nutritional Problems of India
    - Protein energy malnutrition
    - Micronutrient deficiencies
      - Iron deficiency anemia
      - Vitamin A deficiency
      - Iodine deficiency disorders
- Strategies/Intervention to tackle Nutritional problems
  - Diet or food based strategies
  - Nutrient based strategies
- Nutrition programmes operating in India
  - ICDS
  - Nutrient Deficiency Control Programmes
  - Food Supplementation Programmes
  - Food Security Programme
- Health Care
- Scope

### **Chapter: FOOD PROCESSING AND TECHNOLOGY**

- Introduction
- Significance
- Basic Concepts
  - Food Science

- Food Processing
- Food Technology
- Food Manufacturing
- Development of food processing and technology
- Importance of Food processing and Preservation
- Classification of food on the basis of extent and type of processing
- Preparing for a career
- Scope

### **Chapter: FOOD QUALITY AND FOOD SAFETY**

- Introduction
- Significance
- Basic Concepts
  - Food safety (Toxicity & Hazard)
  - Hazards (Physical, chemical and biological)
  - Food infection
  - Food poisoning
  - Food quality
- Food standards regulation in India-FSSA (2006)(Fruit and vegetable product order, Meat food product order and Vegetable oil products order are not included)
- International Organization and agreements in the area of Food Standards, Quality, Research and Trade
  - Codex Alimentarius Commission
  - International Organization for Standardisation
  - World Trade Organization
- Food Safety Management Systems
  - Good manufacturing practices (GMP)
  - Good handling practices (GHP)
  - Hazard Analysis Critical Control Points (HACCP)
- Scope

## **UNIT III HUMAN DEVELOPMENT AND FAMILY STUDIES**

### **Chapter: Early Childhood Care and Education**

- Significance
- Basic concepts
- Preparing for a career
- Scope

## **Chapter: Management of support services, Institutions and programmes for children, youth and elderly**

- Significance
- Basic concepts
- Why are children vulnerable?
- Institutions, programmes and initiatives for children
  - ICDS
  - SOS Children's Village
  - Children's Homes run by the Government
  - Adoption
- Why are Youth vulnerable?
- Youth programmes in India
- Why are the elderly vulnerable?
- Some programmes for the elderly
- Preparing for a career
- Scope

## **UNIT IV FABRIC AND APPAREL**

### **Chapter: Design for Fabric and Apparel**

- Introduction
- Basic concepts (Design: Structural & Applied)
- Elements of design
  - Colour
  - Texture
  - Line
  - Shapes or form
- Principles of Design
  - Proportion
  - Balance
  - Emphasis
  - Rhythm
  - Harmony
- Preparing for career
- Scope

### **Chapter: Fashion Design and Merchandising**

- Introduction
- Significance
- Basic Concepts

- Fashion terminology –Fashion ,fads, style, classic
- Fashion Development
  - France-The centre of fashion
  - Fashion Evolution
- Fashion Merchandising
- Fashion Retail Organization
- Preparing For a career
- Scope

### **Chapter: Care and maintenance of fabrics in Institution**

- Introduction
- Basic concepts
  - Washing equipment
  - Drying equipment
  - Ironing/pressing equipment
- Institutions
- Preparing for a career
- Scope

## **UNIT V RESOURCE MANAGEMENT**

### **Chapter: Hospitality Management**

- Introduction
- Significance
- Basic concepts
- Departments involved in hospitality management of an organization
- Scope

### **Chapter: Consumer Education and Protection**

- Introduction
- Significance of consumer education and protection
- Basic concepts
  - Consumer product
  - Consumer behaviour
  - Consumer forum
  - Consumer footfalls
  - Consumer problems
  - Consumer rights
  - Standardized marks (ISI, Wool Mark, Hall Mark, Silk Mark)

- Protection Councils
- Consumer Responsibilities
- Scope

## **UNIT VI COMMUNICATION AND EXTENSION**

### **Chapter: Development communication and Journalism**

- Introduction
- Significance
- Basic concepts
  - Development
  - Development journalism
  - Development Communication
- Methods of communication
  - Campaign
  - Radio and television
  - Print media
  - Information and communication technologies
- Knowledge and skills required for a career in this field
- Scope and career avenues in development communication

## **CLASS XII HOME SCIENCE PRACTICALS**

### **TERM I**

#### **UNIT II NUTRITION, FOOD SCIENCE AND TECHNOLOGY**

1. Modification of normal diet to soft diet for elderly person.
2. Development and preparation of supplementary foods for nutrition programme.
3. Planning a menu for a school canteen or mid-day meal in school for a week.
4. Design, prepare and evaluate a processed food product.
5. Qualitative test for food adulteration in: pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida.

#### **UNIT III HUMAN DEVELOPMENT AND FAMILY STUDIES**

6. Preparation and use of any one teaching aid to communicate socially relevant messages for children/ adolescents /adults in the community.

OR

Preparation of any one toy for children (age appropriate) using locally available and indigenous material

### **TERM II**

#### **UNIT IV FABRIC AND APPAREL**

1. Preparation of any one article using applied textile design techniques; tie and dye/batik/block printing.
2. Remove different types of stains from white cotton cloth –Ball pen, curry, grease, ink, lipstick, tea and coffee.

#### **UNIT V RESOURCE MANAGEMENT**

3. Evaluate any one advertisement for any job position.
4. Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following-
  - a) Consumer Protection Act (CPA)
  - b) Consumer responsibilities
  - c) Consumer organization
  - d) Consumer Problems

## **PROJECT**

### **ANY ONE OF THE FOLLOWING PROJECT MAY BE UNDERTAKEN AND EVALUATED-**

1. Study of an integrated community based, nutrition/health programme being implemented in own area, with reference to-
  - a) Programme objectives
  - b) Focal Group/Beneficiaries
  - c) Modalities of implementation
  
2. Visit to the neighbouring areas and interview two adolescents and two adults regarding their perception of persons with special needs.
  
3. Profile any two person (child/adult) with special needs to find out their diet, clothing, activities, physical and psychological needs.
  
4. Planning any five messages for nutrition, health and life skills using different modes of communication for different focal groups.
  
5. Market survey any five processed foods with their packaging and label information.



**SCHEME FOR PRACTICAL EXAMINATION  
CLASS XII HOME SCIENCE**

**TERM I**

|           |   |                 |
|-----------|---|-----------------|
| <b>1.</b> | Project   | <b>5 Marks</b>  |
| <b>2.</b> | Modification of any one family meal for elderly person.<br>Preparing any one of the modified dish.<br>OR<br>Development and preparation of any one supplementary food for pre-schooler (2-6 years) nutrition programme.<br>OR<br>Planning a menu for school canteen and preparing any one nutritious dish | <b>5 Marks</b>  |
| <b>3.</b> | Identify adulterant using chemical test in any one of the following- pure ghee, tea leaves, whole black pepper, turmeric powder, milk, asafoetida.  | <b>2 Marks</b>  |
| <b>4.</b> | Viva  | <b>3 Marks</b>  |
|           | <b>TOTAL</b>  | <b>15 MARKS</b> |

**TERM II**

|           |  |                 |
|-----------|--|-----------------|
| <b>1.</b> | Prepare a sample using applied textile design techniques tie and dye/batik/block printing  | <b>4 Marks</b>  |
| <b>2.</b> | Remove any one of the stain from white cotton cloth –<br>Ball pen, curry, grease, ink, lipstick, tea, coffee   | <b>2 Marks</b>  |
| <b>3.</b> | Develop a leaflet/pamphlet for Consumer Education and Protection on any one of the following-<br>(5 marks)<br>a) Consumer Protection Act (CPA)<br>b) Consumer responsibilities<br>c) Consumer organization<br>d) Consumer Problems | <b>4 Marks</b>  |
| <b>4.</b> | File   | <b>5 Marks</b>  |
|           | <b>TOTAL</b>   | <b>15 MARKS</b> |

**PHYSICAL EDUCATION (048)**  
**DISTRIBUTION OF SYLLABUS – CLASS XII – 2021-2022**  
**TERM - I AND TERM - II**

| <b>TERM I – THEORY<br/>MCQ BASED - 35 MARKS</b> |   | <b>TERM II – THEORY<br/>SHORT/LONG ANSWER – 35 MARKS</b> |  |
|---|---|--|--|
| <b>*Unit No.</b>                                | <b>Name</b>   | <b>*Unit No.</b>   | <b>Name</b>  |
| <b>1</b>  | <b>Planning in Sports</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning &amp; Objectives Of Planning</li> <li><input type="checkbox"/> Various Committees &amp; its Responsibilities (pre; during &amp; post)</li> <li><input type="checkbox"/> Tournament – Knock-Out, League Or Round Robin &amp; Combination</li> <li><input type="checkbox"/> Procedure To Draw Fixtures – Knock-Out (Bye &amp; Seeding) &amp; League (Staircase &amp; Cyclic)</li> </ul> | <b>3</b>   | <b>Yoga &amp; Lifestyle</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asanas as preventive measures</li> <li><input type="checkbox"/> Obesity: Procedure, Benefits &amp; contraindications for Vajrasana, Hastasana, Trikonasana, Ardh Matsyendrasana</li> <li><input type="checkbox"/> Diabetes: Procedure, Benefits &amp; contraindications for Bhujangasana, Paschimottasana , Pavan Muktasana, Ardh Matsyendrasana</li> <li><input type="checkbox"/> Asthma: Procedure, Benefits &amp; contraindications for Sukhasana, Chakrasana, Gomukhasana, Parvatasana, Bhujangasana, Paschimottasana, Matsyasana</li> <li><input type="checkbox"/> Hypertension: Tadasana, Vajrasana, Pavan Muktasana, Ardha Chakrasana, Bhujangasana, Sharasana</li> </ul> |
| <b>2</b>  | <b>Sports &amp; Nutrition</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Balanced Diet &amp; Nutrition: Macro &amp; Micro Nutrients</li> <li><input type="checkbox"/> Nutritive &amp; Non-Nutritive Components Of Diet</li> <li><input type="checkbox"/> Eating For Weight Control – A Healthy Weight, The Pitfalls of Dieting, Food</li> </ul>  | <b>4</b>   | <b>Physical Education &amp; Sports for CWSN (Children with Special Needs - DIVYANG)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept of Disability &amp; Disorder</li> <li><input type="checkbox"/> Types of Disability, its causes &amp; nature (cognitive disability, intellectual</li> </ul>   |

|          |   |          |   |
|----------|---|----------|---|
|          | Intolerance & Food Myths  |          | <p>disability, physical disability)</p> <ul style="list-style-type: none"> <li>□ Types of Disorder, its cause &amp; nature (ADHD, SPD, ASD, ODD, OCD)</li> <li>□ Disability Etiquettes</li> <li>□ Strategies to make Physical Activities assessable for children with special need.</li> </ul>  |
| <b>5</b> | <b>Children &amp; Women in Sports</b> <ul style="list-style-type: none"> <li>□ Motor development &amp; factors affecting it</li> <li>□ Exercise Guidelines at different stages of growth &amp; Development</li> <li>□ Common Postural Deformities - Knock Knee; Flat Foot; Round Shoulders; Lordosis, Kyphosis, Bow Legs and Scoliosis and their corrective measures</li> <li>□ Sports participation of women in India</li> </ul>   | <b>7</b> | <b>Physiology &amp; Injuries in Sports</b> <ul style="list-style-type: none"> <li>● Physiological factor determining component of Physical Fitness</li> <li>● Effect of exercise on Cardio Respiratory System</li> <li>● Effect of exercise on Muscular System</li> <li>● Sports injuries: Classification (Soft Tissue Injuries:(Abrasion, Contusion, Laceration, Incision, Sprain &amp; Strain) Bone &amp; Joint Injuries: (Dislocation, Fractures: Stress Fracture, Green Stick, Communated, Transverse Oblique &amp; Impacted) Causes, Prevention&amp; treatment</li> <li>● First Aid – Aims &amp; Objectives</li> </ul> |
| <b>6</b> | <b>Test &amp; Measurement in Sports</b> <ul style="list-style-type: none"> <li>○ Motor Fitness Test – 50 M Standing Start, 600 M Run/Walk, Sit &amp; Reach, Partial Curl Up, Push Ups (Boys), Modified Push Ups (Girls), Standing Broad Jump, Agility – 4x10 M Shuttle Run</li> <li>○ Measurement of Cardio Vascular Fitness – Harvard Step Test/Rockport Test -</li> </ul> <p><u>Duration of the Exercise in Seconds</u><br/> <math>\times 100</math><br/> 5.5 x Pulse count of 1-1.5 Min after Exercise</p> | <b>9</b> | <b>Psychology &amp; Sports</b> <ul style="list-style-type: none"> <li>● Personality; its definition &amp; types – Trait &amp; Types (Sheldon &amp; Jung Classification) &amp; Big Five Theory</li> <li>● Motivation, its type &amp; techniques</li> <li>● Meaning, Concept &amp; Types of Aggressions in Sports</li> </ul>  |

|   |   |  |  |
|---|---|--|--|
|   | <ul style="list-style-type: none"> <li>○ Rikli &amp; Jones - Senior Citizen Fitness Test</li> </ul>   |  |  |
| <b>8</b>  | <b>Biomechanics &amp; Sports</b> <ul style="list-style-type: none"> <li>● Meaning and Importance of Biomechanics in Sports</li> <li>● Types of movements (Flexion, Extension, Abduction &amp; Adduction)</li> <li>● Newton's Law of Motion &amp; its application in sports</li> </ul> | <b>10</b>  | <b>Training in Sports</b> <ul style="list-style-type: none"> <li>● Strength – Definition, types &amp; methods of improving Strength – Isometric, Isotonic &amp; Isokinetic</li> <li>● Endurance - Definition, types &amp; methods to develop Endurance – Continuous Training, Interval Training &amp; Fartlek Training</li> <li>● Speed – Definition, types &amp; methods to develop Speed – Acceleration Run &amp; Pace Run</li> <li>● Flexibility – Definition, types &amp; methods to improve flexibility</li> <li>● Coordinative Abilities – Definition &amp; types</li> </ul> |
| <b>TERM I – PRACTICAL</b>                         |   | <b>TERM II – PRACTICAL</b>                                 |  |
| Project File<br>(About one sport/game of choice ) | 05 Marks  | Project File<br>(Yoga and General Motor Fitness Test)      | 05 Marks   |
| Demonstration of Fitness Activity                 | 05 Marks  | Demonstration of Fitness Activity/Yoga                     | 05 Marks   |
| Viva Voce (From Project File; Fitness)            | 05 Marks  | Viva Voce (From Project File; General Motor Fitness; Yoga) | 05 Marks   |

**\*For resource material refer Class XII Physical Education Handbook available at Board's Academic website: [www.cbseacademic.nic.in](http://www.cbseacademic.nic.in)**

**POLITICAL SCIENCE (Code No. 028)**

**Class XI (2021-22)**

**TERM WISE SYLLABUS**

**TERM- 1**

**40 Marks**

| <b>Units</b>                               | <b>Contents</b>                   | <b>WEIGHTAGE (IN MARKS)</b> |
|--|-----------------------------------|-----------------------------|
| <b>Part A: Indian Constitution at Work</b> |                                   |                             |
| 1  | Constitution                      | 12                          |
| 2  | Election and Representation       | 05                          |
| 3  | Local Government                  | 03                          |
| <b>Part B: Political Theory</b>            |                                   |                             |
| 4  | Political Theory: An Introduction | 07                          |
| 5  | Rights                            | 07                          |
| 6  | Development                       | 06                          |
| <b>Total</b>                               |                                   | <b>40</b>                   |

**TERM- 2**

**40 Marks**

| <b>Units</b>                               | <b>Contents</b> | <b>WEIGHTAGE (IN MARKS)</b> |
|--|-----------------|-----------------------------|
| <b>Part A: Indian Constitution at Work</b> |                 |                             |
| 7  | Legislature     | 07                          |
| 8  | Executive       | 07                          |
| 9  | Judiciary       | 06                          |
| <b>Part B: Political Theory</b>            |                 |                             |
| 10   | Liberty         | 07                          |
| 11   | Equality        | 07                          |
| 12   | Justice         | 06                          |
| <b>Total</b>                               |                 | <b>40</b>                   |

**Project Work\* = 20 Marks**

**\*See the guidelines given with the document.**

|               |              |   |                  |
|---------------|--------------|---|------------------|
| Grand Total = | Term I       | = | 40 Marks         |
|               | Term II      | = | 40 Marks         |
|               | Project Work | = | 20 Marks         |
|               |              | = | -----            |
|               |              | = | <b>100 Marks</b> |
|               |              |   | -----            |



**Note: Kindly refer to the guidelines on project work given below:-**

**Guidelines for Subjects having Project Work: 20 Marks  
(Sociology, History, Legal Studies, Political Science, Economics, Business Studies,  
Accountancy)**

One Project to be done throughout the session, as per the existing scheme.

**1. The objectives of the project work:**

Objectives of project work are to enable learners to:

- probe deeper into personal enquiry ,initiate action and reflect on knowledge and skills, views etc. acquired during the course of class XI-XII .
- analyse and evaluate real world scenarios using theoretical constructs and arguments
- demonstrate the application of critical and creative thinking skills and abilities to produce an independent and extended piece of work
- follow up aspects in which learners have interest
- develop the communication skills to argue logically

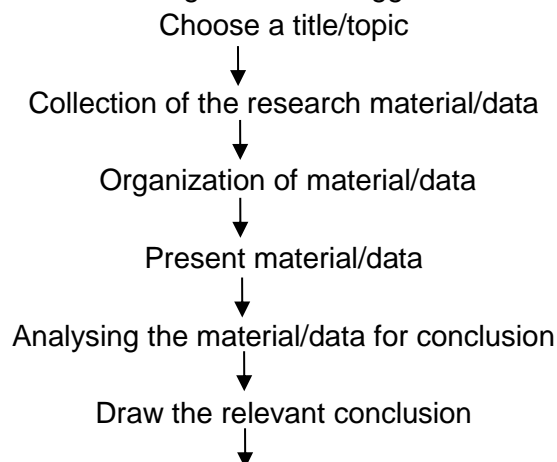
**2. Role of the teacher:**

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

- help each learner select the topic 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 must understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;
- ensure that the 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.
- prepare the learner for the presentation of the project work.
- arrange a presentation of the project file.

**3. Steps involved in the conduct of the project:**

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



### Presentation of the Project Work

- The project work can be 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 so on. Any of these activities which are suitable to visually impaired/differently-abled candidates can be performed as per the choice of the student.

#### **4. Expected Checklist for the Project Work:**

- Introduction of topic/title
- Identifying the causes, events, 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 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.

#### **5. Term-Wise Assessment of Project Work:**

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the two terms.
- 20 marks assigned for Project Work can be divided in to two terms in the following manner:

#### **TERM-I PROJECT WORK: 10 Marks**

The teacher will assess the progress of the project work in the term I in the following manner:

| <b>Month</b>                | <b>Periodic Work</b>  | <b>Assessment Rubrics</b>   | <b>Marks</b> |
|-----------------------------|---|---|--------------|
| 1-3<br>July-<br>September   | 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 Collection. | 5            |
| 4-5<br>October-<br>November | Planning and organisation: 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            |
| October-<br>November        | <b>Midterm Assessment by internal examiner</b>  | <b>TOTAL</b>  | <b>10</b>    |



## **TERM- II - PROJECT WORK: 10 Marks**

The teacher will assess the progress of the project work in the term II in the following manner:

| <b>Month</b>                | <b>Periodic Work</b>  | <b>Assessment Rubrics</b>   | <b>Marks</b> |
|-----------------------------|---|---|--------------|
| 6-7<br>December<br>-January | Content/data analysis and interpretation.<br><br>Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project. | Content analysis and its relevance in the current scenario.<br><br>Conclusion, Limitations, Bibliography, Annexures and Overall Presentation. | 5            |
| 8<br>January/<br>February   | <b>Final Assessment and VIVA by both Internal and External Examiners</b>  | External/ Internal Viva based on the project  | 5            |
|                             |   | <b>TOTAL</b>  | <b>10</b>    |

### **6. 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 own original work.
- In case of any doubt, authenticity should be checked and verified.

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**SOCIOLOGY (039)**  
**Code No. 039**  
**Class - XI (2021-22)**

**TERM WISE SYLLABUS**

|                | <b>TERM I</b>   | <b>WEIGHTAGE (IN MARKS)</b> |
|----------------|---|-----------------------------|
| 1.             | Sociology and Society                                     | 10                          |
| 2.             | Terms, Concepts and Their Use in Sociology                | 10                          |
| 3.             | Understanding Social Institutions                         | 10                          |
| 4.             | Culture and Socialisation                                 | 10                          |
|                | <b>Total</b>  | <b>40 Marks</b>             |
| <b>TERM II</b> |   |                             |
| 1.             | Social Change and Social Order in Rural and Urban Society | 14                          |
| 2.             | Introducing Western Sociologists                          | 14                          |
| 3.             | Indian Sociologists                                       | 12                          |
|                | <b>Total</b>  | <b>40 Marks</b>             |

**Prescribed Textbooks:**

1. Introducing Sociology (NCERT)
2. Understanding Society (NCERT)

**Project Work\* = 20 Marks**

**\*See the guidelines given with the document.**

|               |              |   |                  |
|---------------|--------------|---|------------------|
| Grand Total = | Term I       | = | 40 Marks         |
|               | Term II      | = | 40 Marks         |
|               | Project Work | = | 20 Marks         |
|               |              |   | -----            |
|               |              | = | <b>100 Marks</b> |
|               |              |   | -----            |

**Class - XII (2021-22)**

|                | <b>TERM I</b>                                   | <b>WEIGHTAGE (IN MARKS)</b> |
|----------------|---|-----------------------------|
| 1.             | The Demographic Structure of the Indian society | 10                          |
| 2.             | Social Institutions: Continuity and Change      | 10                          |
| 3.             | Patterns of Social Inequality and Exclusion     | 10                          |
| 4.             | The Challenges of Cultural Diversity            | 10                          |
|                | <b>Total</b>                                    | <b>40 Marks</b>             |
| <b>TERM II</b> |   |                             |
| 1.             | Structural Change                               | 5                           |
| 2.             | Cultural Change                                 | 5                           |
| 3.             | Change and Development in Rural Society         | 10                          |
| 4.             | Change and Development in Industrial Society    | 10                          |
| 5.             | Social Movements                                | 10                          |
|                | <b>Total</b>                                    | <b>40 Marks</b>             |

**Prescribed Textbooks:**

1. Indian Society (NCERT)
2. Social Change and Development in India (NCERT)

**Project Work\* = 20 Marks**

**\*See the guidelines given with the document.**

|               |              |   |                  |
|---------------|--------------|---|------------------|
| Grand Total = | Term I       | = | 40 Marks         |
|               | Term II      | = | 40 Marks         |
|               | Project Work | = | 20 Marks         |
|               |              |   | -----            |
|               |              | = | <b>100 Marks</b> |
|               |              |   | -----            |

**Note: Kindly refer to the guidelines on project work given below:**

**Guidelines for Subjects having Project Work: 20 Marks**

**(Sociology, History, Legal Studies, Political Science, Economics, Business Studies, Accountancy)**

One Project to be done throughout the session, as per the existing scheme.

**1. The objectives of the project work:**

Objectives of project work are to enable learners to:

- probe deeper into personal enquiry ,initiate action and reflect on knowledge and skills, views etc. acquired during the course of class XI-XII .

- analyse and evaluate real world scenarios using theoretical constructs and arguments
- demonstrate the application of critical and creative thinking skills and abilities to produce an independent and extended piece of work
- follow up aspects in which learners have interest
- develop the communication skills to argue logically

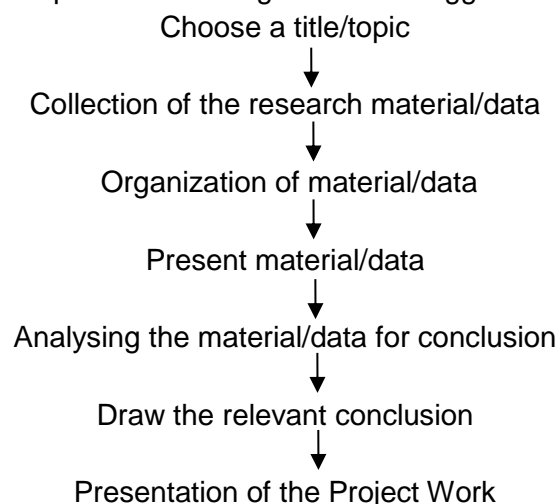
## **2. Role of the teacher:**

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

- help each learner select the topic 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 must understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;
- ensure that the 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.
- prepare the learner for the presentation of the project work.
- arrange a presentation of the project file.

## **3. Steps involved in the conduct of the project:**

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



- The project work can be 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 so on. Any of these activities which are suitable to visually impaired/differently-abled candidates can be performed as per the choice of the student.

#### **4. Expected Checklist for the Project Work:**

- Introduction of topic/title
- Identifying the causes, events, consequences and/or remedies
- Identify various associated dimensions and effect of the identified situation or issue on each of them.
- Advantages and disadvantages of situations or issues identified
- Short-term and long-term implications of 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.

#### **5. Term-Wise Assessment of Project Work:**

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the two terms.
- 20 marks assigned for Project Work can be divided in to two terms in the following manner:

#### **TERM-I PROJECT WORK: 10 Marks**

The teacher will assess the progress of the project work in the term I in the following manner:

| <b>Month</b>                | <b>Periodic Work</b>  | <b>Assessment Rubrics</b>   | <b>Marks</b> |
|-----------------------------|---|---|--------------|
| 1-3<br>July-<br>September   | 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 Collection. | 5            |
| 4-5<br>October-<br>November | Planning and organisation: 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            |
| October-<br>November        | <b>Midterm Assessment by internal examiner</b>  | <b>TOTAL</b>  | <b>10</b>    |

## **TERM- II - PROJECT WORK: 10 Marks**

The teacher will assess the progress of the project work in the term II in the following manner:

| <b>Month</b>                | <b>Periodic Work</b>  | <b>Assessment Rubrics</b>  | <b>Marks</b> |
|-----------------------------|---|--|--------------|
| 6-7<br>December<br>-January | Content/data analysis and interpretation.<br><br>Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project. | Content/data analysis and its relevance in the current scenario.<br><br>Conclusion, Limitations, Bibliography, Annexures and Overall Presentation. | 5            |
| 8<br>January/<br>February   | <b>Final Assessment and VIVA by both Internal and External Examiners</b>  | External/ Internal Viva based on the project   | 5            |
|                             |   | <b>TOTAL</b>   | <b>10</b>    |

### **6. 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 own original work.
- In case of any doubt, authenticity should be checked and verified.

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## (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) (2021-22)**  
(Code No. 049)

Theory: Term-I 15 Marks, and Term-II 15 Marks

Total: 30 Marks

**Unit wise Weightage**

| Term      | Units                        |   | Periods   | Marks     |
|-----------|------------------------------|---|-----------|-----------|
|           | <b>History of Indian Art</b> |   |           |           |
| <b>I</b>  | 1                            | Pre-Historic rock paintings and art of Indus Valley       | 18        | 8         |
|           | 2                            | Buddhist, Jain and Hindu Art                              | 18        | 7         |
| <b>II</b> | 3                            | Temple Sculptures   | 18        | 8         |
|           | 4                            | Bronzes and Artistic aspects of Indo-Islamic architecture | 18        | 7         |
|           |                              |   | <b>72</b> | <b>30</b> |

**Term-I**

| Unit | Content  | 18 Periods |
|------|--|------------|
| 1.   | A. Pre-Historic Rock-Paintings Introduction<br>1) Period and Location<br>2) Study and appreciation of following Pre-historic paintings:<br>i. Wizard's Dance, Bhimbethaka  |            |
|      | B. Introduction<br>1) Period and Location.<br>2) Extension: In about 1500 miles.<br>i. Harappa & Mohenjo-daro (Now in Pakistan)<br>ii. Ropar, Lothal, Rangpur, Alamgirpur, Kali Bangan, Banawali and Dholavira (in India)  |            |
| 2    | Study and appreciation of following: Sculptures and Terra cottas:<br>i. Dancing girl (Mohenjo-daro)<br>Bronze, 10.5 x 5 x 2.5 cm.<br>Circa 2500 B.C.<br>(Collection: National Museum, New Delhi).<br>ii. Male Torso(Harappa)<br>Red lime Stone, 9.2 x 5.8 x 3 cms.<br>Circa 2500 B.C.<br>(Collection: National Museum, New Delhi)<br>iii. Mother Goddess (Mohenjo-daro) terracotta, 22 x 8 x 5 c Circa 2500 B.C. (Collection: National Museum, New Delhi). |            |
| 3    | <b>Study and Appreciation of following Seal:</b>   |            |



|                       |  |                   |
|-----------------------|--|-------------------|
|                       | <ul style="list-style-type: none"> <li>i. Bull (Mohenjo-daro)<br/>Stone (Steatite), 2.5 x 2.5 x 1.4 cm. Circa 2500 B.C.<br/>(Collection: National Museum, New Delhi).<br/>Decoration on earthen wares: Painted earthen-ware (Jar)<br/>Mohenjo-daro (Collection: National Museum, New Delhi).</li> </ul>  |                   |
| <b>Unit 2</b>         | <b>Buddhist, Jain and Hindu Art<br/>(3rd century B.C. to 8th century A.D.)</b>   | <b>18 Periods</b> |
| 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"> <li>i. Lion Capital from Sarnath (Mauryan period) Polished sandstone, Circa 3rd Century B.C. (Collection: Sarnath Museum, U.P.)</li> <li>ii. Chauri Bearer from Didar Ganj (Yakshi) (Mauryan period) Polished sandstone Circa 3rd Century B.C.(Collection: Patna Museum, Bihar)</li> <li>iii. Seated Buddha from Katra Mound, Mathura-(Kushan Period-Mathura Style) Red-spotted Sand Stone, Circa 3rd Century AD. (Collection: Govt. Museum, Mathura)</li> <li>iv. Jain Tirathankara (Gupta period) Stone Circa 5th Century A.D. (Collection: State Museum, Lucknow U.P.)</li> </ul>  |                   |
| 3.                    | <b>Introduction to Ajanta Location</b><br>Period, No of caves, Chaitya and Vihara, paintings and sculptures, subject matter and technique etc.   |                   |
| <b><u>Term-II</u></b> |  |                   |
| <b>Unit 3</b>         | <b>Temple Sculpture, Bronzes and artistic aspects of Indo-Islamic Architecture</b>   | <b>18 Periods</b> |
|                       | <p>Artistic aspects of Indian Temple sculpture (6<sup>th</sup> Century A.D. to 13<sup>th</sup> Century A.D.)</p> <ol style="list-style-type: none"> <li>1) Introduction to Temple Sculpture<br/>(6<sup>th</sup> Century A.D. to 13<sup>th</sup> Century A.D.)</li> <li>2) Study and appreciation of following Temple-Sculptures: <ol style="list-style-type: none"> <li>i. Descent of Ganga (Pallava period, Mahabalipuram, Tamil Nadu), granite rock Circa 7<sup>th</sup> Century A.D.</li> <li>ii. Trimuti (Elephanta, Maharashtra) Stone Circa 9<sup>th</sup> Century A.D.</li> <li>iii. Lakshmi Narayana (Kandariya Mahadev Temple) (Chandela period, Khajuraho, Madhya Pradesh) Stone Circa 10<sup>th</sup> Century A.D.</li> <li>iv. Cymbal Player, Sun Temple (Ganga Dynasty, Konark, Orrisa) Stone Circa 13<sup>th</sup> Century A.D.</li> </ol> </li> </ol> |                   |

|               |   |  |
|---------------|---|--|
|               | v. Mother and Child (Vimal-Shah Temple, Solanki Dynasty, Dilwara, Mount Abu; Rajasthan) white marble, Circa 13 <sup>th</sup> Century A.D. |  |
| <b>Unit-4</b> | <b>Bronzes and Artistic aspects of Indo-Islamic architecture</b>  |  |
|               | 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) 12th Century A.D.<br>(Collection : National Museum, New Delhi)                     |  |
|               | <b>Artistic aspects of the indo-Islamic architecture:</b>   |  |
|               | 1. Introduction   |  |
|               | 2. Study and appreciation of following architecture:  |  |
|               | i. Qutub Minar, Delhi   |  |
|               | ii. Gol Gumbad of Bijapur   |  |

**CLASS-XI (2021-22)**  
**(PRACTICAL)**  
**Term I**

**35 Marks**

**Painting Composition**

**25 Marks**

- (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
- (ii) Sketches from life and nature 15 Marks

**Portfolio Assessment**

**10 Marks**

- a) Record of the Term, performance from sketch to finished product 5 Marks
- b) One selected work of paintings composition done during the Term 3 Marks
- c) Two selected works of paintings done during the Term 2 Marks

**Term II**

**35 Marks**

**Nature and Object Study**

**25 Marks**

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.

**Portfolio Assessment**

**10 Marks**

- (a) Record of the Term, performance from sketch to finished product 5 Marks
- (b) Three selected nature and object study exercises in any media done during session including the minimum of two still life exercises. 5 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 (2021-22)**

**Theory: Term-I 15 Marks, and Term-II 15 Marks**

**Total: 30 Marks**

**Unit wise Weightage**

| Term | Unit1(a) | Content  | Periods | Marks |
|------|----------|--|---------|-------|
| I    | 1        | The Rajasthani and Pahari Schools of Miniature Painting  | 18      | 8     |
|      | 2        | The Mughal and Deccan Schools of Miniature Painting      | 18      | 7     |
| II   | 3        | The Bengal School of Painting                            | 18      | 8     |
|      | 4        | Indian National flag and the Modern Trends in Indian Art | 18      | 7     |
|      |          |  | 72      | 30    |

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

**(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   | Manaku   | Basohli    |
| Nand, Yashoda and 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:

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

## **Term-II**

| <b>Unit 3</b> | <b>The Bengal School of Painting and the Modern trends in Indian Art<br/>(About the beginning to mid of the 20th Century)</b>                                       | <b>18<br/>Periods</b> |
|---------------|---|-----------------------|
| <b>(i)</b>    | National Flag of India and the Symbolic significance of its forms and the colours.  |                       |
| <b>(ii)</b>   | Introduction to the Bengal School of Painting<br>(i) Origin and development of the Bengal School of Painting<br>(ii) Main features of the Bengal School of Painting |                       |



|               |  |  |
|---------------|--|--|
| <b>(iii)</b>  | Appreciation of the following paintings of the Bengal school:<br>(i) Journey's End – Abanindranath Tagore<br>(ii) Shiv and Sati- Nandla Bose<br>(iii) (Radhika - M.A.R.Chughtai<br>(iv) Meghdoot - Ram Gopal Vijaivargiya<br>Contribution of Indian artists in the struggle for National Freedom Movement. |  |
| <b>Unit-4</b> | <b>Indian National Flag and the Modern Trends in Indian Art</b><br>Appreciation of the following contemporary (Modern) Indian Art  |  |
| <b>(i)</b>    | <b>Paintings:</b><br>(i) Rama Vanquishing the Pride of the Ocean – Raja Ravi Varma<br>(ii) Mother and child – Jamini Roy<br>(iii) Haldi Grinders - Amrita Sher Gill<br>(iv) Mother Teresa - M.F.Husain   |  |
| <b>(ii)</b>   | <b>Graphic - prints:</b><br>(i) Children – Somnath Hore<br>(ii) Devi – Jyoti Bhatt<br>(iii) Of Walls - AnupamSud<br>(iv) Man, Woman and Tree - K. Laxma Goud   |  |
| <b>(iii)</b>  | <b>Sculptures:</b><br>(i) Triumph of Labour - D. P. Roychowdhury<br>(ii) Santhal Family - RamkinkarVaij<br>(iii) Cries Un - heard – Amar Nath Sehgal<br>(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.

**CLASS-XII (2021-22)**  
**(PRACTICAL)**  
**Term I**

**35 Marks**

**Painting Composition**

**25 Marks**

Imaginative painting based on subjects from Life and Nature in water and poster colours with colour values.

**Portfolio Assessment**

**10 Marks**

- a) Record of the Term, performance from sketch to finished product 5 Marks
- b) One selected work based on any Indian Folk Arts ( Painting) 2 Marks
- c) Two selected works of paintings done during the Term 3 Marks

**Term II**

**35 Marks**

**Nature and Object Study**

**25 Marks**

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.

**Portfolio Assessment**

**10 Marks**

- a) Record of the Term, performance from sketch to finished product 5 Marks
- b) Four selected nature and object study exercises in any media done during the Term 5 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.

## Guidelines for Evaluation of Practical

### 1. Marking Scheme:

|   |                 |
|---|-----------------|
| <b>Nature and Object Study,</b>                                 | <b>25 marks</b> |
| (i) Drawing (composition)                                       | 10              |
| (ii) Treatment of media/colours                                 | 05              |
| (iii) Overall impression  | 10              |
| <b>Painting Composition</b>                                     | <b>25 marks</b> |
| (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              |

### 2. Format of the Questions:

#### 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.

#### Painting Composition:

Make a painting - composition on any of the following five subjects in any medium (water/pastel, tempera, and 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 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 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 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.